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**Teacher perceptions of the competence of the school management team to
utilise an ethical foundation and its influence on job satisfaction**

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RESEARCH REPORT

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ABSTRACT

This research focuses on teachers' perceptions about the relationship between the competence of the school management team in using an ethical foundation as an aspect of holistic leadership and their job satisfaction. South African public and independent schools have fallen short with regard to management and leadership, failing to provide many learners with skills they need to secure jobs and contribute to South Africa's economic growth. This quantitative study explores the competence of school management teams in using an ethical foundation as an aspect of holistic leadership through teachers' perceptions. Analysis of the data obtained from a sample of 700 teachers showed teachers' indecision on this issue. The Structural Equation Model showed a positive and direct relationship between teachers' perceptions of their school management team's competence to use the code of ethics to influence aspects of increased job satisfaction in teachers. Therefore, the school management team should be aware of the potential use of an ethical basis in schools to empower competence, teacher retention, and teamwork in achieving the primary purpose of education.

Keywords: ethical foundation; School Management Team; Structural Equation Model; teacher job satisfaction



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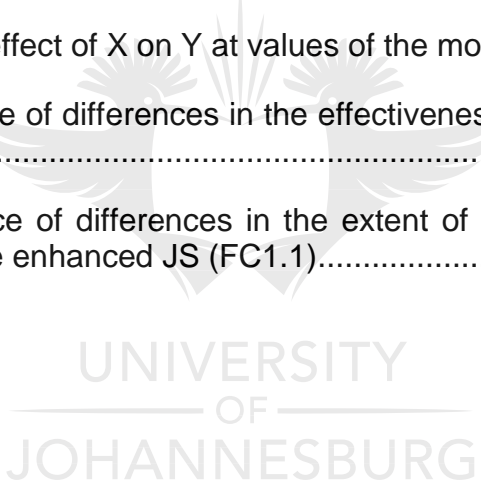
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1. BACKGROUND TO THE PROBLEM

Various South African legislations such as the White Paper on the Transformation of the Public Service, Section 32 of the Constitution of South Africa, the Administrative Justice Act of 2000, and the Public Service Regulations of 2001 aim to revitalise provision of public services by focusing on the interests of people (Batho Pele). However, with regard to educational leadership, it has been easier to legalise the functions of the School Management Team for school efficiency than to implement such functions. In fact, SMTs face enormous challenges when it comes to the actual implementation of these tasks. In a hierarchical bureaucratic system where different task levels have different authority and control, SMTs face challenges in how to collaborate. In this research, leadership is a fundamental function of the SMT and one of its important functions involves teacher motivation.

I have been teaching in South Africa almost 20 years. South Africa it became clear that the education system was flawed, with poorly performing teachers, poor work ethics, lack of community and parental support, poor control by education authorities, poor support for teachers and very low levels of accountability and percentages of the broken families motivated me to study on this topic.

Given the above background, the main problem of this research was to investigate teachers' views on the current level of the competence of the SMT in using and developing an ethical foundation to influence their job satisfaction.

2. RESEARCH QUESTIONS

What are the perceptions of teachers about the relationship between the present competence of the SMT in applying an ethical foundation as an aspect of holistic leadership and teacher job satisfaction?

The sub questions are:

- What does literature say about the structure of holistic leadership, especially the role of an ethical foundation in school management?
- What factors play an active role in influencing teacher job satisfaction?

- Is there a significant link between the teachers' perceptions of the SMT's ability to practice ethical principles as an aspect of holistic leadership and teacher satisfaction in the workplace?

3. AIMS AND OBJECTIVES OF THE RESEARCH

The main aim of this particular research was to investigate the perceptions that teachers have about how competent the SMT is in using an ethical foundation, as an aspect of holistic leadership, to influence the job satisfaction of teachers. In order to accomplish the main aim of the research, the following objectives were essential to achieve, namely to:

1. Measure teachers' perceptions of the SMT's ability to practice ethical leadership and its connection with teachers' job satisfaction using a structured questionnaire.
2. Analyse the collected data using appropriate statistical methods to probe the connection between the perception of ethical principles in school management and the job satisfaction of teachers.
3. Determine a relationship between the two constructs and provide guidelines to SMTs on ethical leadership.

4. CLARIFICATION OF CONCEPTS

Holistic leadership – A multidimensional concept comprised of seven sub-dimensions such as ethical foundation, vision of excellence, professionally inviting culture, authentic collaboration, effective communication, personal mastery, and empowering followers (Beeka, 2008).

Ethical foundation – “Social relational practices concerned with the moral purpose of education” (Angus, 2006). Ethical foundation refers to actions, conversations, and behaviours espoused by appropriate norms.

5. LITERATURE REVIEW

5.1 THEORETICAL FRAMEWORK

The researcher aimed to explore the concept of an ethical foundation as a key feature of holistic leadership. The researcher further reviewed the concept of teacher job satisfaction and examined the relationship between an ethical foundation and teacher job satisfaction as mentioned above. The focus was on educational leadership and management, specifically holistic leadership. However, as holistic leadership is a multi-dimensional construct consisting of seven sub-dimensions, this particular research investigated only one of the sub-dimensions, namely an ethical foundation and more specifically, the perceptions of teachers about the competence of the SMT to utilise an ethical foundation to influence the job satisfaction of teachers.

Ethical leadership has been defined as “a social, relational practice concerned with the moral purpose of education” (Angus, 2006). Ethical leadership refers to actions, conversations, and other behaviours guided by appropriate norms. Such leadership can also be defined as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers” (Brown, Trevino & Harrison, 2007: 120). By means of two-way communication and decision-making, “ethical leaders speak to us about our identity, what we are and what we can become, how we live and how we could live better” (Freeman & Stewart, 2006: 8). Ethics is “a philosophical term originating from the Greek word ‘ethos’ meaning custom or character” (Ethics, 2020: para. 1). It is concerned with “describing and prescribing moral requirements and behaviours, which suggests that there are acceptable and unacceptable ways of behaving that serve as a function of philosophical principles” (Minkes, Small & Chatterjee, 1999: 328). Ethics is the code of values and moral principles that guide individual or group behaviour with respect to what is “right or wrong”. Ethical behaviour is defined as behaviour that is morally accepted as “good” and “right” as opposed to “bad” or “wrong” in a given situation (Sims, 1992) and is “both legally and morally acceptable to the larger community” (Trevino, 1986 in Samson & Daft, 2012: 175). In order to explain leadership trends and its interaction with precedents and consequences, we

first need to learn what ethical leadership is and how ethical leaders should act. For example, Covey (2004: 19) states that “survey researches have linked perceived leader effectiveness with perceptions of the leader’s honesty, integrity, and trustworthiness”. We define leadership as “the art of persuading a follower to want to do the things, activities that the leader sets as goals” (Mihelic, Lipicnik & Tekavcic, 2010: 3). The role of leaders is therefore to direct the individual’s behaviour towards a desired goal. Brown and Trevino, in turn, (2006) state that leaders’ individual leadership styles will vary as they stem from their unique personality traits. Some leaders, “particularly charismatic and transformational leaders, have personal power through which they engage employees, whereas other exert the positional, legitimate power. Leaders are characterised by different values, attitudes, beliefs, conduct, habits and practices and that is to a certain extent dependent upon the organizational, professional or institutional culture” (Mihelic et al., 2010: 32).

Sexual promiscuity is a behaviour which society frowns upon. The act of teachers impregnating learners is a much more serious example of declining moral standards and is often a criminal activity as it involves sex with a minor, perceived by most, to be a social injustice. Professional ethics is a principle that manages the actions of a person or a group in a professional environment. Similar to values, “professional ethics provide rules on how a person should act towards others and institutions in such an environment” (Professional Ethics, 2014). There are some world-wide accepted ethical codes that apply to all professions, including “honesty, trustworthiness, loyalty, respect for others, adherence to the law, doing good and avoiding harm to others, accountability, and integrity” (Josephson Institute of Ethics, n.d). The aspects listed build on professional ethical principles as the foundation for suggesting the standards of conduct essential for members of a profession. The intent of codes of ethical conduct are to provide procedures “for the minimum standard of proper actions in a professional context” (Gilman, 2005: 2).

A “well-oiled” fair education system for teachers, management, and students are important for a number of reasons including “human development and the maintenance of socially responsive economic and political systems” (Modisaotsile, 2012: 1). This research will discuss the importance of an ethical platform or

foundation that is necessary in the relationship between the school management team and teachers. South African public schools have fallen short regarding management and leadership, failing to provide many learners with the skills they need to secure jobs and contribute to South Africa's economic growth (Spaull, 2013). One of the main reasons for this appears to be the decline of moral leadership in the public service in South Africa over the last few years (Nganje, 2015). This researcher is of the opinion that such a decline may be due to a deteriorating ethical base and alienation of public sector leaders from the public. It is in the public interest that "learning institutions such as schools emphasise the importance of visibly modelling ethical conduct, and communicate openly and regularly with employees about the moral obligations of their duties in the classroom" (Looyen, 2015: 67). Ethical leadership is "value-based and followers have a strong view of the values which leaders articulate and implement" (Brown & Trevino, 2006: 117). The researcher believes that any school leadership programme can benefit from the example set by one of the world's iconic ethical leaders, namely the late ex-president of South Africa, Nelson Mandela. Nelson Mandela offered a lifelong lesson of ethical leadership which he learnt throughout his childhood, emulating his father in his good behaviour and positive morals (Gudyanga, Wadesango, Manzira & Gudyanga, 2015). The need to improve learning capacity in South African schools is possibly associated with the job satisfaction of teachers (Iwu, Gwija, Benedict & Tengeh, 2013). This study focuses on teachers' perceptions of the competence of the school management team (SMT) in utilising an ethical foundation to "influence the job satisfaction of teachers". In the present climate where the ethical accountability of leadership needs to be emphasised. An investigation into the competence of the SMT to utilise an ethical platform to influence teacher job satisfaction could add valuable information to the critical role of school leadership.

In support of the above, Bayaga and Jaysveree (2017: 199) write that "currently, education in the home, school and community does not convey a positive value system to learners - thus perpetuating the problem of a society in decline". The recommendation is "that the mindset of children needs to change, so that they become morally clear-sighted and responsible" and teachers contribute to this (Anass & Louw, 2017: 199). Unfortunately, schools become sources of many

unwanted societal ills like drugs, gangs, and child abuse. Many of these abused children also become victims of criminals. Some teachers have been the perpetrators of immoral and unethical acts with their own learners (Matlala, Nolte & Temane, 2014a). Currently, there is increased visibility of pregnant learners at secondary schools in South Africa (James, Van Rooyen & Strümpher, 2011; Maholo, Maja & Wright, 2009; Panday, Makiwane, Ranchod & Letsoala, 2009; Runhare & Vandeyar, 2011). In 2010, “the highest number of pregnant learners was recorded in Limpopo Province, followed by KwaZulu-Natal Province, while in 2009 Limpopo Province recorded the second highest number as compared to other provinces in the country” (“Department of Basic Education, 2011; 2012” in Matlala et al., 2014b: 1). Many of these pregnancies were because of teachers impregnating their learners. Daku, Gibbs and Heyman (2012) regard reports in newspapers as “important sources of knowledge for both the public and policymakers as they report on events that happen in the community, also report frequently about pregnant learners in all nine provinces of South Africa” (in Matlala et al., 2014b: 1). “Between 2010 and early 2011, newspapers reported 3248 learner pregnancies in four provinces of South Africa, namely Limpopo, Mpumalanga, Gauteng, and KwaZulu-Natal” (McLean, 2011; Mngoma, 2010; Moselakgomo, 2010 in Department of Basic Education, 2019: 6). In Limpopo Province, “15 pregnancies were reported from one school with teachers among some of those responsible, while Mpumalanga reported 70 from another school. In Gauteng, 3127 pregnancies were reported from 366 schools, while the province of KwaZulu-Natal reported 36 from 25 schools” (Matlala, Nolte & Temane, 2014b: 1).

