

**School principals' use of distributive leadership in teacher
motivation**

by

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Declaration

I declare that the dissertation, which I hereby submit for the degree “Magister Educationis” at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.”



.....
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August 2021

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I Cindy Agyare-Opoku, obtained ethical approval for data collection on the research topic – *School principals' use of distributive leadership in teacher motivation*. I declare that I observed the ethical standards and Policy guidelines for responsible research in the Code of ethics for researchers prescribed by the University of Pretoria.

Dedication

I dedicate this research to my husband, Mr Aaron Ankomah Adjei, my four children; Andy, Seën, Ephratha and Andrea Ankomah Adjei, who were the motivation for this journey.

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Abstract

Teachers by virtue of their professionalism, are encouraged to be in leadership roles for school effectiveness. The practice of distributive leadership in schools curbs the burden of the school principal having to handle all of the challenges and solve all problems in the schools. This study explored school principals' use of distributive leadership in teacher motivation in secondary schools, establishing how school principals and teachers understand the concept of "distributive leadership" and investigating what school principals do as distributive leaders to motivate teachers. A qualitative case study within the interpretivist paradigm was espoused. In this study I used Distributive Leadership Theory as the theoretical framework. Two independent secondary schools were purposively selected in Soshanguve North District, Gauteng Province. School principals and teachers were the participants in this research. Semi-structured telephone interviews were used to collect data which was then thematically analysed. The findings show that school principals and teachers understand distributive leadership as a leadership style whereby there is a re-distribution of power among all school community members. The distributive leadership practices of the school principals in this study included creating a climate and culture for distributive leadership and providing supportive structures to build self-confidence, self-esteem, trust and motivation for teachers to volunteer for leadership responsibilities. The principals motivated teachers through distributive leadership by involving them in decision-making, developing their leadership skills, using effective communication and feedback, sharing the school mission and vision, creating positive interpersonal relationships and a culture that is based on trust.

Key Terms:

Distributive leadership, motivation, teacher motivation

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TO WHOM IT MAY CONCERN

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List of abbreviations

SMT	School Management Team
SGB	School Governing Body
RSA	Republic of South Africa
DBE	Department of Education
COVID-19	Corona Virus Disease Infection-19
SASA	South African School Act
MOE	Ministry of Education
OECD	The Organisation for Economic Co-operation and Development
EFQM	European Foundation for Quality Management
USA	United States of America
FET	Further Education and Training
SHOD	Senior Head of Department
HOD	Head of Department

Table of Contents

Declaration	i
Ethical Clearance Certificate	ii
Ethics statement	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
Language editor	vii
List of abbreviations	viii
Table of Contents	ix
List of Figures	xiv
List of Tables	xiv
CHAPTER 1: GENERAL ORIENTATION	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	3
1.3 PURPOSE OF THE STUDY	4
1.4 RESEARCH QUESTIONS	4
1.5 SIGNIFICANCE OF THE STUDY	4
1.6 DEFINITION OF TERMS	5
1.6.1 Distributive leadership	5
1.6.2 Motivation	6
1.6.3 Teacher motivation.....	6
1.7 DELIMITATION OF THE STUDY	6
1.8 ORGANIZATION OF THE STUDY	7
1.9 SUMMARY OF THE CHAPTER	7
CHAPTER 2: LITERATURE REVIEW ON SCHOOL PRINCIPALS' USE OF DISTRIBUTIVE LEADERSHIP IN TEACHER MOTIVATION	8
2.1 INTRODUCTION	8
2.2 LEADERSHIP	9
2.2.1 Importance of leadership	10
2.2.2 The school principal as a leader	11
2.3 THE ROLE OF THE SCHOOL PRINCIPAL	122

2.3.1	The roles and responsibilities of the school principal.....	13
2.3.2	School climate and culture	15
2.4	DISTRIBUTIVE LEADERSHIP	16
2.4.1	School principals as distributive leaders.....	19
2.4.2	Distributive Leadership, teacher’s morale and enthusiasm	22
2.4.3	Limitations of distributive leadership.....	233
2.5	RELATIONSHIP BETWEEN SCHOOL PRINCIPALS AND TEACHERS.....	24
2.5.1	Building a good relationship between school principals and teachers.....	24
2.5.2	Importance of a sound relationship between school principals and teachers.....	25
2.5.3	Factors that contribute or hinder relationship development	26
2.6	TEACHER MOTIVATION.....	27
2.6.1	Types of teacher motivation	27
2.6.2	Significance of teacher motivation	29
2.7	THEORETICAL FRAMEWORK OF THE STUDY	34
2.8	SUMMARY OF THE CHAPTER.....	34
CHAPTER 3: RESEARCH APPROACH, DESIGN AND METHODOLOGY.....		36
3.1	INTRODUCTION	36
3.2	RESEARCH PARADIGM	36
3.3	RESEARCH APPROACH	38
3.4	RESEARCH DESIGN.....	39
3.4.1	Research site.....	41
3.4.2	Selection of participants.....	41
3.4.3	Research methods.....	43
3.4.4	Data analysis.....	44
3.5	ETHICAL ISSUES.....	45
3.6	TRUSTWORTHINESS	46
3.6.1	Credibility.....	46
3.6.2	Transferability	47
3.6.3	Dependability.....	47
3.6.4	Confirmability.....	47

3.7	LIMITATIONS OF THE STUDY	48
3.8	SUMMARY OF THE CHAPTER.....	48
CHAPTER 4: FINDINGS AND DISCUSSION.....		49
4.1	INTRODUCTION	49
4.2	BIOGRAPHICAL INFORMATION OF PARTICIPANTS	50
4.3	RESEARCH QUESTIONS, THEMES AND SUB-THEMES	51
4.4	RESEARCH FINDINGS	52
4.4.1	Theme 1: Conceptualisation of distributive leadership	53
4.4.1.1	The distribution of leadership responsibilities to teachers	53
4.4.1.2	Developing teacher leadership through teacher participation, innovation and creativity	54
4.4.1.3	Leadership style that enables a supportive structure and interdependency	56
4.4.1.4	Leadership that encourages teacher ownership and teacher motivation	57
4.4.1.5	Creates a culture of shared vision and willingness to lead	58
4.4.2	Theme 2: What principals do as distributive leaders	60
4.4.2.1	The distribution of leadership roles and responsibilities by school principals to teachers	60
4.4.2.2	Situational distributive leadership	62
4.4.2.3	Personal initiative from the teacher	64
4.4.2.4	Collaborative structures when performing distributed tasks	65
4.4.2.5	Supportive structures.....	67
4.4.2.6	Interpersonal relationship	68
4.4.3	Theme 3: School principals' use of distributive leadership in teacher motivation.....	70
4.4.3.1	Motivation of teachers through participation, involvement in decision-making and collaboration in distributive leadership	70
4.4.3.2	Motivation through professional development of teachers and acquiring leadership skills through distributive leadership	74
4.4.3.3	Motivation of teachers through effective communication and feedback in distributed leadership	78