When it comes to attempting to eliminate or reduce such societal ills there appears to be little support from government and the private sector. Unfortunately, some teachers come to school just for them not to lose their jobs. There is no spirit or motivation for teaching and learning among such educators. Heystek and Terhoven (2014: 1) posit that “the answer to the question of poor motivation lies buried, perhaps, in the labyrinth of a complex education system”. Motivation is a “critical factor for teacher development in contextually challenging underperforming schools in South Africa” (Heystek & Terhoven, 2014: 1). However, “the issue of teacher motivation is framed in an intricate matrix of cause and effect where one cannot

really discern a clear, one-to-one linear correlation. Firstly, the education system has expanded rapidly and enrolment rates have shot up, yet the growth rate in the number of teachers has not kept pace with this rise in enrolment” (Ramachandran, 2005: 2142). Most rural schools have large classes and teachers are unable to cope with individual learner needs. Secondly, “the social distance between teachers and children is wide in government schools (which mostly cater to the very poor). In addition, social attitudes and community prejudices play an important role in determining the ability and willingness of teachers to empathise with children” (Ramachandran, 2005: 2142; Christie, 2008; Thoonen, Slegers, Oort, Peetsma & Geijssel, 2011; Kelania & Bowers, 2012).

Labelling schools as “failing or underperforming may have different effects on the teachers in these schools” (Heystek & Terhoven, 2014: 2). Pintrich and Schunk (2002) and Heystek and Terhoven (2014) state that it can have one of two effects: either teachers will be motivated to work harder or be completely demotivated and give up. Blackmore (2004) also agrees that labels, such as ‘underperforming schools’, can influence the emotions and dedication of teachers to their work. This label is given to underperforming schools from outside - giving the school no option but to accept it. From the Department of Basic Education, “it may just be an organisational or administrative action, but the potential motivational consequences must also be considered” (Gunter, 2004; Heystek & Terhoven, 2014: 3). Labelling can be a self-fulfilling prophecy as it impacts those labelled but also how others see those labelled (Woolfolk, 2010). The “underperforming label becomes more complicated when it is considered that it is taking place in a performativity culture” (Heystek & Terhoven, 2014: 3). According to Ball (2012), accountability for performance is across all levels and every type of educational institution. This “rigorous process requires teachers and principals to spend increasing amounts of their time in making themselves accountable, reporting on what they do, rather than doing it” (Heystek & Terhoven, 2014: 3).

Beeka (2008) indicates that a school principal, as leader of the SMT, needs to have a clear educational foundation or platform containing educational principles, namely:

- dignity and respect towards one’s followers;

- the demonstration of high levels of commitment and tenacity;
- integrity in all transactions by ‘practicing what one preaches’;
- using moral authority to guide one’s actions as such authority gives rise to extraordinary commitment and performance among educators and learners.

Starratt (1991; 1996) makes use of a multidimensional framework to explore ethical leadership that incorporates three ethics, namely “an ethic of caring, an ethic of justice, and an ethic of critique”. This researcher agrees with Starratt that “ethical leadership is a multidimensional construct” (Starratt, 1991) containing many values and principles. Being aware of such values and principles is also facilitated via open feedback from one’s followers.

However, ethical behaviour can sometimes be characterised by controversies due to differing values and principles. Mathooko (2013) stipulates that notable ethical controversies emerge in almost any form of company. This researcher now briefly explains some forms of ethical behaviour associated with educational leadership.

5.1.1 The teacher and the student/learner

The teaching profession is a profession in which human relations have intense and moral responsibilities (Adebe & Davis, 2004). There are moral rules in the relationship between teachers and their students. Teachers are accountable to their students, the parents, school administrators, and all members of the community. Teachers also have responsibilities such as being honest, respectful, fair, equal, and impartial (Adebe & Davis, 2004). Today’s teachers, when faced with the need to teach morals in the classroom, are uncertain about how to proceed. Ryan (1986) suggests a pragmatic approach to moral education: using positive examples; explaining circumstances by telling stories; simple exhortation and encouragement; connecting issues to the environment; and using life experiences to highlight conditions. Ryan (1986) also says that, although morals and values are being taught in the schools in one form or another, “societal changes have altered how they are being taught. They are no longer taught from a spiritual aspect, but from a student-centred, or community-based, one” (in Abebe & Davis, 2004: 7).

Teachers must also have faith in children's potential for goodness. The expectations of teachers that "students can attain higher moral and ethical standards will increase the students' expectation that these positive values will be supported and rewarded in the classroom" (Abebe & Davis, 2004: 7). Lickona (1992: 138) states that "the moral community of the classroom is one such support structure. The class meeting, because it regularly calls the group together as a conscious, decision-making community, is the single most important support system for eliciting and strengthening students' best values and behaviours". Many teachers are not prepared to use their own moral reasoning to positively affect the behaviour of their students while they are busy with their daily tasks. "Some teachers treat students in ways that damage their self-esteem; some simply shirk any moral responsibility to guide students in the right direction" (Abebe & Davis, 2004: 8).

The following quotes explain the roles of the teacher:

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The most common role a teacher plays in the classroom is to teach knowledge to children. (Roles of a teacher, n.d.: para. 1)

In public schools in South Africa teachers are given a curriculum they must follow that meets state guidelines so that throughout the year, the required knowledge is taught to the students. There are many ways that teachers teach and these can include group activities and hands-on learning activities. The role of the teacher in creating a good environment for students is critical. "Students often mimic a teacher's actions and if the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative" (Roles of a teacher, n.d.: para. 1).

Teachers are responsible for the social behavior in their classrooms. "This behavior is primarily a reflection of the teacher's actions and the environment he/she sets.

Teachers typically do not think of themselves as role models, however, inadvertently they are” (Roles of a teacher, n.d.: para. 2). The teacher becomes a role model for students as they spend most of their day with their teachers - the effect that teachers have can of course be negative or positive, depending on the teacher. Teachers are “there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community” (Roles of a teacher, n.d.: para. 3).

Mentoring is another role taken on by teachers - often they are not even aware that this is happening and again, the results can be positive or negative on the students. Mentoring is “a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students” (Roles of the teacher, n.d.: para. 4). If the teacher takes the time to listen to the students this will create a sense of ownership in them in their classrooms. This in turn will “help build their confidence, inspiring them to be successful” (Roles of the teacher, n.d.: para. 4).

Another role played by teachers is that of a protector. “Teachers are taught to look for any signs of ‘trouble’ in the students. When students’ behaviours change or physical signs of abuse are noticed, teachers are required to look into the problem” (Roles of the teacher, n.d.: para. 5).

5.1.2 The educator and colleagues

“The success of a school is based solely on the quality of relationships between various stakeholders” (Bethune, 2019: para. 1). Essentially, a school is all about relationships. The researcher believes that “learning comes secondary to the core fundamental aim of developing positive relationships. Without good relationships, very little learning will actually take place” (Bethune, 2019: para. 1). Other studies indicate that a sense of belonging to a school is fundamental to learning (Eldor & Shoshani, 2016).

At times, relationships with colleagues can be difficult due to differences in opinion, years of experience, roles in the school among others (Friend & Cook, 2000). Should

communication between colleagues become contentious or unproductive, Sanford Inspire (2017: 1) advocate using the following principles:

- “Be open-minded and suspend judgement.
- Ask clarifying and probing questions to understand someone else’s actions, beliefs, or perspective in a situation.
- Identify the strengths that your colleague brings to the table (years of experience, enthusiasm, relationship-building, content expertise).
- Find common ground and use it as a starting point for discussing differences in opinion. Ask yourself “to what extent have I consciously identified the strengths and experience my colleague brings to this situation?”

When one adheres to the principles offered above there is a need to reflect on the situation by identifying their position and level of perceived power. Additionally, Andrews and Lewis (2002: 145) offer the following ideas:

- “Be aware of the content of your message and how it is communicated, it may influence others in ways that were different from what you intended.
- Consider how others could interpret your words, tone, and actions.
- Identify and focus on the things you can control and contribute when collaborating with colleagues. Ask yourself ‘How could others interpret my actions, words, and tone?’
- Take the time to get to know your colleagues personally.
- Recognize the effort and ideas of your colleagues as you work alongside them.
- Uphold your promises and fulfil your responsibilities to develop trust.
- Be responsible by proactively resolving an issue with a colleague and speaking directly with him/her. ‘What actions have I taken to get to know my colleague and recognize the work they’ve done?’”

Having discussed some ethical behaviours that could be motivational to school leadership and teachers, teacher job satisfaction will now be briefly discussed.

5.1.3 Teacher job satisfaction

Teacher job satisfaction has many benefits to an educational organisation. Some of the most notable are that it:

- “lowers voluntary turnover;
- reduces employee absenteeism;
- reduces long-term human relation costs;
- contributes positive results towards employee referral programmes;
- boosts employee productivity; and
- increases employee retention”. (Barman, 2020: Features of job satisfaction)

Understanding such benefits will enable SMTs to perceive that job satisfaction is something, which is essential for the productivity of all educational organisations.

Writing on his blog, Barman (2020: Benefits of job satisfaction) posits that there are many common factors to improving satisfaction like “salary, employee benefits packages, job security, working conditions, and others”. One of the better-known factors is, for example, that job satisfaction has a significant relationship with age. It means “older workers often have higher job satisfaction than newer employees” (Barman, 2020: Age). This is because with longevity in a career comes many benefits which include employee rewards, improved productivity, enhanced understanding, and progression in the ranks. “All these translate to more satisfied employees in the workplace. Leadership job satisfaction in leadership positions is often high” (Barman, 2020: Age). Thus, responsibility plays a vital role in teacher job satisfaction.

5.1.3.1 Responsibility

Job roles with higher degrees of responsibility involved often equates to higher job satisfaction. If an individual gets more responsibility at work it shows that their employer trust them - on the whole, “people expect to feel valued and appreciated for work done” (Barman, 2020: Responsibilities). In this way employees are happier and have a sense of value (Barman, 2020). If, on the other hand, they are given too much

responsibility it will have a negative effect - this in turn will lead to employee burnout - ensuring a decrease in job satisfaction and the experience of the employees in the working environment.

5.1.3.2 Creativity in the workplace

“Routine work often bores a worker, which often leads to job dissatisfaction” (Barman, 2020: Creativity). If a sense of creativity is allowed in the workplace it will help to make things interesting – the repetitive cycle of work will no longer be an issue. This sense of creativity “gives the workers the freedom and space in which they can express their work better ... bringing fulfilment and satisfaction”(Barman, 2020: Creativity). Allowing for creativity also enables greater personal interest in one’s work, which is an essential factor (Barman, 2020). Therefore, higher job satisfaction leads to employees who are truly passionate about their work and vice versa. Hence, SMT’s must place more emphasis on matching teachers to their passionate field of work.

5.1.3.3 Two-way feedback

Proper feedback is essential for every individual and organisation to grow (Barman, 2020). Feedback is a two-way street that should also be perceived as professionally inviting. Many organisations “fail to address this and fall prey to employee attrition. An employee will record a higher sense of job satisfaction if the company listens to their feedback about management” (Barman, 2020: Two-way feedback) as this will make them feel that their opinions are valued. Attributes, such as professional feedback increase employee satisfaction in the workplace (Barman, 2020).

5.1.3.4 Flexibility

Flexibility in work is “desirable for all employees concerned. A flexible work environment and working hours gives employees the gift of time, which boosts job satisfaction” (Barman, 2020: Flexibility).

5.1.3.5 Trust

Often, employers fail to deliver on all their promises and contract obligation to employees (Barman, 2020). “Despite the circumstances, it always has a negative effect on employees. Delaying promised promotion due to rising competition or lack of revenue is one such example” (Barman, 2020: Trust). If an employee loses trust in their employer their job dissatisfaction will increase. As each employee works and is productive at their own pace, micromanagement and constant scrutiny can dampen their creativity and productivity. “Furthermore, the employer’s absent trust in the employee’s work largely harms job satisfaction. This aspect of management style often ‘chases’ employees away” (Barman, 2020: Trust).

One of the most widely recognised theories of job satisfaction utilised in educational settings has been that of Herzberg, Mausner and Snyderman (1959 in Scott & Dinham, 2000). The two factor theory of job satisfaction of Herzberg et al. (1959) posits that one set of job variables (satisfiers) contributes to job satisfaction and a separate set (hygiene factors) to job dissatisfaction. Satisfiers include factors such as “challenging work, achievement, advancement, responsibility, growth in the job, works itself, recognition” (Samriddhi, n.d.: para. 7) while dissatisfiers (hygiene factors) include “company policy and administration, supervision, quality of supervision, interpersonal relations, working conditions, salary, status and job security” (Samriddhi, n.d.: para. 6)

Having briefly discussed some aspects that influence teacher job satisfaction, the possible association of ethical leadership with teacher job satisfaction will now be discussed.

5.2 RELATIONSHIP BETWEEN ETHICAL LEADERSHIP AND TEACHER JOB SATISFACTION

Job satisfaction has been defined in different complementary ways. As one of the primary writers about job satisfaction, Spector (1985: 693) indicates, that “job satisfaction is a worker’s state of mind, including pay, advancement, supervision, periphery benefits, unforeseen prizes, working strategies, collaborators, nature of work, and correspondence”.

Efficient leaders (principals and heads of department) “encourage their employees to improve their performance, heighten their tendency to innovate, and stimulate them to be creative and this is done through the leaders’ just and fair behaviours with their employees” (Padash & Golparvar, 2010 in Kelidbari, Fadaei & Ebrahimi, 2016: 464). For example, Brown, Trevino and Harrison (2005 in Kelidbari et al., 2016: 464) state that: “Specified ethical leadership, as indicative of the proper normative behaviour and conduct, through interpersonal measures and relationships and the enhancement of such proper and normative conducts via bilateral relationships, enhancement of decision making in the employees by superiors and managers” are important behaviors that need to be considered.

All areas of leadership must satisfy the basic tenets of the highest morality, norms, and values (Prossack, 2018). Prossack (2018) further states that true leaders are born leaders. Ethical leadership embodies many things such as being fair, just, honest, responsible, and taking responsibility for decisions and actions in every aspect of leadership. Furthermore, if people are treated equally and respectfully, and they consider the viewpoint of others (Prossack, 2018). In a school environment this can make a teacher feel important and encourage them to do their best.

In every organisation, staff performance is regarded as one of the most important concepts. Therefore, “one of the most significant challenges in every organisation should be to improve and enhance the organisational and employee performance” (Mousakhani, Alvani, Mirza’ee & Muhammadi, 2012 in Kelidbari et al., 2016: 464). Organisations need “constant performance improvement to be able to survive and progress. Human resources are considered as basic assets and they are presumed to be the origin of any sort of change and innovation in the organisation” (Asgharpoor, 2006 in Kelidbari et al., 2016: 464).

“Ethical leadership pays dividends in employee pride, commitment, and loyalty” (Trevino, Hartman & Brown, 2000: 142). If a leader is ethical they can help improve the performance of both the employees and the organisation. “If the leadership of the company reflects [ethical] values, people will want to work for that company and will want to do well” (Trevino et al., 2000: 136) which will help employee turnover and attract talented people.

Trevino et al. (2000 in Yates, 2014: 12) declare that, “ethics does not need to come at the expense of effectiveness”. Ethical leadership theory “supports the premise that ethics and performance are compatible concepts and these leaders will push for both the goals to be achieved as well as the sticking to ethical standards” (Yates, 2014: 12).

Reinforcement of the “organisational culture can be accomplished when members observe what leaders pay attention to and measure” (Schein, 2009 in Yates, 2011: 19). Trevino et al. (2003) verify that, although “perceived ethical leaders often functioned as consideration-oriented leaders, they also utilized transactional leadership skills” (in Yates, 2014: 4). The transactional leader “gives followers something they want in exchange for something the leader wants” (Kuhnert & Lewis, 1987 in Judge & Piccolo, 2004: 755). As what the leaders wants is what is best for the follower, these leaders can be influential (Kuhnert & Lewis, 1987). Educational leaders often use both a positive reward and negative reinforcement system to exert power over employees and in this study, teachers. If employees perceive their leader as caring and as a positive role model this will improve their attitudes towards and behaviours at work (Dadhich & Bhal, 2008).

Organisational citizenship behaviour (OCB) involves a form of employee performance that exceeds task performance (Piccolo, Greenbaum, Den Hartog & Folger, 2010). “It has been positively related to higher levels of employee performance and job satisfaction making it an important employee behaviour to measure during studies” (Podsakoff, Whiting & Podsakoff, 2009 in Yates, 2014: 7). Results of the studies show ethical leaders establish and reinforce ethical standards. By making ethics a part of the organisational life, they can direct the behaviour of employees. “Ethical leadership encourages positive behaviour from teachers and discourages misconduct, theoretically supporting an environment that is conducive to organisational citizenship behaviour” (Avey et al., 2011 in Yates, 2014: 6).

In this research, the definition of Munir and Khatoon (2015: 454-457) of job satisfaction “as an attitude towards one’s work taking into account feelings, beliefs and behaviours” is utilised. In addition, the scale they developed was for teachers in

a different context and hence the reliability and validity of this scale will again be determined.



6. RESEARCH METHODOLOGY

The targeted population for this study was educators across all post levels in public and private primary and secondary schools in Gauteng and Mpumalanga. Seven researchers collected data through utilising the same questionnaire. Each one in the group targeted approximately 100 respondents in an attempt to reach 700 participants. Each researcher then used the data pertinent only to their aspect. In this research study, the researcher only focused on data pertinent to the competence of the SMT in utilising an ethical foundation as an aspect of holistic leadership and its influence on teacher job satisfaction.

The research methodology utilised in this research was quantitative. The design was experimental and guided by the research questions and hypotheses as set out under the research questions (Makombe, 2017) (see Section 2). Methodology is “an articulated, theoretically informed approach to the production of data” (Ellen, 1984: 9). It is the “strategy, plan of action, process or design that informs one’s choice of research methods” (Crotty, 1998:3). It “is concerned with the discussion of how a particular piece of research should be undertaken. ...The study will be able to examine the aspects of the particular phenomena that is investigated and be able to draw conclusions of what can be expected” (Grix, 2004: 32).

6.1 INTRODUCTION

This section outlines the procedures followed in the research methodology of this study. The research paradigm, research approach and design are briefly explained. In addition, the sampling methods and context of the study are identified. The data collection and analysis methods utilised in this research are explained in depth and the validity and reliability of the study is examined. Finally, the role of the researcher is specified and the ethical considerations in this research are discussed.

6.2 RESEARCH PARADIGM

The theoretical paradigm that undergirds this research is that reality is measurable and is classified under the positivistic or post-positivistic paradigm. The “positivist paradigm advocates the use of quantitative research methods as the bedrock for the

researcher's ability to be precise in the description of the parameters and coefficients in the data that are gathered, analysed and interpreted, so as to understand relationships embedded in the data analysed" (Kivunja & Kuyini, 2017: 31). The term "positivism refers to a branch of philosophy that rose to prominence during the early nineteenth century because of the works of the French philosopher Auguste Comte" (Richards, 2003: 37). Individuals who are positivists "strive to understand the social world like the natural world. In nature, there is a cause-effect relationship between phenomena, and once established, they can be predicted with certainty in the future" (Rehman & Alharti, 2016: 53). In addition, the positivist paradigm encourages the use of quantitative research methods. As Hutchinson (1988) states, "Positivists view the world as being 'out there', and available for study in a more or less static form" (in Gall et al., 2003: 14).

Positivist methodology "relies heavily on investigation" (Rehman & Alharti, 2016: 52). The causal effects between phenomena "are put forward in propositional or question form" (Rehman & Alharti, 2016: 52). Evidence that is verifiable needs to be gathered and then analysed. From there "a theory that explains the effect of the independent variable on the dependent variable" (Rehman & Alharti, 2016: 52) needs to be developed.

6.3 RESEARCH APPROACH AND DESIGN

A quantitative research approach was undertaken. Creswell and Creswell (2018: 3) define quantitative research as "an approach to evaluate concrete hypotheses by examining interaction between variables". Quantitative research produces real results, is largely driven by positivist or post-positivist approaches and underpins a variety of assumptions involving the presumption of a single truth, unprejudiced and conclusive. It attempts to discover a valid interpretation with the use of fair and unbiased science techniques to evaluate theories (Davies & Fischer, 2018). The survey allowed us to get numerical information and statistical analysis enabled the researcher to manipulate the factors and findings (Rutberg & Bouikidis, 2018).

The all-embracing goal of this research was to examine the views of teachers on the competence of their School Management Teams (SMTs) in the usage of certain

components of holistic leadership and its influence on teacher job satisfaction. This could also lead to many other conclusions on the SMT's attributes, behaviours, and actions that might influence the ethical foundation of school leadership and its effectiveness.

6.4 SAMPLING

Sampling is utilised to collect data about relevant groups of people and to derive conclusions about the data collected from groups of people. "By selecting a range of experts, the researcher conserves time and effort, obtains more precise data, and gain responses that would not be otherwise possible" (Mehmood, Abdullah & Kumar, 2012: 20). Unlike probability sampling, "non-probability sampling does not involve random selection rather samples are selected based on accessibility" which was the case in this study (Etikan, Alkassim & Abubakar, 2015: 6).

6.5 CONTEXT OF THE STUDY (INCLUDING BIOGRAPHICAL DETAILS OF THE PARTICIPANTS)

Due to the Covid-19, pandemic schools were closed on 18 March 2020 (Macupe, 2020). The researchers could not physically hand out questionnaires at schools, as access to schools was minimal; hence, the survey had to be done online. Thus, a shortcoming of this research project was limited access to schools because of the pandemic. In an attempt to investigate teachers' views with regard to the seven aspects of holistic leadership an existing validated questionnaire was utilised. The study was situated in South Africa and targeted educators across all post levels in public and private schools in Gauteng (74.3%) and Mpumalanga (mostly educators in Gert Sibande District – 16.4%), although educators in other provinces (9.3%) also responded to the questionnaire. The questionnaire was devised in electronic format and consisted of closed ended questions. The questionnaire consisted of three sections namely:

- Section A, which obtained the biographical data of the respondents consisting of 14 questions.
- Section B, which explored the perceptions of educators on the competence of their SMT regarding the seven important areas of holistic leadership, namely

professionally inviting culture, an ethical foundation, effective communication, vision of excellence, empowering followers, personal mastery, and authentic collaboration.

- Section C of the questionnaire, which investigated the perceptions of educators regarding their level of agreement or disagreement regarding the job satisfaction of educators.

The majority of the respondents were well qualified in teaching as 52.9% of the participants had degrees and a teaching diploma or a honours degree.

A limitation of this study was that Afrikaans and English speaking respondents made up the majority of the participants (61.4%) in comparison to other home language groups (38.5%).

6.6 DATA COLLECTION METHOD

Permission to conduct research was obtained via email from randomly selected public and private (primary and high) schools within the provinces of Gauteng, Mpumalanga, and KwaZulu-Natal. School principals signed the forms sent to them and then sent them back to the researcher and consent was given. The link to the online questionnaire was then emailed to them. The principals then distributed the questionnaire to their staff. Teachers, heads of department, deputy principals, and the principals completed the questionnaire. Participants could easily access the questionnaire using any electronic device with stable internet access. Once 700 responses were received, the data was exported in an online Excel sheet in Google Drive.

6.7 DATA ANALYSIS

Data obtained from the questionnaire was captured into the IBM SPSS 26.0 programme and statistical analysis was then conducted. Descriptive statistics were utilised “to collect and analyse large quantities of information and knowledge in a functional and structured way” (Kaushik & Mathur, 2014: 1189).

Descriptive and inferential statistics were used to analyse the data for this research and descriptive statistics were used to analyse the biographic items in Section A of the questionnaire.

Frequency tables and various graphical portrayals of data such as bar charts and histograms were utilised to summarise the data within this research and determine the proportional sample to generalise findings to the population. Detailed explanations about the statistical results are provided in Section 7.

6.8 VALIDITY AND RELIABILITY

Authenticity and reliability are two crucial aspects of successful research. The validity and reliability within this research will be ascertained using factor analytic procedures. Validity is “the degree to which a term is correctly measured within a scientific sample” (Heale & Twycross, 2015: 66). This ensures that the researcher will make sure that there are few errors and in turn, those errors that can change the realness of the study are minimised.

Construct validity refers to whether inferences about scores which are associated with the construct being investigated can be extracted or labelled (Heale & Twycross, 2015). Furthermore, Cohen, Manion and Morrison (2007) stipulate that this can be achieved through correlations with additional measures of the issue, or “rooting” the construct via a wide literature study. A Principal Axis Factoring (PAF) procedure was initially applied to determine the structure of the manifest variables (items) on the latent factors, namely teacher perceptions of the competence of the SMT to use an ethical foundation and teacher perceptions of their job satisfaction.

Reliability is another crucial aspect in research. Reliability refers to the steadiness and dependability of a measure. Cronbach alpha, a measure of internal consistency among the items and the average correlation among all the items in question were used to determine the internal reliability of the items.

6.9 ROLE OF THE RESEARCHER

The role of the researcher was to devise an online questionnaire comprising a variety of closed ended questions. The researcher requested permission from the

departments of education from the relevant provinces. The researcher also obtained permission from school principals to conduct research at their educational institutions.

The researcher analysed the collected data using various statistical measures to produce numerical results. These results were interpreted and the findings explained in Section 7.