4.4.3.4	Motivation of teachers through creating a distributive school culture based on trust, teacher support and positive interpersonal relationships.....	80
4.4.3.5	Motivation of teachers through a school shared vision and encouraging self-confidence and self-esteem in distributed tasks.....	83
4.5	SUMMARY OF THE CHAPTER.....	86
	CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH	87
5.1	INTRODUCTION	87
5.2	SUMMARY OF FINDINGS.....	87
5.2.1	Conceptualization of distributive leadership	87
5.2.2	What principals do as distributive leaders	89
5.2.3	The use of distributive leadership by the school principal influences teacher motivation	91
5.3	CONCLUSIONS.....	93
5.4	RECOMMENDATIONS FROM THE FINDINGS	94
5.4.1	Recommendations made from school principals' understanding of the concept of distributive leadership.....	94
5.4.2	Recommendations made from how principals describe their distributive leadership role.....	95
5.4.3	Recommendations made from how the use of distributive leadership by the school principal influences teacher motivation	96
5.5	IMPLICATIONS FOR FURTHER RESEARCH.....	97
5.6	A FINAL WORD	97
6.	LIST OF REFERENCES	98
7.	ANNEXURES	1199
7.1	ANNEXURE A: PERMISSION AND CONSENT LETTERS TO CONDUCT RESEARCH	1199
7.2	ANNEXURE B: ETHICS CERTIFICATE.....	125
7.3	ANNEXURE C: INTERVIEW QUESTIONS.....	126
7.4	ANNEXURE D: TRANSCRIPTS	127

7.5	ANNEXURE E: RESEARCH QUESTIONS, THEMES AND SUB-THEMES	133
7.6	ANNEXURE F: SUMMARY OF TURNITIN REPORT	136

List of Figures

Figure 1.1 The Distributive Leadership Approach	33
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List of Tables

Table 4.1 Biographical information of participants	49
Table 4.4 Research questions, themes and sub-themes	50

CHAPTER 1

GENERAL ORIENTATION

1.1 INTRODUCTION

Distributive leadership has become one of the most studied theories in educational leadership (Jackson et al., 2010). The increasing number of studies on distributive leadership in Western countries such as the UK, USA, Canada and Australia shows that the perception of a sole leader has been substituted with many leaders in many educational institutions (Harris, 2009; Jackson et al., 2010; Sheppard & Brown, 2010; Spillane, 2005). This development implies that the roles and responsibilities of leadership are shared among the School Management Team (SMT), School Governing Bodies (SGBs), and teachers, and, in some cases, parents as well as the community (Jackson et al. 2010). This is the essence of Distributive leadership. The concept *Distributive Leadership* has been defined in different ways by many educational researchers worldwide (Bolden, 2011). For instance, Jacobs (2010) defined distributive leadership as a leadership style where there is collaboration and cooperation in which school principals, teachers and other personnels benefit from individual skills, knowledge and expertise. Bolden (2011) stated that distributive leadership includes dispersed, shared and democratic ways of leadership.

Currently and across the globe, the structure of educational institutions has become complex, which renders it impossible for an individual to handle all the challenges, solve the problems and make sound decisions (Akdemir & Ayik; 2017). Crawford (2013) added that schooling is becoming more multifaceted in structure and drive; hence institutional change and development will necessitate more fluid and dispersed leadership roles and responsibilities. With this in mind, the opinion that leadership is bestowed in positional leaders, such as principals, has been challenged (Naicker & Mestry, 2013) and has led to educational theorists, reformers and practitioners seeking a re-conceptualisation of school leadership (Spillane & Healey, 2010). Thus, distributive leadership looks beyond a leader as one person and focuses on the participation and collaboration of other individuals in performing leadership responsibilities to achieve organisational goals.

Collaborative participation of the different stakeholders in school leadership may require motivation, which Barnell et al., (2004) defined as the art of getting people to do what you want them to do because they want to do it. Educational motivation is a vital concern in many educational institutions because it enhances school effectiveness and improvement (Achim, Dragolea & Balan, 2013). Teachers are in a position that enables them to provide input to the production of quality education, therefore teachers whose motivation is high show greater professional efforts and cooperation to achieve the school's goals (Achim, Dragolea & Balan, 2013). A number of studies have found that teacher motivation is greatly influenced by the leadership style of school principals (Sheppard, Hurley & Dibbon, 2010). School principals who initiate, encourage and sustain distributive leadership in their schools motivate teachers to participate in formal and informal leadership responsibilities (Harris, 2012; William, 2011). This enhances collective organisational decision-making and promotes competence, self-worth, professional development, motivation, welfare, success and democracy in the school (Hartley, 2010; Hopkins & Jackson, 2003; Spillane, 2009;).

On the other hand, school principals who demonstrate bureaucratic or authoritarian forms of leadership demotivate teachers from taking leadership responsibilities (Mulford & Silins, 2003). Mulford and Silins (2003) further added that teachers become dependent on the school principal, and this dependence does not enhance professional growth, trust, and competence. The democratic South Africa schooling system promotes and encourages distributive leadership of school principals (RSA, 2016a). In post-apartheid South Africa, there is an emphasis on inclusivity instead of a bureaucratic or rigid form of leadership (De Villiers & Pretorius, 2011). Therefore, school principals are encouraged to initiate, sustain and encourage distributive leadership in their respective schools.

The study explores school principals' use of distributive leadership in teacher motivation and adds to the body of knowledge on the research phenomenon.

1.2 PROBLEM STATEMENT

The distributive leadership practices of school principals, such as teacher partnerships, collegiality, collaboration, and professional networking seem to positively influence teachers' self-efficacy, morale, and enthusiasm (Muijs & Harris, 2006). However, due to the contemporary complex nature of the educational system, the school principal may not have all the knowledge and skills needed for effective teaching and learning and managing other school responsibilities (Williams, 2011).

Having this in mind, school principals who fail to share leadership responsibilities contribute to the demotivation of teachers partaking in leadership roles. School principals who do not exercise distributive leadership also prevent teachers from interacting with each other, limiting the transfer of knowledge and skills, professional growth, experience and expertise (Harris, 2008; Williams, 2011). In schools where teachers are not recognised as professionals and trusted with the delegation of leadership tasks and responsibilities, teachers feel less self-worth and are also more likely to resign (Harris, 2008; Williams, 2011). Most teachers who are demotivated show less professional inputs, collaboration and cooperation and are more likely to resign or withdraw from schools if they feel their work is not challenging and they are not professionally engaged and developed (Hulpia & Devos 2010).