6.10 ETHICAL CONSIDERATIONS

The data collected from the research must be ethical and it should respect all individuals and sites (Creswell, 2012:19). This researcher attempted to protect (guarantee) the confidentiality and privacy of the participants of this research. “Research should never cause physical or mental distress/harm to participants” (Rea & Parker, 2014: 4; McMillan & Schumacher, 2010). There was no harm caused (physically or emotionally) to the participants during this study.

6.11 CONCLUSION

In this section, an account of the research was provided. The questionnaire was discussed and the methodology for this research study was indicated. Subsequently, the findings and interpretations of the data will be explained in the next section.

7. FINDINGS AND INTERPRETATION

7.1 INTRODUCTION

This section involves a discussion of the analysis of data obtained from the survey. An in-depth analysis of an ethical foundation and aspects of job satisfaction follow a descriptive analysis of the biographic variables in the form of frequencies. The discussion begins with describing the biographical details of the respondents.

7.2 DESCRIPTIVE STATISTICAL ANALYSIS

The independent groups of this research are the variables in Section A of the questionnaire. The researcher used frequency tables to analyse the data.

7.2.1 Gender groups in the sample (A1)

The ratio of females to males in the sample was 2.19 females to every one male respondent. In education statistics for South African schools in 2018 (Department of Basic Education, 2018) the number of female teachers provided is 294 675 while male teachers were 123 938. This gives a ratio of 2.20 females to one male teacher. The sample was thus representative of teacher gender in the population.

7.2.2 Gender of school principal

Two point eight six (2.86) of the respondents in the sample had male principals for every one respondent with female principals.

7.2.3 Frequencies of present post levels in the sample recoded

The HoDs, deputy principals and principals were grouped under management as they mostly serve on the SMT. There were 2.43 educators to every one respondent classified under management. A ratio of about 4 to 1 would have been more representative.

7.2.4 Frequencies of the home language of the respondents

The large number of different home language groups were collapsed into Afrikaans, Nguni, Sotho, and other home language groups.

The sample contained too many Afrikaans and English respondents relative to Nguni and Sotho mother tongue respondents to be representative of mother tongue in the population. More Nguni and Sotho mother tongue respondents were needed to make the sample representative of mother tongue.

7.2.5 Frequencies of the highest educational qualifications in the sample

Most respondents had degrees and a teaching diploma and/or honours degree or more (52.9%) indicating that the majority of educators in this sample were well qualified for teaching.

7.2.6 Frequencies of the type of school respondents worked in

The sample was over-representative of secondary schools.

7.2.7 Frequencies of responses to perceptions of the extent of the effectiveness of the school governing body (SGB)

Respondents, who answered that they perceived the SGB to no extent” and to “a small extent” to be effective, were collapsed into one due to the small number of responses in the “no extent” category. Slightly more than half of the respondents (50.3%) had the perception that the SGB was to a large and very large extent effective.

7.2.8 Frequencies of responses of the extent of effectiveness of the school management team (SMT)

The majority of respondents in the sample (74.0%) had the perception that the SMT was largely effective. However, 26.0% held the perception that the SMT was at most, moderately effective. This is disconcerting as the SMT is the structure, which has to manage and lead the school in all activities assigned to them.

7.2.9 Frequencies of the predominant SES of the learners in your school

Only 22.8% of respondents indicated that the learners in their schools came from below average to poor SES. This was probably the result of having the survey mostly completed online due to the restrictions of researcher access to schools.

7.2.10 Frequencies of perceptions of the relative effectiveness of the school in the district

The majority of respondents believed that their school was most effective or more effective than most other schools in the district (66.8%).

7.2.11 Frequencies of perceptions of image of school in the community

The majority of respondents believed that the perceived school image in the community was excellent to good (83.9%).

7.2.12 Frequencies of respondents from the provinces in the sample

As the seven researchers involved in this research mostly came from Gauteng, it was expected that the majority would be involved with schools in Gauteng (74.3%).

7.2.13 Frequencies of age of respondents grouped

The mean age in the sample was 40.14 years and the median was 38.00 years. The SD was 1.88 years. Hence, 50.4% of respondents were 38.00 or less years of age.

7.2.14 Frequencies of the teaching experience in years of respondents' in the sample

The majority of respondents came from the group who had 11 or fewer years of teaching experience (50.8%).

7.3 ANALYSIS OF AN ETHICAL FOUNDATION (FB1.3)

The five items involved with teacher perceptions about how competent they believed their SMT were with respect to utilising items representing an ethical foundation (EF) were subjected to a factor analytic procedure to see if a more parsimonious grouping could be obtained. A principal axis factoring (PAF) with Varimax rotation was used. The Kaiser-Meyer-Olkin value of 0.916 and a significant Bartlett's sphericity value ($p=0.000$) indicated that such a procedure would be plausible (Field, 2018). One factor was formed, which explained 90.16% of the variance present. Named perceptions of the competence of the SMT in utilising an ethical foundation (FB1.3) had a Cronbach alpha reliability of 0.973. The items with factor loadings and mean scores are given in Table 7.3.1.

Table 7.3.1: The items in the factor an ethical foundation (F1.3) with loadings and mean scores

FB1.3 - An ethical foundation ($\alpha = 0.973$)			
Item	Description: How competent is your SMT at:	Loading	Mean
B12(EF)	Treating subordinates with respect.	0.972	4.11
B13(EF)	Demonstrating the ability to listen to other opinions.	0.967	4.50
B14(EF)	Illustrating trust in educators.	0.955	4.31
B11(EF)	Practicing what they preach	0.926	4.40
B15(EF)	Always acting in accordance with departmental policy and regulations.	0.862	4.79
Average		0.936	4.42

The data in Table 7.3.1 indicates that the respondents were undecided (4.42) in their perceptions about the competence of the SMT with respect to an EF as an aspect of holistic leadership. The item with the highest factor loading was B12 (treating subordinates with respect). This item had an effect size of 0.972 with $R^2=0.9448$ and hence it explains 94.48% of the variance present among the items and is substantially important (Field, 2018). The items all had loadings above 0.50 with an average variance extracted of 0.88, indicating converging validity of the items. The composite reliability (CR) of the items in the factor was 0.97, which is the same as the Cronbach reliability of 0.97. The average variance extracted is provided by the formula below:

$$AVE = \frac{\sum \lambda^2}{N} = \frac{4.392}{5} = 0.878$$

The composite reliability of the items was also calculated according to the formula shown below.

$$CR = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + \varepsilon} = \frac{(21.921)^2}{21.921 + 0.6076} = \frac{21.921}{22.5287} = 0.973$$

An EF as an aspect of holistic leadership thus has converging validity. Items all loaded above 0.50 in the factor analytic process and the construct had high reliability (0.97) which is similar to the Cronbach reliability. It had a high correlation coefficient of $r=0.971$ when tested with the holistic leadership factor (FB2.0).

7.4 ANALYSIS OF JOB SATISFACTION

The 20 items involved with the job satisfaction (JS) construct were subjected to a PAF procedure with Varimax rotation to find a more parsimonious solution. The scales of the negatively worded items were inverted. The KMO value of 0.908 and Bartlett's sphericity ($p=0.000$) indicated that a more frugal solution was possible. Three first-order factors resulted which explained 58.86% of the variance present. However, the three items in one of the factors had communality values less than 0.30 and this factor was removed from the analysis. In addition, the reliability of item C4 was also low and it was removed. The remaining 16 items were then again subjected to a PAF with Varimax rotation. The KMO value and Bartlett's sphericity remained the same. Two factors resulted which explained 55.87% of the variance present. The first factor contained 12 items with a Cronbach reliability coefficient of 0.921. It was named aspects enhancing job satisfaction (FC1.1) and the items with factor loadings and mean scores are given in Table 7.4.1.

Table 7.4.1: Items in the aspects enhancing JS (FC1.1) with factor loadings and mean scores

Factor FC1.1 - Aspects enhancing job satisfaction ($\alpha = 0.921$)			
Item	Description	Loading	Mean
C11	The teaching profession provides opportunities for me to satisfy my abilities and capacities.	0.842	4.51
C8	The work of teachers is interesting because of variety of activities.	0.803	4.61
C17	My teacher colleagues are cooperative.	0.780	4.69
C18	I always keep track of my progress.	0.768	4.73
C10	The teaching profession is one among the few noble professions.	0.766	4.85
C5	Given a fresh opportunity for choosing a career, I will again choose teaching.	0.718	4.25
C16	The school authorities are fair and impartial.	0.713	4.04
C6	No profession is as good as teaching.	0.674	3.86
C15	I like to attend seminars within and outside the school.	0.640	4.54
C2	People give and/or show me respect when they know that I am a teacher.	0.605	3.96
C20	I am satisfied with my chances of promotion.	0.578	3.83
C9	Society appreciates teachers' work.	0.540	3.24
Average		0.702	4.26

The item with the highest factor loading was C11 (the teaching profession provides opportunities for me to satisfy my abilities and capacities) (0.842). This gives a R^2 of 0.7090 explaining 70.90% of the variance present and is thus a good representation of aspects enhancing JS of teachers in the sample. The mean score was 4.26

showing that respondents were undecided in their perceptions about aspects enhancing JS. Item C10 (the teaching profession is one among the few noble professions) had the highest mean score of 4.85, which tends towards partial agreement among respondents. Item C9 (society appreciates teachers' work) had the lowest mean score of 3.24 designating partial disagreement with the statement.

Using the same formulas as above the AVE was 0.501 and the CR was 0.92. The items in the factor show converging validity and the composite reliability of 0.92 was similar to the Cronbach reliability.

The second factor in the JS construct had four items, which all had scales reversed and it had a Cronbach reliability of 0.751. It was named, aspects impeding job satisfaction (FC1.2) and the items, their loadings, and mean scores are given in Table 7.4.2.

Table 7.4.2: Items in the aspects impeding JS (FC1.2) with factor loadings and mean scores

Factor FC1.2 – Aspects impeding job satisfaction ($\alpha = 0.751$)			
Item	Description: Indicate your disagreement/Agreement :	Loading	Mean
C13In	Control of learners is a headache for me.	0.719	5.05
C14in	Caring for learner rights harms learner discipline.	0.700	4.78
C19inv	I sometimes feel my job is meaningless.	0.628	5.17
C7inv	Teaching is boring because of repetition of similar work.	0.576	5.57
Average		0.656	5.14

The mean score of 5.14 indicates partial agreement with the items in the factor .The item with the highest mean was C7Inv. With a score of 5.57 showing partial agreement with the item. The average variance extracted was 0.43 and the items do

not exhibit converging validity. The CR was 0.75, which is similar to the Cronbach reliability.

As respondents completed the same items in the questionnaire, a comparison between the two JS factors could be done, using a paired samples t-test. The result was:

Paired t – test – $\bar{X}_{FC1.1} = 4.26$; $\bar{X}_{FC1.2} = 5.14$; $t(702) = -11.21$; $p = 0.000$; $r = 0.15$; *95% CI for difference between means* – $LI = -1.04$; $UI = -0.73$

The test indicates that respondents agreed statistically significantly more strongly with the aspects impeding JS, than with aspects enhancing it. This seems to make intuitive sense as issues which arouse strong emotions are usually stronger and better recalled to memory than positive ones (Baumeister, Bratslavsky, Finkenauer & Vohs, 2001). Boyatzis (2011: 6) also indicates that one would expect that the “contagion of a negative emotion would ignite a stronger neural sequence than positive emotions”.

7.5 CORRELATION BETWEEN EF (FB1.3) AND JS FACTORS (FC1.1, FC1.2)

The Pearson correlation coefficient for the correlation between the EF foundation factor and the enhanced JS factor was as follows:

EF vs. Enhanced JS – $r = 0.653$; $p=0.000$; $R^2=0.4264$; *95% CI* – $LI = 0.602$; $UI = 0.702$

Ethical foundation (FB1.3) had a significant positive correlation with enhanced JS (FC1.1). The effect size is large ($r=0.65$) and as perceptions of the competence of the SMT to utilise an ethical foundation increase, so aspects that enhance JS increase. The confidence intervals do not cross zero and hence there could be a genuine effect in the population (Field, 2018). The Pearson correlation for the EF factor and the impeded JS factor was:

EF vs. Impeded JS – $r = -0.046$; $p = 0.226$; $R^2 = 0.0021$; *95%CI* - $LI = -0.135$; $UI = 0.030$.

An ethical foundation is not significantly correlated ($p > 0.05$) with impeded JS although they are negatively correlated. As one variable increases the other decreases. The confidence intervals do contain zero so the population value could be zero and hence the null hypothesis cannot be rejected (Field, 2018).

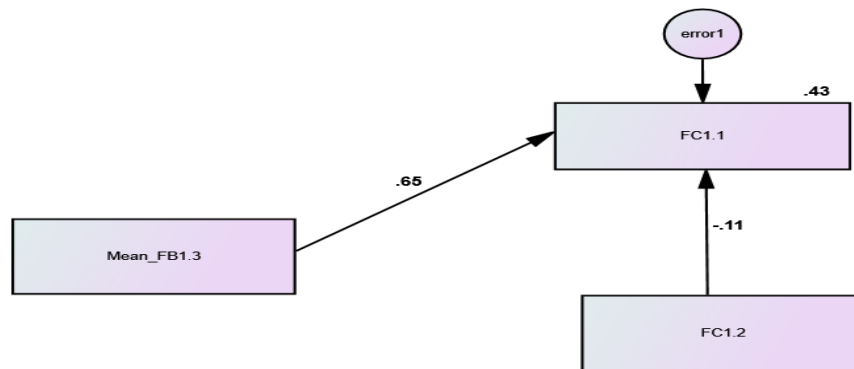
Enhanced JS vs. Impeded JS – $r = -0.135$; $p = 0.000$; $R^2 = 0.0182$; 95% CI – LI = -0.209; UI = -0.058.

The result indicates that enhanced JS has a significant negative correlation with impeded JS and as one variable increases the other decreases. The confidence intervals do not contain zero and hence the null hypothesis cannot be accepted (it is rejected).

However, a significant correlation between variables does not necessarily imply causation and this researcher employed Structural Equation Modeling (SEM) to assist in this regard, as the hypothesis was that perceptions of the competence of the SMT to utilise an EF would have an effect on JS.

7.6 STRUCTURAL EQUATION MODELLING (SEM)

The measurement part of the model has already been discussed in the factor analytic procedures above using exploratory factor analysis in the form of a PAF with Varimax rotation. The structural model, which “specifies the manner by which particular latent variables directly or indirectly influence (cause) changes in the values of certain other latent variables, was drawn using AMOS 26.0” (Byrne, 2001: 120). The latent variables were an EF (predictor) and aspects enhancing JS (outcome) and aspects impeding JS (predictor). The structural model is shown in Figure 7.6.1.



[CMIN/DF=1.470; p=0.226; SRMR=0.03; CFI=0.999; RMSEA=0.021
PCLOSE=0.551]

Figure 7.6.1: The structural model showing the direction of the effect of EF (FB1.3) on the two JS latent factors

The data fit statistics are good (Byrne, 2001; Schumacker & Lomax, 2004) and indicate that perceptions of the competence of the SMT to utilise an EF (FB1.3) influences aspects of enhanced JS in a positive and direct way. Aspects impeding JS have a negative effect on enhanced aspects of JS. The relevant data is given in Table 7.6.1.

Table 7.6.1: The regression and standardised regression weights in the AMOS model

			Estimate	S.E.	C.R.	Stand. Est.	p-value
FC1.1	<---	FB1.3	0.480	0.021	22.899	0.650	***
FC1.1	<---	FC1.2	-0.103	0.028	-3.733	-0.106	***

Data in Table 7.6.1 confirms what is displayed in Figure 7.4.1 and the standardised regression coefficients are presented namely $r = 0.65$ and $r = -0.11$. The perceptions of the competence of the SMT to influence aspects enhancing JS have a positive and significant direct effect whilst aspects impeding JS have a significant direct negative effect on JS.

The process model of mediation (Hayes, 2018) confirms the presence of a direct effect. According to Field (2018: 497) “mediation refers to a situation when the relationship between a predictor variable (EF) and an outcome variable (Enh.JS) can be explained by a third variable (the mediator-Imp.JS)”. The relevant data is in Table 7.6.2.

Table 7.6.2: Direct effect of X (EF) on Y (FC1.1)

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
.480	.022	21.568	.0000	.4367	.5242	.3480	.6482

The data in Table 7.6.2 indicates the presence of a direct effect of $r = 0.480$; $p < 0.05$. However, the AMOS model shows no indirect effect of EF on aspects enhancing JS. The results of the indirect effect using the process mediation model (Hayes, 2018) is given in Table 7.6.3.

Table 7.6.3: Indirect effect(s) of X on Y

	Effect	Boot SE	Boot LLCI	Boot ULCI
FC1.2	.0036	.0022	-.0018	.0074

The results of the process model (Hayes, 2018) in Table 7.6.3 indicates that zero falls in the upper and lower bootstrapped intervals, and hence, the null hypothesis is accepted. There is statistically no significant indirect effect of X (EF) on Y (FC1.1). The evidence does not support the mediation model of aspects of impeded JS acting as a mediator between perceptions of competence of the SMT to utilise an EF to influence aspects of enhanced JS. This opens the possibility of the more likely scenario, namely aspects impeding JS (FC1.2) acting as a moderator between the predictor (EF or FB1.3) and the outcome (FC1.1 or Enh.JS).

7.7 ASPECTS IMPEDING JS AS MODERATOR IN THE EFFECT OF AN EF ON ASPECTS OF ENHANCED JS

If aspects impeding JS is the moderating variable, then one could ask, “Is the perceived competence of the SMT to utilise an EF to influence aspects enhancing JS, moderated by aspects impeding JS?” To investigate this question of a moderation process, the process model of Hayes (2018) was utilised. The conceptual model is displayed in Figure 7.7.1.

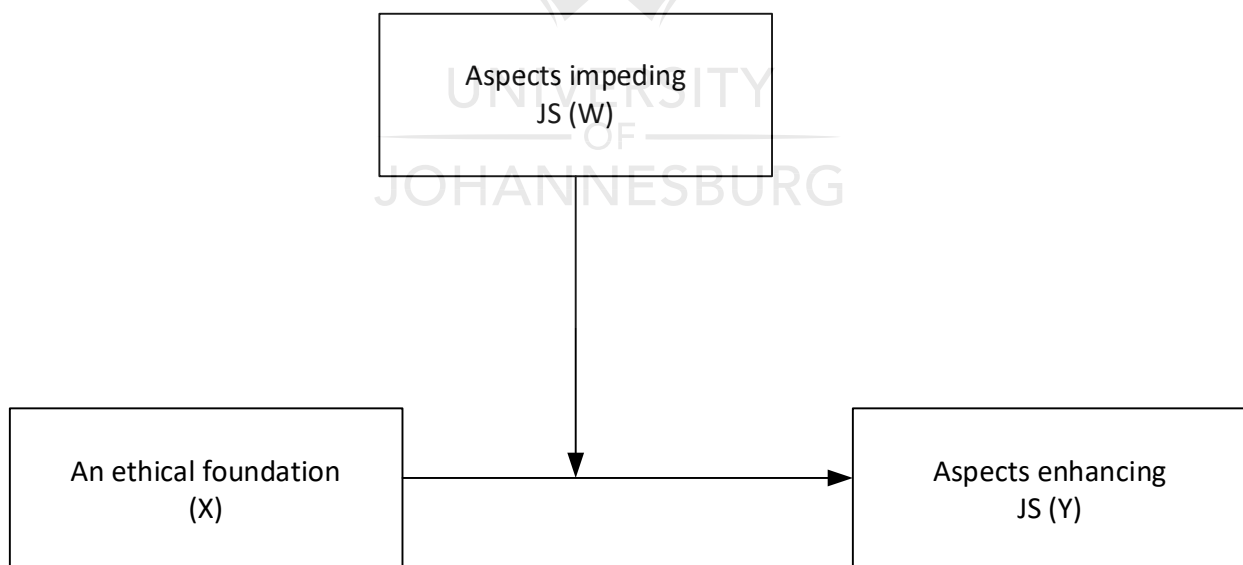


Figure 7.7.1: A conceptual moderation model (Model 1 – Hayes 2018)

In this conceptual diagram, W (aspects impeding JS) is depicted to moderate the size of the effect of X (EF) on Y (aspects enhancing JS). This means that the size of the effect of X on Y depends on W. In such a case one can say W is the moderator of the X to Y relationship or that X and W interact in their influence on Y (Hayes, 2018).

The statistical model is shown in Figure 7.7.2.

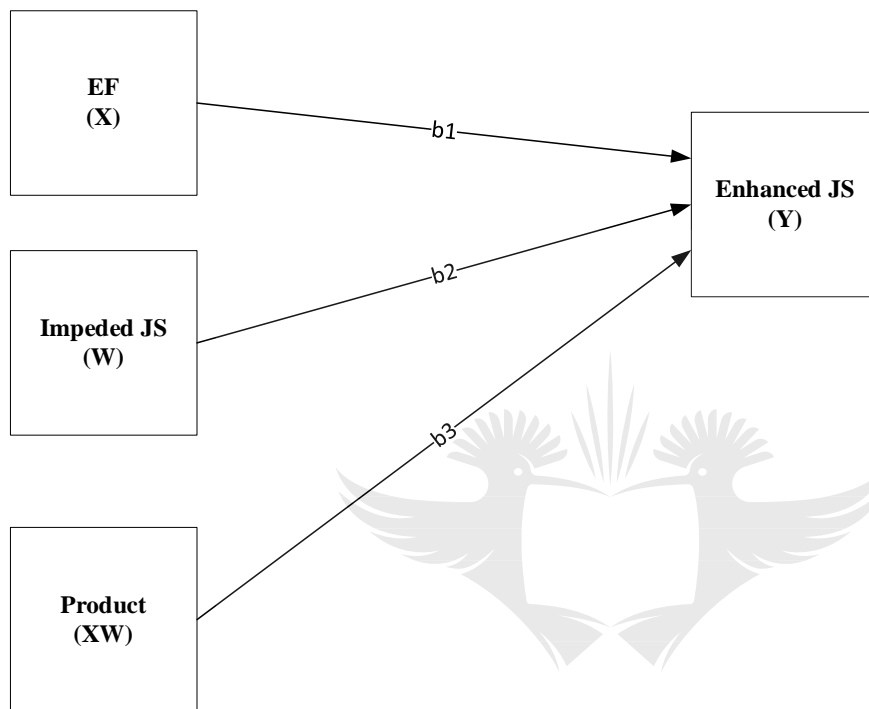


Figure 7.7.2: Statistical model of moderation (Model 1 – Hayes, 2018)

The equation for this model is:

$$\hat{y} = i_y + b_1X + b_2W + b_3XW$$

According to Hayes (2018), the effect of X on Y is $(b_1 + b_3W)$ and the effect of W on Y is $(b_2 + b_3X)$. When b_3 does not equal zero ($b_3 \neq 0$), the effect of a change in X on Y depends on W, and the effect of a change in W on Y, depends on X (Hayes, 2018). Hence, one tests for moderation by testing whether b_3 is different from zero.

Rejecting the null hypothesis that the regression coefficient of the product (XW) is equal to zero indicates that the focal predictor's (EF) effect is linearly moderated by the proposed moderator (FC1.2) (Hayes, 2018).

The appropriate process data for Model 1 is provided in Table 7.7.1.

Table 7.7.1: The process output for the moderation model

Model 1						
	Coeff.	Se (HC0)	t	p	LLCI	ULCI
Constant	6.1949	.4493	13.788	.0000	5.3127	7.0771
FB1.3	-.3238	.0946	-3.4242	.0000	-.5094	-.1381
FC1.2	-.7686	.0817	-9.4028	.0000	-.9291	-.6081
Int_1	.1525	.0170	8.9537	.0000	.1191	.1859
Product terms key:						
Int_1 : FB1.3 x FC1.2						

Test(s) of highest order unconditional interaction(s):					
	R ² _chng	F (HC0)	df1	df2	p
X*W	.0827	80.1680	1.0000	699.0000	.0000
Focal predictor: FB1.3 (X); Mod var.: FC1.2 (W)					

The equation can be now written as;

$$\hat{y} = 6.195 + (-0.3238X) + (-0.7686W) + 0.153XW$$

The moderation is shown by a significant interaction between X and W (Int_1 where $b=0.153$; 95% CI [0.1191, 0.1859], $t = 8.9537$, $p = 0.000$. This result indicates that aspects that impede JS moderate the relationship between the perceptions of the competence of the SMT to utilise an EF and aspects enhancing JS. However, as moderation takes on many forms the moderation effect needs interpretation using a simple slopes analysis, (Hayes, 2018). The data in Table 7.7.2 shows the conditional effect of X on Y.