Again, in some schools, due to some principal's lack of comprehension and practice of distributive leadership, teachers are demotivated, which negatively affect their work output (Achim, Dragolea & Balan, 2013). In these schools, teachers are demotivated and feel a lot of pressure if their leaders do not trust them as professionals through the delegation of responsibilities (Achim, Dragolea & Balan, 2013).

While distributive leadership practices by the school principal seem to promote teachers' self-efficacy, morale and enthusiasm, little is known about it as an element in teacher motivation in Soshanguve schools. Therefore, this study proposed to explore school principals' use of distributive leadership in teacher motivation.

1.3 PURPOSE OF THE STUDY

The purpose of this study was first to explore and describe participating school principals and teachers experience of school principals' use of distributive leadership in teacher motivation. Informing this purpose is the assumption that school principals' practice of distributive leadership will have a positive influence on teacher's motivation grounded on the theoretical framework of the study and the relevant reviewed literature. The aim of the study was therefore to gain an in-depth understanding of school principals' use of distributive leadership in teacher motivation in secondary schools. I thought that it was possible that the experiences of school principals and teachers might reveal how school principals and teachers understand the concept of distributive leadership, what school principals do as distributive leaders and how school principals, use distributive leadership to influence teachers' motivation. In documenting this, I might gain a greater insight and understanding on the research phenomenon.

1.4 RESEARCH QUESTIONS

Primary research question

- How do school principals use distributive leadership to motivate teachers in secondary schools?

Secondary research question

- What are the perceptions of school principals and teachers of distributive leadership?
- What do school principals do as distributive leaders?
- How do the school principals use distributive leadership to influence teacher motivation?

1.5 SIGNIFICANCE OF THE STUDY

As an educator in the sixth year of the teaching profession, I have worked with two experienced school principals in Ghana and South Africa. I enjoyed working with my current school principal because of her leadership style, which is distributive leadership. The main reason was that she respected and acknowledged the professionalism of educators. This approach is in conjunction with what Harris (2011) and Hartley (2010) indicated, namely that the distributive leadership theory

focuses on the “leader plus” aspect of leadership, which acknowledges that leading and managing schools must involve the efforts of different individuals. Her leadership style enhanced a culture of interdependency among staff members because we shared our challenges in terms of learner indiscipline, subject related problems and administrative work. There was effective communication and collaboration among the teachers in my school.

The study is worth doing because it will add to the body of knowledge on the research phenomenon. Furthermore, school principals could be empowered and enriched with a deeper understanding and better implementation of distributive leadership in their respective schools to enhance teacher motivation and school improvement. Teachers and the school management, on the other hand, could be inspired to take on leadership roles and responsibilities and work collaboratively with their school principals for school improvement. The Department of Basic Education could train school principals to implement distributive leadership practices and encourage teachers during professional development programmes to work cooperatively with school principals.

Much research has been conducted in schools that attested to the practice of distributive leadership of school principals in their schools; for instance, Naicker and Mestry (2013) conducted a study in Sowetan schools, investigating teachers' perceptions on the distributive leadership practice of their school principals. Furthermore, Botha and Triegaardt (2014) investigated “Distributed Leadership Towards’ School Improvement: Case Study in South African Schools”, to mention but a few. Yet, there is a gap in research on distributive leadership in South African schools. Little is known about the motivational experiences of teachers on the practice of distributive leadership by school principals in Soshanguve North District in Gauteng Province. I, therefore, explored school principals’ use of distributive leadership in teacher motivation.

1.6 DEFINITION OF TERMS

1.6.1 Distributive leadership

As Spillane and Healey (2010) defined distributive leadership as the involvement of all members of the educational community, especially teachers, disbursing

leadership roles and responsibilities to engage all staff members instead of an individual taking all the responsibility for leadership. This approach means that tasks and responsibilities in educational institutions are distributed to all individuals. There is the enhancement of collaborative decision-making, focusing on involving expertise wherever it exists within the educational institution instead of pursuing this only through designated positions or roles.

1.6.2 Motivation

Motivation is a frequently investigated topic studied in the area of psychology and education. Motivation is broadly considered as the energy that propels an individual to act (Han, Yin & Wang, 2016). Greenberg and Baron (1997, p. 142) added that motivation is a motor that enables someone to carry on with an activity. Appropriately, motivation identifies the logic behind people's actions and their perseverance with the activity. This study implied a kind of motivation that allowed teachers to keep on with their teaching profession. This zeal motivated them to carry on with their professional tasks in the school environment to promote learning.

1.6.3 Teacher motivation

Regarding teacher motivation, Sinclair (2008) explained it as an attraction, confinement and concentration, making teaching appealing from the onset of teachers' teaching education courses and later their involvement in the teaching profession; it defines their involvement in their courses and the teaching profession. Teacher motivation, therefore, looks at the rationale that results from individuals' inherent reason for selecting the teaching profession. Thus, teachers turn to be guided by their interest in making a good impression as professionals, doing exciting and challenging work and being successful in what they do. This study views teacher motivation as the energy derived by teachers through the leadership activity of school principals.

1.7 DELIMITATION OF THE STUDY

The first delimitation is the research methodology chosen by the researcher. The researcher chose qualitative research methodology over quantitative and mixed methods research because the researcher wanted to explore and seek the opinions, views, thoughts, feelings of participants in line with the research phenomenon (Teherani et al. 2015). A case study research design was chosen by the researcher to study the phenomenon. A case study has been proven to generate new ideas

and enabling researchers to closely examine the data within a specific context (Zainal, 2007). The study also focused on two secondary schools in Soshanguve North District in the Gauteng province instead of three or more schools. School principals and teachers with experience of not less than five (5) years were purposively selected for the study, meaning that novice teachers with less than five years in the teaching profession were excluded from the study.

1.8 ORGANISATION OF THE STUDY

Chapter 1 introduces the study and orientates the reader regarding the focus and methodology of the study Chapter 2 elaborates on the literature review on distributive leadership and teacher motivation. Chapter 3 explains the research process giving details of the research approach, design and methodology. The chapter also discusses the trustworthiness and the ethical issues of the study. Chapter 4 presents the details of the findings using verbatim quotations to support the conclusions. Meaning is given to the findings, and the chapter discusses the findings in relation to the literature on distributive leadership and teacher motivation. Chapter 5 is the last chapter of this dissertation. This chapter presents a summary of the findings, draws conclusions from the data, makes recommendations that emerged from the findings and implications for further research.

1.9 SUMMARY OF THE CHAPTER

This chapter provided the synopsis of the study, which included the background literature, research problem and questions, and delimitations of the study.. I have identified and described the key concepts and included the envisaged significance of the study. The next chapter presents the literature review beginning with several conceptualizations of distributive leadership, the practice and use of distributive leadership, and teacher motivation from work done by other researchers internationally and nationally. I also present a discussion of distributive leadership as the theoretical framework in this study.

CHAPTER 2

LITERATURE REVIEW ON SCHOOL PRINCIPALS' USE OF DISTRIBUTIVE LEADERSHIP IN TEACHER MOTIVATION

2.1 INTRODUCTION

The concept of distributive leadership was explained with reference to existing literature. The research problem was identified that due to the complexity of contemporary education, leading and managing schools must be spread to different personnel members in the school community for school effectiveness. The distributed leadership theory was adopted, which served as the brain and backbone of the study. The purpose of the study was to explore school principals' use of distributive leadership in teacher motivation, establish how school principals understand the concept of "distributive leadership" and investigate what school principals do as distributive leaders to motivate teachers. This chapter presents the literature review on school principals' use of distributive leadership in teacher motivation.

Firstly, the concept of leadership and its influence on school development was discussed. A discussion on distributive leadership, which includes the views of several educational theorists, follows. My study drew attention to Spillane and Healey (2010) by giving a brief and concise definition of distributive leadership. A detailed discussion on school principals as distributive leaders is also included. The second section of this literature review explained the research title and elaborated on the diverse ways in which school principals practised distributive leadership in their daily activities at school. Moreover, the relationship between vertical and lateral leadership processes, school principals and teachers working collaboratively to achieve organisational goals in the distributive leadership framework were discussed. Lastly, this literature review also discussed distributive leadership in relation to teacher's morale and enthusiasm. Cushioned by a sound relationship between the school principal and teachers. It is of paramount at first to unpack the essence of leadership of a school principal.

2.2 LEADERSHIP

Leadership is generally understood as the capacity to enlist, muster, and motivate others to utilise their abilities and resources to achieve a shared goal (Leithwood et al., 2010; OECD, 2013; Scheerens 2013). This ability is crucial to discussions of leadership holistically and in the educational sphere specifically. It throws light on how people influence others and convince them to commit their maximum efforts to duties that advance their shared goals (Day et al., 2009; Eyal & Roth, 2011; Leithwood & Louis, 2012). Leadership has been a vital feature of school transformation for over 25 years (Leithwood et al. 2010; OECD, 2013; Scheerens 2013). In line with these authors, strong leadership may be the most imperative requirement for a principal's success and an effective learning environment in a rapidly changing school environment. Global and local studies have indicated that effectual school leadership is a fundamental prerequisite for a successful school, considering the result of a school mostly depends on the calibre of leadership (Leithwood et al., 2010; OECD 2013). The presented literature supports a passion for determining effective educational strategies to equip novice school leaders to lead the improvement of their schools. Schools are obligated by the constitution to consistently work on the improvement of their education. Educational leadership and school management manifested as a severe concern in the academic world as recently as fifty years ago (OECD, 2013), but this area has developed rapidly, as demonstrated by the consistent increase in the number of examinations on principal leadership (Hallinger & Bryant, 2013).

School leadership is as significant as classroom instruction in respect of academic factors that influence student learning. Not surprisingly, school leaders created the framework that affects teachers' working conditions and capacity to educate students successfully. Leading and managing people are essential facets of school leadership in all settings (Bush & Middlewood, 2013), but it may be valid only for the specific South African context. For example, in South African schools, just like schools worldwide, school leadership looks into staff development and mentoring (Bantwini, 2012; Mestry & Hlongwane, 2009) which impacts teachers' delivery quality, motivation, performance and management.

Other areas impacted by school leadership include;

- Leadership teams where SMT members work as teams in achieving school goals (Bush & Glover, 2012; Queen-Mary & Mtapuri, 2014);
- Leadership development (Bush & Glover, 2012; Botha, 2013, 2014; Msila, 2011);
- Finance management (Thenga, 2012);
- Managing health and safety (Barnes et al., 2012);
- Managing school grounds, buildings and equipment (Xaba, 2012, p. 221);
- Managing teaching and learning (Lumadi, 2012; Rampa, 2010; Steyn & Wolhuter, 2010).

This clearly indicates that schools cannot function effectively with successful outcomes without leadership. What then is the significance of school leadership? In the following section, I discuss the significance of the leadership role in schools.

2.2.1 Importance of leadership

In a school setting, the school leaders address social justice, diversity in their socioeconomic composition and equity (Heystek, 2016). These are some of the core issues of challenges that could hinder the achievement of quality education for all learners. Leaders ensure service delivery, provide support to parents and adhere to the implementation of new policies from the national and provincial education departments. Heystek (2016) added that school leaders are responsible for the implementation of new policies or new curricula, which is one element of the standard changes in education. School leaders must work collaboratively and cordially with members of the school community to successfully implement new policies or curricula. Thus, leadership implies followership and interactions, motivation, interdependence and respect, vision, and a preparedness to contest the status quo.

Leadership deals with the unabating changes and the accelerating speed of change in education (Dennis, 2014), which necessitate intrinsic, longer-term motivation. As suggested by Schaap et al. (2012), leaders can acquire new knowledge, abilities, and standards for school development with leadership development. This viewpoint implies that leaders can deliver the setting, prospect and motivation for people to develop.

2.2.2 The school principal as a leader

Among the essential elements associated with the professional performance of any principal is making certain that their leadership operations are accomplished effectually in the school (Botha, 2015; Msila, 2015). The school principal's leadership implies adequate capacity or amalgamated expertise from different staff members to achieve the goals of the school (Botha, 2015; Msila, 2015). Thus, the prime goal of the school principal is to attend to the developmental requirement of all the stakeholders, such as the teachers, students and parents. Researchers such as Botha (2015), Marishane and Botha (2011), Msila (2015), Mulford and Sillins (2003), Ten Bruggencate et al. (2012) and Triegaardt (2013) agreed that the school principal's leadership comprises an aggregate of qualities and allure. The school principal uses these qualities in the spirited interplay between the principal, others in the school community, situations and educational processes. School principals play significant role in mobilising human and non-human resources for effectual pedagogy within the school system (Okendu, 2012). This is to say, school principals act as supervisors, instructors and may be involved in teaching if needs be for school development. In addition, skilled leaders absolutely envisage future needs and influence others to share and execute that vision. The school principal has applicable principles to bring to play from the effective running of the school. In general, school principals ensure the effectiveness of the day to day activities of the school.