Table 7.7.2: Conditional effect of X on Y at values of the moderator

	FC1.2_W	Effect	se (HC0)	t	p	LLCI	ULCI
Low	3.7500	.2481	.0345	7.1816	.0000	.1803	.3159
Moderate	5.5000	.5149	.0192	26.7734	.0000	.4772	.5527
High	6.5000	.6674	.0264	25.2790	.0000	.6156	.7193

The data in Table 7.7.2 shows the results of three models, namely the model for the effect for an EF as predictor of enhanced JS when:

- Aspects impeding JS are low (3.75)
- Aspects impeding JS are moderate (5.50)
- Aspects impeding JS are high (6.50).

Interpret the three models in Table 7.7.2 as follows:

- When aspects impeding JS are low, there is a significant positive relationship between an EF and aspects enhancing JS, $b = 0.2481$, 95% CI [0.180, 0.316], $t = 7.182$; $p = 0.000$.
- When aspects impeding JS are moderate, there is a significant positive relationship between an EF and aspects enhancing JS, $b = 0.515$, 95% CI [0.477, 0.553], $p=0.000$.

- When aspects impeding JS are high, there is a significant positive relationship between an EF and aspects enhancing JS, $b = 0.667$, 95% CI [0.616, 0.719], $p = 0.000$.

Thus, there is a significant positive relationship between perceptions of the competence of the SMT to use an EF and aspects enhancing JS at low, moderate, and high levels of aspects impeding JS. The effect at high levels of moderation is largest, followed by moderate and low levels of aspects impeding JS.

A graph showing the slopes of the three models is given in Figure 7.7.3.

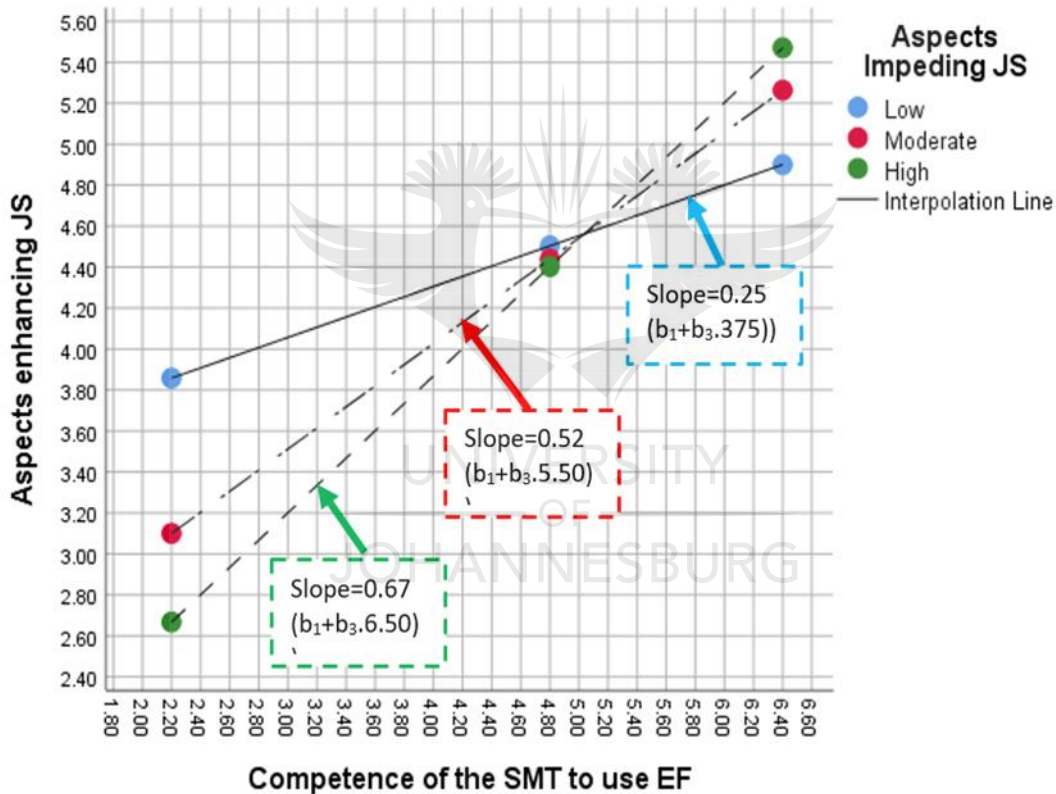


Figure 7.7.3: Effect of competence of SMT to use an EF on aspects enhancing JS at three levels of the moderator (aspects impeding JS)

At low values (3.75) of the moderator (Imp.JS), when perceptions of the competence of the SMT to utilise an EF changes by 1 unit, the outcome (Enh.JS) changes by 0.25

units. At moderate values (5.50) of the moderator (Imp. JS), when perceptions of the competence of the SMT to utilise an EF changes by 1 unit, the value of the outcome (Enh.JS) changes by 0.52 units. At high values (6.50) of the moderator (Imp.JS), when perceptions of the competence of the SMT to utilise an EF changes by 1 unit, the outcome (Enh.JS) changes by 0.67 units.

The moderation effect among respondents at high levels of aspects impeding JS has a relatively larger effect on the perceptions of respondents about the competence of the SMT to utilise an EF to enhance JS, than at moderate and low levels. This suggests that if the aspects impeding JS cannot be removed entirely, then they should be kept at a low level as this has the smallest moderating effect on aspects enhancing JS. As the JS construct consisted of two factors it is likely that JS can be construed to be a dialectical construct with the two factors of impediment and enhancement being in tension and opposing one another.

7.8 ASSOCIATIONS BETWEEN PERCEPTIONS OF THE COMPETENCE OF THE SMT TO UTILISE AN EF (FB1.3) AND THE INDEPENDENT GROUPS IN THE SAMPLE

Due to the limitation of length imposed on this report, this researcher will only discuss the independent group which he deemed to be most relevant in accordance to this study.

7.8.1 Extent of effectiveness of the SMT (A10Rec)

The independent groups in the questionnaire were collapsed into three groups namely, “no to a small and moderate extent” in one group, “to a large extent” in the second group, and to “a very large extent” in the third group. The relevant data is provided in Table 7.8.1.1.

Table 7.8.1.1: Significance of differences in the effectiveness of the SMT groups with respect to an EF (FB1.3)

Factor	Group	Mean	ANOVA (p-value)	Hochberg GT2			
				A	B	C	
EF (FB1.3)	No/Small/Moderate	3.10	0.000**	A	/	**	**
	Large extent	4.54		B	**	/	**
	Very large extent	5.16		C	**	**	/

* = Statistically significant at the 5% level ($p < 0.05$)

** = Statistically significant at the 1% level ($p > 0.01$ but < 0.05)

The data in Table 7.8.1.1 shows a direct proportion in the sense that the more effective the SMT are perceived to be, the larger are the perceptions about the competence of the SMT in utilising an EF as an aspect of holistic leadership. The group who indicated that they believe the SMT to be largely effective differs statistically significantly from both the other groups. The effect size was 0.44 and hence the effectiveness of the SMT is seen as more important than that of the SGB ($r = 0.32$) with respect to the use of an EF as an aspect of holistic leadership.

Due to the similarity of the effectiveness of the SGB and SMT items, the possibility of a significant interaction between these two independent groups could be a possibility.

A factorial ANOVA gave the following results:

$$[SGB - EF - F(3) = 1.61; p = 0.18; r = 0.08]$$

$$[SMT - EF - F(2) = 38.02; p = 0.000; r = 0.31]$$

$$[SMT * SGB - F(6) = 2.80; p = 0.010; r = 0.15]$$

The results of the factorial ANOVA indicates that there was a significant interaction between the two groups ($p=0.010$). The larger effect size (r) of the SMT group ($r=0.31$) indicates that this group was perceived as more important when it comes to the effective functioning of the school. This is an expected result as teachers are more likely to see the SMT as being more effective in utilising an EF as the SMT are more central, while the SGB plays a peripheral role in the management and leadership of the school. The significant interaction between the SGB and SMT groups makes the effects difficult to interpret and the graph in Figure 7.8.1.1 shows the interaction more clearly.

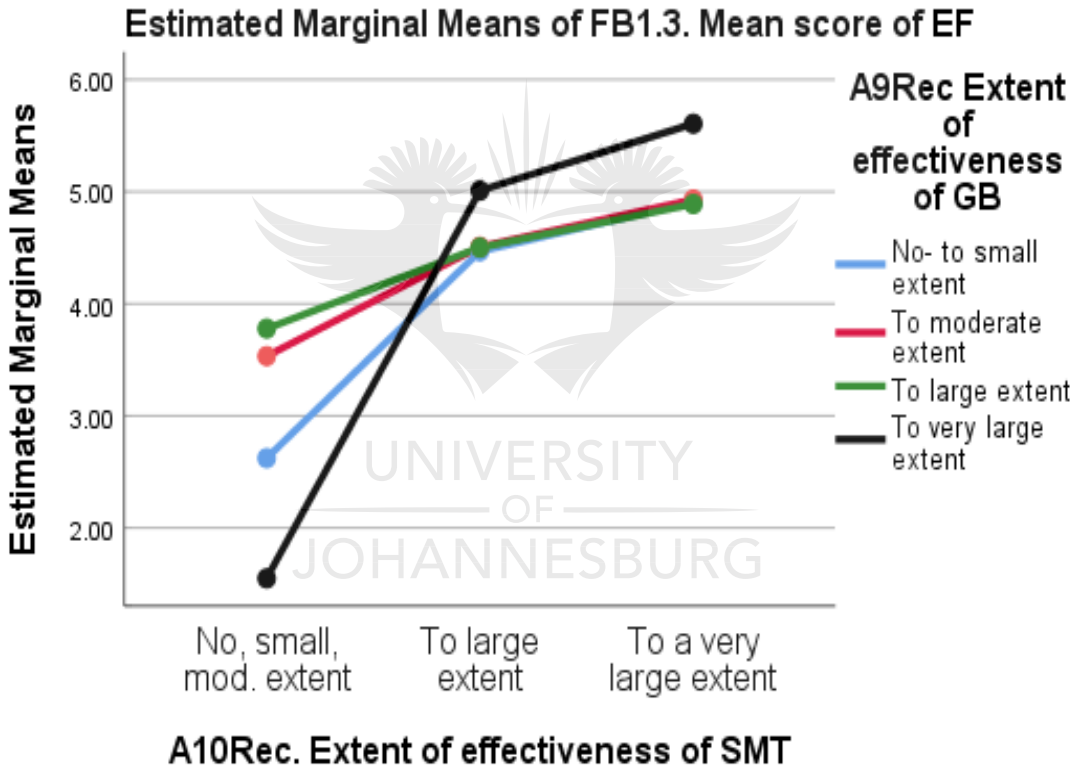


Figure 7.8.1.1: Graph showing interaction between the effectiveness of the SGB and SMT with respect to an EF

The respondents with perceptions of the SGB being largely effective had the largest increase in perceptions of the competence of the SMT to utilise an EF as an aspect of holistic leadership at low to moderate scores of SMT effectiveness. This effect changes to between a large and a very large extent of SMT effectiveness, where the slope of the line becomes less steep than at lower levels. Any findings of the main effect should not be interpreted in the presence of an interaction effect (Field, 2018).

7.9 ASSOCIATIONS BETWEEN PERCEPTIONS OF THE JOB SATISFACTION FACTORS WITH THE INDEPENDENT GROUPS IN THE QUESTIONNAIRE.

7.9.1 Effectiveness of SMT (A10Rec)

As the multivariate tests showed violation of variances, the factor aspects impeding JS were not considered as the variance test was violated only for this factor. The ANOVA test gave the following results as shown in Table 7.9.1.1.

Table 7.9.1.1: Significance of differences in the extent of effectiveness of the SMT groups with respect to the enhanced JS (FC1.1)

Factor	Group	Mean	ANOVA (p-value)	Hochberg GT2			
				A	B	C	
Aspects enhancing JS (FC1.1)	No/Small/Moderate	3.73	0.000**	A	/	**	**
	Large extent	4.27		B	**	/	*
	Very large extent	4.58		C	**	*	/

* = Statistically significant at the 5% level ($p < 0.05$)

** = Statistically significant at the 1% level ($p > 0.01$ but < 0.05)

The data in Table 7.9.1.1 shows a direct proportion between the two variables, namely as the perceived extent of effectiveness of the SMT increases so does the extent of agreement with the aspects enhancing JS. The more effective respondents perceived the SMT the more they agreed with aspects enhancing JS (FC1.1).