The role of the school principal is without challenges in the school. For instance, Barnett et al. (2012) indicated that the biggest challenge was mostly seen as the workload in that school principals become overwhelmed by administrative and instructional duties, task management, conflict management, and curriculum implementation. Research done in Turkey by Sincar (2013) found that school leaders' challenges included student discipline issues, especially where novice leaders were involved, changes in the educational system, inadequate resources, resistance to change, lack of in-service training, and many more. These challenges apply to South Africa partly because the South African education system has gone through countless educational reforms, which added extra difficulties in school leadership and management (Bartoletti & Connelly, 2013; Mestry, 2017; Northfield, 2013) Heystek (2016), found that most South African school principals do not

receive the requisite training for leading and managing schools before being appointed to be principals; hence they are overwhelmed with the challenges they encounter in their tenure of office. Ibara (2014) also argued that principalship positions necessitate officials with the essential aptitude and abilities to lead and manage a school. As observed by Bush and Glover (2012), a lack of leadership and management skills leads to frustration, anxiety, depression, insecurity, demotivation and failure to survive.

Despite the leadership and management skills expected of the school principal, in South Africa, school principals were appointed to the leadership position based on teachers' teaching experience (Heystek, 2016). Due to a lack of training and unpreparedness, many school principals were unable to cope with challenges they face at schools such as curriculum management, human resource management, procedures and dealings with different types of leave applications, chairing staff meetings, participating in assignment distributions, assisting with the drawing up of an overall timetable, and encouraging staff growth (DBE, 2016).

Some school principals cannot manage school finances as part of their responsibilities, as stated in the South African School Act (SASA) (Republic of South Africa, 1996). It is the responsibility of the school principal to work collaboratively with the school management team and school governing bodies in drawing up their policies enacted from the standards set by the government policies (Heystek, 2016). In understanding the cumbersome school leadership position, it was important to present the discussion on the roles and responsibilities of the school principal.

2.3 THE ROLE OF THE SCHOOL PRINCIPAL

The school principal is a vital contributor to institutional achievement (Marishane & Botha, 2011). Like the ship's captain, who safely pilots his ship to a preferred target, someone must drive the institution to an agreed course to realise its goals. Without a strong school principal as a leader, the institution can go astray. School principals have roles and responsibilities they perform to keep the school on track to achieve its desired goals (Moswela & Kgosidialwa, 2019). The hallmark of effective principalship as emerged from the literature (Moswela & Khosidialwa, 2019), may include attributes not limited to school principals; namely, they must be

approachable, caring, resourceful, and raise leaders to contribute to the success of the school, be inspiring and turn followers into leaders. Actually, what do the roles and responsibilities of the school principal entail?

2.3.1 The roles and responsibilities of the school principal

For schools to achieve quality education, the roles and responsibilities of school principals cannot be underestimated. For example, according to Schildkamp and Kuiper (2010), the core responsibilities of the school principal is to be able to initiate, maintain and encourage interaction with the various stakeholders for school improvement. Ng et al. (2015) and Schleicher (2012) believed that the advancement of a safe environment for encouraging transformation, inspiring individuals to commit to transformation, and institutional commitment are some of the roles of the school principal. Other researchers (Hulpia & Devos 2010; Hulpia et al., 2011; Leithwood et al. 2010; Thoonen et al. 2011) highlighted motivating teachers to enhance educational autonomy and innovation, developing institutional capacity, which includes time, money and other resources for the professional development and lifelong learning of teachers, the provision of effective communication and feedback (Hallinger, 2003; Kouzes & Posner, 2010;) were also roles played by school principals.

In consonance with the above literature, the school principal should have a positive influence on their distractors to achieve shared goals. School principals were responsible for monitoring, planning and decision-making on several issues such as students' school attendance, standardised test scores and school climate analysis. Worldwide studies on school leadership have constantly conceded the significance of school principals in establishing effective schools and intensifying student achievement (Leithwood & Louis, 2012)

In the South African context, Government Gazette no 19767 of February 1999 (RSA 1999, p. 12-13) stipulated the following roles of the principal: providing professional leadership within the school, being responsible for professional management of public schools, serving on the governing body of the school and rendering all necessary assistance to the governing body in the performance of their functions in terms of the South African Schools Act, 1996, and meeting parents concerning

learners' progress and conduct. From the above-indicated roles, it could be deduced that the roles and responsibilities of the school principal are to commence and promote a positive school climate and culture that foster the academic progress of learners.

In addition, the school principal is to work collaboratively with teachers and other stakeholders through effective communication for the smooth running of the school. As Fullan (2015) and Thoonen et al. (2011) indicated, the educational institution requires specific considerations because of its particular structures and context. Through the past decade, the institution has examined many contemporary leadership propositions for school effectiveness. These reviews have led to many transformations increasing the gap between academics and other staff as academic restructuring continued. With respect to this, Huber (2010) posited, "Many educational leaders leave themselves isolated and alone, taking primary responsibility for the leadership of their school. This composes a very limited perspective of leadership and disregards the leadership talents and skills of teachers, students and other community stakeholders".

It is thus the role of the school principal to recognise and create a culture where they can utilise the leadership talents and skills of teachers and other stakeholders for the development of the school. Educational leadership need the erudition of dividing force, dedication and contribution of the whole school community to be effective and successful in their leadership roles and responsibilities (Spillane, 2012). The leadership responsibility of the school principal is extensively considered as the dominant component establishing a successful connection between school transformation and school development and is consequently an indispensable facet of all effective schools. Many scholars (Adams & Kirst, 1999; Botha 2006, 2015; Marishane & Botha, 2011; Msila, 2015; Triegaardt, 2013) believed that school principals inspire teachers by a continuous dialogue through the sharing of common goals and facilitating commitment to these goals, adjusting the requisite resources to support the goals, and solving emerging challenges. Fryar (2010), asserted that, school principals play a significant role in moulding teachers' credibility, self-esteem, confidence and self-worth in support of school improvement.

Currently, due to the swift transformation and complexity of the educational environment, the role of the principal has “remodelled enormously from the former as a consequence of legislative and educational refinement and progressively high expectations and complex challenges principals have to address”. (Miami-Dade County Public Schools Superintendent’s Urban Principal Initiative, 2010, p. 1). For these and many other reasons, school principals are challenged with building and developing leadership capacity in their school community (Botha, 2015; Fielding, 2012; Møller, 2016; Triegaardt, 2013)). In this regard, the concept of school principalship and its roles have migrated from the long-established one of a detached power aimed at control and authorisation to that of a distributive leader (Fielding, 2012), and a team player with the vision for reform. This view implies that school principals’ roles are rapidly reforming, reckoning on collaborative work to face interrogation. For example, in South Africa and elsewhere, school principals are encouraged to aim for collaborative and democratic leadership approaches to keep pace with the emerging challenges, expectations and ultimatum of contemporary society (Botha 2006, 2015; Marishane & Botha, 2011; Msila, 2015; Triegaardt, 2013).

The above research literature clarifies that there are essentially three components associated with the professional performance of school principals, viz:

- To take measures to develop schools;
- To educate leaders and ensure that they are educated, trained and in full knowledge of their leadership responsibilities; and
- To guarantee that leadership functions are executed effectively in the school.

The effective implementation of the leadership roles of the school principal thus is the core basis that enhances schools to be effective or not (Botha, 2013; Mampane, 2015; Marishane & Botha, 2011; Triegaardt, 2013).

2.3.2 School climate and culture

Many researchers have proven support of the professional community to be a significant characteristic of high-performing schools (Hoy, 2012; Goodlad, 2013). Bryke in Hoy (2012) stated that school leaders need to understand the significance of creating cultural standards of interpersonal trust and security where professionals

can explore school development. It is imperative to comprehend how school leaders institute cultural security standards and interpersonal trust, where school development is stimulated and reinforced. School leaders play a significant role in developing and supporting the school culture and climate in addition to how they inspire teachers and sustain their efficacy and motivation concerning academic collaborative activities and school developments (Bettini, Crockett, Brownell, & Merrill, 2016). This implies that a conducive school climate and school culture serve as a platform where professionals can freely interact with each other. Hence school culture and climate are a great asset to a school if the right principal is appointed. This school principal would lead in a manner that will promote a culture whereby instruction can take place. There ought to be a culture of friendliness, mutual respect and support. The school principal ought to institute a healthy action to acknowledge culture and climate as a resource of securing safer schools. More importantly, school principals within a conducive climate were expected to be distributive in their leadership styles.

2.4 DISTRIBUTIVE LEADERSHIP

After an assessment, Tian et al. (2016) proved that no agreed description of distributive leadership exists, even though some key components differentiate it from other leadership styles. However, many scholars expound on distributive leadership individually, subject to their perspective at a specific time. For instance, scholars like Botha (2014), Harris (2012), Ho and Ng (2012), and Spillane and Healey (2010, 2012), understood distributive leadership as the involvement of all members of the educational community, especially teachers disbursing leadership roles and responsibilities to engage all instead of an individual taking all the responsibility for leadership. This view means that tasks and responsibilities in an educational institution are spread to all individuals, and there is an enhancement of collaborative decision making, focusing on involving expertise wherever it exists within the educational institution and enhancing innovation, instead of pursuing this only through a designated position or role.

In the practice of distributive leadership is evidence of dispersed leadership, vertical leadership or shared leadership. Leadership is energetic and a bilateral operation among people who form teams with specific objectives of leading and influencing

each other to achieve the school's goals. Bolden (2011) endorsed Harris and Spillane's (2008) proclamation that distributive leadership needs to "connect in a meaningful way with the experiences and aspirations of leadership practitioners" to be successful. Sheppard et al. (2010) defined distributive leadership as communal leadership with accountability for both formal leaders (school administrators) and informal teacher leaders.

In their study, Sheppard et al. (2010) affirmed that the paramount model of distributive leadership is one where formal leadership actions are transformational and comprehensive. Adding that, such leadership actions "have a significant positive influence upon the level of teachers' active participation in school leadership as they collaborate with their colleagues and engage in both shared decisions making and the development of a shared vision for their school" (Sheppard et al., 2010, p. 9). Their model discloses a model for distributive leadership that allows a great degree of variance in teachers' morale and enthusiasm for their work (Sheppard et al., 2010). Thus distributive leadership can encourage organisational capability and performance and "many studies are starting to promote the role of distributive leadership in effective team performance" (Feng et al., 2017, p. 287).

Current researches by Bolden (2011) and Fausing et al. (2015) specified an affirmative connection between distributive leadership and important features of organisation performance (Feng et al., 2017). Research by Ingersoll et al. (2017) established that students' performance was also connected to teachers in leadership positions. Thus students who attend schools where teachers have a leadership role, participate in inclusive decision making and organisational development perform meaningfully better in national tests. The results from this study indicated "that teachers' roles in establishing student discipline procedures and school improvement planning are the most strongly related to student achievement" (Ingersoll et al., 2017).

In agreement with Ton et al. (2013), the essential conceptualisations of distributive leadership can be categorised into four groups. Firstly, distributive leadership practice looks at leadership practices and decision making that go beyond the hierarchical positions. The coordination, collaboration, transfer of expertise,

knowledge, experience, skills, responsibility and accountability are highly acknowledged in distributive leadership. Secondly, the roles and duties of the school principal and staff are to provide guidance, monitor and give direction, recognise abilities, inspire and influence professionals to exchange knowledge and be confident to make innovative decisions. These duties and interconnected roles are imperative to intensify the participation and mandate of teachers. Teachers have a corresponding role in proving this support by exhibiting actions and assiduously participating and devoting their responsibility to pedagogy (Harris, 2014; Spillane, 2012; Spillane & Healey, 2010).

Another most significant feature of distributive leadership is a free environment based on trust or certitude and other values like recognition, respect, excellence, shared values, and a common vision to be included in creating a conducive learning atmosphere. Positional school structures are not necessarily conflicting with distributive leadership because they are significant in the process of distributing leadership, for instance the school principal by virtue of his authority is in the right position to decide to whom leadership is re-distributed (Leithwood et al., 2010, p. 46). Nevertheless, if formal structures subdue collective decision making and the spread of leadership roles and responsibilities, this will impede the extensive opportunities for distributive leadership. Fourthly—Autonomy as a necessary condition: Distributive leadership can be promoted and encouraged in schools if enough influence and aggregate of autonomy are permitted. For instance, if school principals give teachers or other stakeholders the right to select their own policy choices. This can be perceived as a necessary condition for distributive leadership. The call for the distribution of leadership within the school is not just a matter of portioning the school leader's workload in context; it influences the self-efficacy, morale and self-esteem of teachers and other stakeholders positively. This motivates them to exhibit leadership based on their expertise and by bearing collaborative work cultures (Day et al., 2009; OECD, 2013). However, attaining a distributive leadership model is far from easy, as some school leaders encounter it as a challenge to surrender power and control to others (Harris, 2014).