7.10 SYNTHESIS OF KEY FINDINGS

7.10.1 Descriptive statistics

Section A of the questionnaire consisted of biographical variables of 700 participants. The participants perceived the SMT as mostly effective. However, 26% of the participants agreed that the SMT was unsuccessful in managing the school. It was also found that 74% of the respondents in the study perceived the SMT to be more effective compared with the percentage of participants who found the SGB to be effective (50.3%).

7.10.2 The analysis of an ethical foundation

The respondents were undecided in their perceptions about the competence of the SMT with respect to an EF as an aspect of holistic leadership. However, the participants regarded item B12 (treating subordinates with respect) as an important factor in an EF. Most participants agreed that the SMT was most competent in this regard when compared to the other items.

7.10.3 The analysis of job satisfaction in section C

Item C11 (the teaching profession provides opportunities for me to satisfy my abilities and capacities) had the highest factor loading of 0.842. This provides a good representation of aspects enhancing JS in teachers. The mean score of 4.26, however, indicated that respondents were undecided in their perceptions about aspects enhancing JS. Item C10 (the teaching profession is one among the few noble professions) had the highest mean score of 4.85, which tends towards partial agreement among respondents. Item C9 (society appreciates teachers' work) had the lowest mean score of 3.24 indicating partial disagreement, as teachers felt their work is not recognised and appreciated by the society and community at large.

The mean score of 5.14 indicated partial agreement with the items in the factor of aspects impeding JS. The item with the highest mean was C7Inv. A score of 5.57 shows partial agreement with the item. Teachers could at times find their work boring and this could possibly explain why teachers lack motivation to continue in their professions. Respondents agreed statistically significantly more strongly with the

aspects impeding JS than with aspects enhancing JS. This seems logical, as people tend to remember negative emotions better than positive ones. Thus, the respondents agreed more with the aspects impeding JS than aspects enhancing JS.

7.10.4 Correlation between an ethical foundation and aspects of job satisfaction

It was noted that EF (FB1.3) had a significant positive correlation with enhanced JS (FC1.1). The effect size was large ($r=0.65$) and implied that as perceptions of the competence of the SMT to utilise an EF increase, so aspects that enhance JS increase. An EF is not significantly correlated with impeded JS although they are negatively correlated. Hence, as one variable increases the other decreases. For example, as feelings of dissatisfaction increase, the utilisation of an EF decreases. It was also noted that enhanced JS has a significant negative correlation with impeded JS and as one variable increases the other decreases.

7.10.5 Structural Equation Model (SEM)

The process of SEM indicated that the data fit statistics were suitable and that perceptions of the competence of the SMT to utilise an EF (FB1.3) influences aspects of enhanced JS in a positive and direct way. It was found that aspects impeding JS have a negative effect on enhanced aspects of JS. No indirect effect was noted between these aspects. The process model of mediation (Hayes, 2018) was then used to confirm the SEM. The model confirmed that the size of the effect of EF on aspects enhancing JS actually depends on the aspects impeding JS.

7.10.6 Aspects impeding JS (predictor) as a moderator between EF and enhanced JS (outcome)

Aspects, which hamper enhanced job satisfaction, act as a moderator at low, moderate, and high levels of moderation. The effect was significant at all levels but is highest at high levels of moderation, followed by moderate and low levels. Thus, aspects impeding JS are likely to have a direct and moderating effect between the predictor (EF) and the outcome (enhanced JS). Thus, EF has a direct influence on enhanced JS, but in the presence of aspects impeding JS it has a moderating effect

(EF interacts with it – it is contingent upon the moderator) in its influence on enhanced JS.

8. SUMMARY, RECOMMENDATIONS AND CONCLUSION

After discussing the main findings, this section outlines the summary of the study, with a brief background of the research problem, the limitations, and recommendations of this research. The chapter also sets out recommendations for future research and concludes by explaining whether the hypotheses have been met.

8.1 SUMMARY OF THE STUDY

The main purpose of this particular study was to investigate teachers' perceptions of their SMT's ability to use an ethical foundation as an aspect of holistic leadership to influence job satisfaction. The goal was achieved using a structured questionnaire to measure this. The data obtained was analysed using appropriate statistical techniques to generalise to the population, and guidelines were provided to the SMTs to facilitate the use of an ethical foundation to increase teacher job satisfaction.

Thus, an ethical foundation allows schools to achieve goals through personal and professional development of teachers. The SMT comprises the principal, deputy, and HoDs who are responsible for the management of the day-to-day activities at a school and who strive to improve educational standards of the school. In common terminology, perception is defined by Longman Dictionary of Contemporary English as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly". In this study, the teachers' perceptions of their SMTs and how well they use an ethical foundation in their schools affects their job satisfaction. Teacher job satisfaction is classified as "the feelings associating with one's job and is a significant determinant of teacher commitment which contributes to school effectiveness" (Munir & Khatoon, 2015: 454). Therefore, there are several factors that affect job satisfaction and one of them is an ethical foundation.

This research applied a quantitative research approach and was based on a positivist paradigm. However, due to the Covid-19 outbreak, access to schools was severely

restricted and most public schools were closed. The current validated questionnaire was contextualised and placed online to make it accessible to all schools the researchers initially requested to participate, as well as other teachers who wanted to complete it. Stratified convenience sampling was used in the study because with this sampling method, teachers at different levels could participate in the study according to their suitability and willingness. The questionnaire was distributed by seven researchers to state and independent primary and secondary schools in the provinces of Gauteng, Mpumalanga, Kwa-Zulu-Natal, Eastern Cape, and Western Cape.

All ethical procedures were adhered to in the research. Permissions to conduct research were obtained from the University of Johannesburg, the Department of Education, and school principals (Appendix 2). Informed consent was obtained from the participants of the study. Participants' identities were kept confidential and data was analysed using a variety of statistical techniques. The collected data was reported honestly without altering any findings.

8.2 RECOMMENDATIONS

This research report sought to make an analysis of the perceptions of teachers on the relationship between the present competence of their School Management Team in applying an ethical foundation as an aspect of holistic leadership and teacher job satisfaction. This study recommends the following:

- Since there was indecision on the part of respondents in their perceptions about the competence of the SMT with respect to an ethical foundation as an aspect of holistic leadership, more needs to be done in this regard.
- On the question of job satisfaction, the research sought to establish the factors that play an active role in influencing teacher job satisfaction. Based on the data, respondents were undecided in their perceptions about aspects enhancing job satisfaction. Although participants were in agreement with the perception that the teaching profession is one among the few noble professions, they felt that as teachers, their work is not recognised and appreciated by the community and society at large. Initiatives need to be put in

place to develop engagement between teachers and the community to make society understand the role teachers play and why it is important to support and appreciate them.

- For teachers to achieve job satisfaction more strategies need to be put in place to motivate them so that they find reasons to continue in their profession, as it was established that there was a significant positive correlation between an ethical foundation and enhanced job satisfaction.

8.3 LIMITATIONS OF THE STUDY

- The sample was not representative of the diversity of the population and a more representative sample would be required to closely match the characteristics of the population.
- Public schools were closed and access to schools was restricted due to lockdown restrictions from Covid-19. Many schools showed a reluctance to participate as it was a stressful time for everyone. For this reason, data could not be obtained from many public schools. As a result, the research involved a large number of participants from independent schools. Therefore, a shortcoming in this research project was access to schools and not having an independent variable within the questionnaire to distinguish independent schools from public schools.
- The content validity of the research could be strengthened by adding more items to the questionnaire. This would enable the researcher to elaborate on authentic concepts of collaboration and job satisfaction.

8.4 RECOMMENDATION FOR FURTHER RESEARCH

The following recommendations are made for further research:

- A more representative and wider sample of the population could be purposively chosen to accommodate other demographics and language groups using the same research questions.
- A study could be carried out using an equal split of public and private schools to see if the type of school environment influences the SMTs' use of an ethical foundation and teachers' job satisfaction.
- A study could be carried out on teachers' perceptions of their principal's ethical leadership characteristics and how that affects their commitment to the teaching profession.

8.5 CONCLUSION

The aim of this study, which was to investigate teachers' perceptions of their SMT's ability to use an ethical foundation to affect teacher job satisfaction, was realised. Quantitative research has clearly shown that the participants in the sample were indecisive in their perceptions of the ethical foundation of their SMTs. The structural model showed that teachers' perceptions of their SMT's competence to use an ethical foundation positively and directly critically affected aspects of increased job satisfaction. Thus, a positive perception of the SMT in terms of an ethical foundation can lead to increased job satisfaction. This means that the higher the ethical foundation, the higher the job satisfaction of the teachers. Therefore, the research hypothesis was met that there is a statistically significant relationship between an ethical foundation and job satisfaction and it can be concluded that using an ethical foundation in schools is of great value. Consequently, SMTs must be mindful of the potential of an ethical foundation to empower successful learning organisations through collaborative school cultures and supportive relationships. It is hoped that this research will increase attention and greater understanding between SMTs and teachers about the value of an ethical foundation as an aspect of holistic school leadership in the effective transformation of schools.

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APPENDICES

APPENDIX 1: ETHICS CLEARANCE

NHREC Registration Number REC-110613-036



ETHICS CLEARANCE

Dear Huseyin Gencel,

Ethical Clearance Number: Sem 2-2020-042.

Topic: Teacher perceptions about the relationship between the competence of the school management team in using an ethical foundation as an aspect of holistic leadership and their job satisfaction

Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, it remains the duty of the student/researcher to submit a new application.
- It remains the student's/researcher's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

The Faculty of Education Research Ethics Committee has decided to

- Grant ethical clearance for the proposed research.
- Provisionally grant ethical clearance for the proposed research
- Recommend revision and resubmission of the ethical clearance documents

Sincerely,



Prof Mdu Ndlovu

Chair: FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

18 August 2020

APPENDIX 2: PERMISSION LETTER

22 July 2020

PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL - Teacher perceptions of the competence of the School Management Team to utilise ethics foundation and its influence on their job satisfaction.

Dear Principal

I am currently conducting research with the title mentioned above. The research aims to determine correlations and/or differences in the effects of teacher perceptions towards school management teams and the ultimate result of job satisfaction or dissatisfaction that might result from these perceptions. Another facet of the research will include the level of holistic leadership involved in various contexts to influence the resulting perceptions and job satisfaction or dissatisfaction.

This research study does not foresee an invasion of individual rights or privacy. The name of the school and participants interviewed will be assigned a pseudonym in the research report. Any other information obtained will also be treated with the strictest confidentiality and will be used solely for research purposes only. Furthermore, I will not encroach on teaching time in conducting the questionnaire. I will also undertake to share the outcomes of the study with the school if you so wish by preparing a short report of the findings. Your support and that of the School Governing Body will be highly appreciated.

You are welcome to contact me at hgencel@hotmail.com or my supervisor, bennieg@uj.ac.za, for any further queries with regards to this research project.

Yours faithfully

Mr Huseyin Gencel

Candidates name and surname _____ OF _____ Supervisor's signature

B R Grobler

Permission granted by:

Mr Ugur Hulusi PATLI
(Name and surname)


Signature

Date: 05/08/2020

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PERMISSION TO SUBMIT A MINOR DISSERTATION FOR EXTERNAL ASSESSMENT

Faculty	FACULTY OF EDUCATION	Date	14/04/2021
Student name	HUSEYIN GENCEL		
Student number	2	1	8 1 0 0 3 3 7
Degree <i>Tick relevant block</i>	MEd Minor Dissertation		
Date of first registration for the degree	01/03/2018	Ethics clearance number	
Title of the study	Teacher perceptions about the relationship between the competence of the school management team in using an ethical foundation as an aspect of holistic leadership and their job satisfaction		

Supervisor name	PROF BR GROBLER	Co-supervisor name (if applicable)	
Signature	<i>B R Grobler</i>	Signature	

Higher Degrees Policy number 17.5 states: Under the guidance of the supervisor, the candidate must provide at least three, but not more than six, internationally standardised keywords in English. Access to the international list of keywords is available in the University Library and Information Centre. List the key words below

Ethical Foundation	Collaboration	
Job Satisfaction		

Supervisor declaration	Date	2021/04/15
I confirm that the minor dissertation has been reviewed by me and is ready for external assessment. I approve that the student can submit the minor dissertation for external assessment.	Signature	<i>B R Grobler</i>

Student declaration			
Student name and surname	HUSEYIN GENCEL	Date	14/042021
I declare that the electronic copies of the minor dissertation being submitted to the Faculty Office is the version approved by my supervisor and is ready for submission to the assessors.		Signature	

APPENDIX 3: RESEARCH INSTRUMENT

Dear Sir/Madam

ASSESSMENT QUESTIONNAIRE OF HOLISTIC SCHOOL LEADERSHIP BY ALL EDUCATORS.