“Acknowledging that leadership practice extends beyond the school principal in no way undermines the vital role of the school principal in school leadership but instead

shows that leadership is often a collective rather than individualistic endeavour” (Spillane and Healey, 2010, p.6). Within a prototypical distributive environment, school leaders establish an understanding that power is a limitless resource and that their power is not reduced when the power and inspiration of other members in the school community increases (Bolden, 2011; Copland, 2003; Liethwood et al., 2010). This implies that distributive leadership does not intend to relinquish a large part of the duty originally assigned. Instead, distributive leadership seeks and inspires school principals to understand that teachers are professionals and their equal co-workers and that they are progressively involved in the educational setting.

Harris (2013) reported the rationale for the increasing support of distributive leadership in the schools is that it incorporates the forms of practice implied in professional learning groups and communities of practice. It is difficult to predict how groups of practice work if leadership and other institutional features are not shared or distributed. She added that educational structures are undergoing transformation; hence the old traditional structures of schooling are clearly unsuitable for the current instructional conditions of learning in the 21st century. Thus, the current paradigm for schooling necessitates a leadership practice that is more sideways than vertical and leadership that traverses institutional confines. Harris (2013) argued that distributive leadership provides a viewpoint about leadership practice that harmonises contemporary institutional forms and structures. This is one of the most important conditions for school principals to initiate and promote a culture and a practice of distributive leadership.

2.4.1 School principals as distributive leaders

Leadership comprises of a type of obligation intended at attaining specific goals by applying the available resources (human and material) and guaranteeing a unified and coherent organisation in the process (Ololube, 2013). This means that a leader aims at positively influencing, empowering and collaborating with people in an organisation as well as drawing material resources together to achieve the organisations vision and mission. Leading is mostly seen as one of the managerial tasks in management. Leaders can set inspiring and compelling visions, convince, motivate and inspire others to achieve the vision even if they lack managerial skills”

(Abbas & Asghar, 2010). With the same perspective, Van Deventer and Kruger (2003; pp. 68, 70) added that “good leaders connect mission, direction and inspiration while they succeed in building team capacity, set examples and lead by example, are humble in their delivery, organize and plan ahead of time.” School principals are leaders, and they are also answerable for the professional management of the school.

Many theories on leadership have indicated that leadership need not be centred on the school principal but be “stretched over multiple individuals” including teachers (Spillane, 2008, p. 15). With this in mind, Harris and Muijs (2005) argued that Heads of Departments and teachers must play roles as leaders, take part in decision-making, and collaborate to import change in the school system. Distributive leadership is one such alternative theory that can best be conceptualised as a shared, dispersed, democratic and inclusive form of leadership (Bolden, 2011). Harris (2008), in a similar vein, explained distributive leadership as sideways leadership where organisational members divide leadership roles. Distributive leadership looks at re-distributing power to all members to release the dormant skills, knowledge, abilities and expertise of members. The members work as a team or network of professionals pooling each other’s expertise. Distributive leadership sprouts the notion of teacher leadership by extending the frontier of leadership (Naicker & Mestry, 2011). Teachers are active in the position as leaders instead of followers.

A study done in the USA by Poekert (2012) revealed that teacher leadership is a common practice in several states (Jackson et al., 2010). The practice of distributive leadership holds that teachers have an equal chance to lead and take roles in the most significant spheres of change in the school (Harris & Muijs, 2005, p. 14). For this reason, teachers can be regarded as “co-producers of leadership” (Harris, 2005, p. 11). In so doing, teachers are no longer constrained to be followers; instead, they are teacher leaders without considering whether they hold formal or informal positions. Nonetheless, if teachers execute leading obligations, what is the role of the principal then?

Distributive leadership does not attempt to abolish academic leadership structures but supposes a relationship “between vertical and lateral leadership processes” and that the leadership focuses on “the interaction between these processes” (Leithwood et al., 2010, p. 46). Chang (2011) indicated it as a post-heroic paradigm establishing that the achievement of a team will be greater than that of the leader working alone. This viewpoint holds because people working in teams have a greater opportunity to pool their knowledge, skills, ideas and views to accomplish the goals.

Distributive leadership has been developing in some African countries, for instance, in South Africa. The literature argues that the educational leadership has emerged in the same path after democracy, in that school principals are no longer the sole leaders of schools (De Villiers & Pretorius, 2011; Naicker & Mistry, 2011; Williams, 2011). Instead, leadership has been expanded to the school management teams (SMTs) and the school governing bodies (SGBs). Nevertheless, the school principals remain the central figures in the leadership equation without which schools cannot be effective, and they are the initiators at the centre stage of distributive leadership as they decide what is to be distributed, to whom, and how the distribution is accomplished (Harris, 2012; Naicker & Mistry, 2013). Grants (2006) added that, due to the leadership power invested in school principals, they are in the proper position to distribute authority and position to teachers. Therefore, the school principal becomes a “leader of leaders” in their respective schools (Harris & Lambert, 2003). As the leader of leaders, the school principal must encompass a school culture based on confidence and reciprocal education, which will expedite the distribution of leadership (Grant, 2006).

Naicker and Mistry (2013) argued that a paradigm shift from a single leader to collective leadership is the direction for South African schools to move. The heads of schools are therefore expected to initiate distributive leadership in schools (Harris, 2006). This distributive leadership could be achieved by school principals encouraging teachers to take on leadership roles by participating in school improvement teams and providing educators with projects individually or as a team to work in informal or formal leadership roles. Furthermore, according to the standard for principalship (RSA, 2016a, p. 18), also called “Developing and

Empowering Self and Others”, South African school principals must encourage shared leadership, inclusive decision making, capacity and team building and a positive work relation. Similarly, Harris (2008) and Spillane (2009) stated that this is achievable in schools through the work of subject departments, cross-curricular groupings and action learning groups. The school principals, therefore, need to encourage teachers to work collaboratively in solving pedagogical problems. The engagement of teachers by school principals in capacity building seems to enhance positive feelings and motivate teachers.

2.4.2 Distributive Leadership, teacher’s morale and enthusiasm

Research conducted by Muijs and Harris (2006) showed that activities associated with teacher leadership, such as teacher partnership, collaboration, and professional networking, seemed to influence teachers’ morale and self-efficacy positively. This influence arises because when teachers are involved in collaborative and collegial forms of leadership, they tend to express a high level of ownership which influences their motivational levels. This finding is in line with Sheppard et al. (2010), who argued in their quantitative study that including teachers in leadership roles, decision making, a shared vision, and support for their professional development increased their morale, enthusiasm and work output which reflected in school improvement.