There can be little doubt that the school leadership of today has one of the most difficult leadership roles in society. Yet there is no certainty as to how to select effective school leaders or indeed to train them. In a democratic dispensation collaborative effort has reached new levels of importance and the leadership effort of the School Management Team (SMT) should be viewed from all perspectives.

By means of interviews with educators and lecturers and research of the appropriate literature, a research team at the University of Johannesburg has identified a number of important aspects necessary when occupying positions of leadership in schools. Your opinion as to the extent that the SMT in your school actually demonstrates the identified characteristics is vital to further research efforts.

This research is part of a team effort involving four master's students investigating the influence of holistic leadership on teacher job satisfaction. Your input allows you to contribute towards attempts at improving leadership practices to the benefit of everyone in your community.

There are three sections in the questionnaire namely A, B and C. Please complete all sections. Educators are synonymous with teachers.

Please keep the following in mind when you complete the questionnaire:

- Do not write your name on the questionnaire – it remains anonymous.
- You have the right to withdraw at any time you wish.
- There are no correct or incorrect answers – we only require your honest opinion.
- Your first spontaneous response reaction is probably the most valid. So work quickly and accurately.
- Do not ponder too long over any particular item.

- Please answer ALL questions (questions are printed on **both sides** of the page).
- Please return this questionnaire to the **person from whom it was received after having completed it as soon as possible.**

Thank you once again for your time and participation in completing this questionnaire.

Instructions for completion of the questionnaire

Please read each question carefully and circle the response that best represents your answer or write down your response in the space provided.

Example for completing Section A

Gender

If you are female, then circle or mark 2 as indicated:

Male -----	1
Female -----	2

SECTION A

1. Your gender?

Male-----	1
Female-----	2

2. How old are you? (in complete years)

(If you are 36 years old then enter	3	6)-----		
--	---	---	--------	--	--

3. Your present post level?

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Principal-----	1
Deputy principal-----	2
Head of Department-----	3
Educator-----	4

4. How many years of teaching experience do you have?

(If you have seven years' experience, then enter)	0	7)-----		
---	---	---	--------	--	--

5. The Principal of your school is a:

Male-----	1
Female-----	2

6. Which language do you regard as your mother tongue? (Choose **ONE** option only)

Afrikaans-----	1
English-----	2
Ndebele-----	3
North Sotho-----	4
South Sotho-----	5
Swati-----	6

Tsonga-----	7
Tswana-----	8
Venda-----	9
Xhosa-----	10
Zulu-----	11
Guajarati-----	12
Urdu-----	13
Hindi-----	14
Tamil-----	15
Telegu-----	16
Other African-----	17
Other European-----	18

7. Your highest educational qualification?

Lower primary school-----	1
Lower than Grade 12-----	1
Grade 12-----	2
Post school diploma or certificate-----	3
Grade 12 plus a teachers Diploma/Certificate-----	4
Teachers Diploma & Further Educational Diploma/Certificate-----	5
Bachelor's degree-----	6
Bachelor's degree & Teacher's Diploma/Certificate-----	7
Honours degree-----	8
Master's degree-----	9
Doctoral degree-----	10

8. Which one of the following best describes the type of school at which you are currently teaching?

Primary school (Grade R-7)----- --	2
Intermediate school----- -	3
Secondary school(Grade 8-12)----- --	4
Combined school-----	5
Special school (LSEN)-----	6

9. To what extent do you believe that the school governing body (SGB) contributes towards the effective functioning of the school?

To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
1	2	3	4	5

10. To what extent do you believe that the school management team (SMT) contributes towards the effective functioning of the school?

To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
1	2	3	4	5

11. What is the predominant socio-economic status of learners at your school?

High/Affluent	1
Above average	2
Average	3
Below average	4
Poor	5

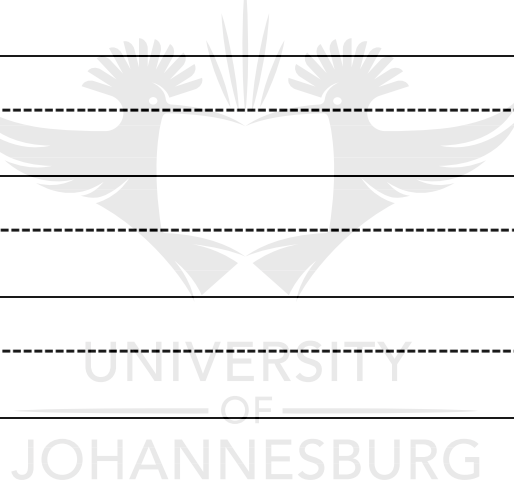
12. Which of the following is the best description of your school?

It is among the most effective schools in the district-----	1
It is more effective than most in the district-----	2

It is about as effective as other schools in the district-----	3
It is less effective than other schools in the district-----	4
It is among the least effective school sin the district-----	5

13. How would you describe the image of your school in the community?

Excellent-----	1
Good-----	2
Average-----	3
Poor-----	4



SECTION B

Please answer the items in Section B as honestly as you can. Your opinion is confidential and will not be compromised. Honest feedback from all concerned parties is a means to improve leadership as a collaborative practice

SECTION B

Example

Please rate the competency of your school management team (SMT) by encircling the appropriate number or placing a cross over it on the scale provided for each question where:

1 = Totally incompetent



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SECTION B

SECTION B

Item	CURRENTLY HOW COMPETENT IS YOUR SMT AT:	Totally Incompetent	Incompetent	Undecided	Partially competent	Competent	Extremely	
PIC								
B1	Allowing educators to have a say in school policy?	1	2	3	4	5	6	7
B2	Admitting that they have made a mistake?	1	2	3	4	5	6	7
B3	Allowing subordinates to evaluate their performance as leaders?	1	2	3	4	5	6	7
B4	Basing their leadership on the needs of their followers?	1	2	3	4	5	6	7
B5	Possessing the tenacity not only to listen to people's problems but also to do something about them?	1	2	3	4	5	6	7
EC - CURRENTLY HOW COMPETENT IS YOUR SCHOOL SMT AT:								
B6	Demonstrating the ability to communicate	1	2	3	4	5	6	7

	verbally?							
B7	Demonstrating conflict solving skills?	1	2	3	4	5	6	7
B8	Showing ability to present complex information in an understandable form?	1	2	3	4	5	6	7
B9	Showing the ability to monitor the work of others?	1	2	3	4	5	6	7
B10	Taking a public stand on matters of importance even if they are contentious?	1	2	3	4	5	6	7
EF- CURRENTLY HOW COMPETENT IS YOUR SMT AT:								
B11	Practicing what they preach?	1	2	3	4	5	6	7
B12	Treating subordinates with respect?	1	2	3	4	5	6	7
B13	Demonstrating the ability to listen to other opinions?	1	2	3	4	5	6	7
B14	Illustrating trust in educators?	1	2	3	4	5	6	7
B15	Always acting in accordance with Departmental policy and regulations?	1	2	3	4	5	6	7
VOE								

B16	Explaining to educators exactly what their responsibilities are?	1	2	3	4	5	6	7
B17	Showing that they have a clear vision for the school?	1	2	3	4	5	6	7
B18	Illustrating the ability to cope with changing circumstances?	1	2	3	4	5	6	7
B19	Informing all interested parties about a decision?	1	2	3	4	5	6	7
B20	Providing suitable skills training for educators?	1	2	3	4	5	6	7
EC - CURRENTLY HOW COMPETENT IS YOUR SCHOOL SMT AT:								
B21	Illustrating that educators are a school's most valuable resource?	1	2	3	4	5	6	7
B22	Delegating responsibility to educators?	1	2	3	4	5	6	7
B23	Consulting with the educators on matters that concern them?	1	2	3	4	5	6	7
B24	Creating a work environment in which educators can flourish?	1	2	3	4	5	6	7
B25	Showing openness to new ways of doing things?	1	2	3	4	5	6	7

EC - CURRENTLY HOW COMPETENT IS YOUR SCHOOL SMT AT:								
B26	Having good self-management skills?	1	2	3	4	5	6	7
B27	Having a good knowledge of the educational laws?	1	2	3	4	5	6	7
B28	Having a good grounding in the principles of financial management?	1	2	3	4	5	6	7
B29	Being trustworthy?	1	2	3	4	5	6	7
B30	Having a passion for achieving the goals of the school?	1	2	3	4	5	6	7

EC - CURRENTLY HOW COMPETENT IS YOUR SCHOOL SMT AT:								
B31	Being flexible when necessary	1	2	3	4	5	6	7
B32	Indicating that he/she realises that it is impossible to lead unless people are prepared to follow you?	1	2	3	4	5	6	7
B33	Being sensitive towards the concerns of others?	1	2	3	4	5	6	7
B34	Having good interpersonal skills?	1	2	3	4	5	6	7
B35	Being empathetic towards subordinates?	1	2	3	4	5	6	7

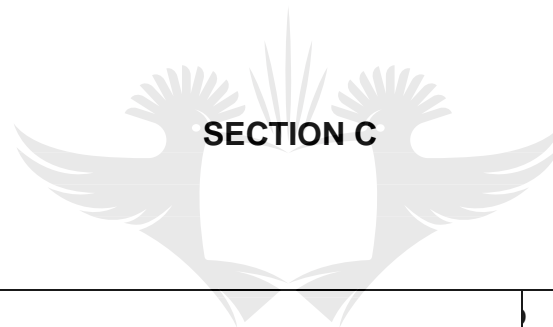
Please state your level of agreement or disagreement with the following statements regarding the job satisfaction of educators. Use the scale of 1 to 7 where:

1 = Strongly Disagree

2 = Disagree

3 = Partially disagree

GUIDELINES FOR COMPLETING SECTION C



Item	Description							
C1*	Educators lead vocationally unsatisfied lives.	1	2	3	4	5	6	7
C2	People give show me respect when they know that I am a teacher	1	2	3	4	5	6	7
C3*	It would have perhaps have been better if I had joined some other profession	1	2	3	4	5	6	7

C4*	The salary in my teaching job is not in keeping with my abilities and qualifications	1	2	3	4	5	6	7
C5	Given a fresh opportunity for choosing a career, I will again choose teaching	1	2	3	4	5	6	7
C6	No profession is as good as teaching.	1	2	3	4	5	6	7
C7*	Teaching is boring because of repetition of similar work.	1	2	3	4	5	6	7
C8	The work of teachers is interesting because of variety of activities	1	2	3	4	5	6	7
C9	Society appreciates teacher's work.	1	2	3	4	5	6	7
C10	The teaching profession is one among the few noble professions	1	2	3	4	5	6	7
C11	The teaching profession provides opportunities for me to satisfy my abilities and capacities	1	2	3	4	5	6	7
C12*	Economic context of a teacher makes me dislike this profession	1	2	3	4	5	6	7
C13*	Control of learners is a headache for me	1	2	3	4	5	6	7
C14	Caring for learner rights harms learner discipline	1	2	3	4	5	6	7

*								
C15	I like to attend seminars within and outside the school.	1	2	3	4	5	6	7
C16	The school authorities are fair and impartial	1	2	3	4	5	6	7
C17	My teacher colleagues are cooperative	1	2	3	4	5	6	7
C18	I always keep track of my progress.	1	2	3	4	5	6	7
C19	I sometimes feel my job is meaningless.	1	2	3	4	5	6	7
*								
C20	I am satisfied with my chances of promotion.	1	2	3	4	5	6	7

THANK YOU FOR YOUR HONEST CONTRIBUTION TOWARDS MAKING THE ONEROUS TASK OF HOLISTIC SCHOOL LEADERSHIP MORE TRANSPARENT

JOHANNESBURG

APPENDIX 4: TURNITIN RESULT

Teacher perceptions about the relationship between the competence of the school management team in using an ethical foundation as an aspect of holistic leadership and their job satisfaction

ORIGINALITY REPORT			
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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
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APPENDIX 5: EDITOR'S LETTER

Nikki Watkins
Editing/proofreading services

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21 February 2021

To whom it may concern

This letter serves to inform you that I have done language editing, proofreading and formatting of references on the research report

**Teacher perceptions of the competence of the school management team to
utilise an ethical foundation and its influence on job satisfaction**

by

Huseyin Gencel



Professional
EDITORS
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