In schools, in a specific organisational context, school principals’ leadership behaviours positively influenced teachers’ motivation and performance (Walumbwa, Hartnell, & Oke, 2010; Cansoy & Parler, 2018; Yilmaz & Altinkurt, 2012). While distributive leadership enhances cooperative decision-making, it births teachers’ trust, motivation, and enthusiasm. Motivation includes spheres of achievement, acceptance, taking responsibility and creating chances (Cansoy & Parler, 2018). Thus, teachers entrusted with leadership responsibilities are motivated to perform to the best of their ability to achieve success and recognition, inspiring other colleagues and creating more leadership opportunities. Chang’s (2011) research in Taiwanese elementary schools found that school principals who practised distributive leadership enhanced the levels of teachers’ motivation and participation in the school. This outcome arises because teachers have recognised their professional roles in educational reform, which increased their morale and efficacy.

Chang added that teachers' motivation is enhanced by distributive leadership because they feel mutual trust, respected by both students and parents to be entrusted with leadership responsibilities. In a mixed-methods study conducted by Rikkerink et al. (2016), they strongly reported that the distribution of leadership furnished teachers motivation. Another positive influence of distributive leadership on teachers' motivation was reported in a study by Harris (2007), who confirmed that more experienced teachers could share their experiences with novice teacher's regarding practical ways of overcoming curriculum challenges, new pedagogical approaches and indiscipline of learners.

2.4.3 Limitations of distributive leadership

Many scholars believe that leadership could be too fragmented in the practice of distributive leadership, leading to less communication among leaders and inadequate efficiency (Hargreaves & Fink 2008; Heller & Firestone 2011). Harris, (2008, p. 177) pointed out that "Distributed leadership is sometimes bad leadership" (Harris, 2008, p. 177). Some selected public schools reported challenges encountered by school principals and teachers on the effective practice of distributive leadership or the distribution of leadership roles and responsibilities (Hargreaves & Fink 2008). This study found some teachers deficient in committing to leadership roles entrusted to them. This is because some teachers may not have the requisite technical know-how in handling such leadership roles and responsibilities. Kellerman (2009) also affirmed the result, declaring that some of those involved in leadership were not good leaders, and hence distributive leadership may result in distributing unskillfulness. Therefore, some school principals were not willing or ready to involve teachers in leadership tasks and responsibilities.

Finally, it was established that complacency regarding involvement in leadership activities and the incapacity to manifest responsibility by teachers were the key challenges to distribute leadership. In addition, Dejene (2014) and Mitiku (2014) pointed out failing to empower, invigorate and motivate teachers to make substantial contributions as another major challenge to distributive leadership. The researchers also highlighted exhibiting low professionalism towards teachers, not engaging them in inclusive decision making or not supporting their initiation of ideas and opinions

from the top, notwithstanding their significant contributions, as core challenges to distribute leadership. The researchers both indicated that lack of teamwork, collaboration, coordination, loose ties among principals, departmental heads and instructors and lack of shared vision and responsibility among teachers and school principals were all core challenges that dissuaded the effective practice of distributive leadership. Lastly and possibly, in some cases, despite the reality that teachers are willing to accept leadership roles to be involved in decision making, some school principals were deliberately not distributing leadership roles to teachers, due to a poor relationship that existed among them.

2.5 RELATIONSHIP BETWEEN SCHOOL PRINCIPALS AND TEACHERS

Researchers (Bedessem-Chandler, 2005; Leithwood et al., 2004; Leithwood and Louis, 2012) believed that the correlation among teachers and school principals in high-performing schools was tremendously significant. Equally, low performing schools had a shortage of strong positive relations between teachers and their school principals. This implies that school principals as leaders must initiate, encourage, and promote good and healthy relationships among themselves and their staff members for school effectiveness. The following subsection discusses how school leaders can create a culture of healthy relations among themselves and their staff members for school improvement.

2.5.1 Building a good relationship between school principals and teachers

In Burns' (2012) examination of leadership behaviours, he indicated in his book entitled "Transforming Leadership: A New Pursuit of Happiness", that good leaders elevate followers' motivation and activities to greater achievement and construct individual and communal identification among followers with institutional vision. This study agrees with Bass and Avolio (1990), who argued that leaders with a clear vision and a sense of purpose are willing to take risks, are respected and admired by their supporters. Both studies agree that good leaders create a climate of promoting a positive and conducive atmosphere where followers have a positive feeling of connection, cohesiveness, obligation, effectiveness, and presentation is enhanced. These researchers (Burns, 2012; Bass & Avolio, 1990) concluded that effective communication, objective coordination, planned effort about shared vision,

and capacity building among stakeholders inspire others, breed zeal, and motivate people. Furthermore, they (Burns, 2012; Bass & Avolio, 1990) included that leaders need to commission a moral response to human needs as articulated in human values.

Tallying these features, Bass and Avolio (1990) established that good leaders encourage others to be innovative and never openly criticize others because they are sensitive to personal feelings. They are attentive to the requests of others and the potential for developing others. This implies that leaders promote good relationships between themselves and their staff by building a supportive structure and climate in which individualism is respected, and interconnectedness is encouraged. In addition, leaders who exhibit humility, honesty, reliability, soberness, and modesty birth good relationships among the school community, resulting in the institution's success.

2.5.2 Importance of a sound relationship between school principals and teachers

The building of a sound relationship among school principals and teachers is imperative because it serves as a conducive environment that can breed self-confidence, self-worth, self-awareness and self-motivation for teachers. Bandura's theory of self-efficacy (1994) recognised the different ways that profess self-efficacy, or the acceptance of one's abilities, regulating human functioning: (1) Cognitive-people with high self-efficacy are willing to experiment and are devoted to their challenges. This is to say that when school principals create and sustain a sound relationship by believing and accepting teachers' abilities and professionalism, the teachers are likely to be productive, take on challenging tasks and are not intimidated by risks. Teachers aim at the possible positive results instead of what can hypothetically go wrong. (2) Motivational-people motivate themselves by forming beliefs about what they can do, antedating likely results, setting goals, and arranging progressions of action. Therefore, in the educational context, teachers will have a higher motivation if they believe they can achieve their goals and manage them based on their development, which is possible if they experience a culture of trust from their superiors.

Teachers who find themselves in a conducive environment with healthy relationships tend to set goals for themselves, explore, persevere, and be resilient should they face disappointments and limitations. Teachers in a friendly and flexible environment have more freedom to interact with other teachers and explore and learn new skills from each other. Teachers are dedicated and enthusiastic about pursuing their activities and setting goals to which they are committed. They can overcome impediments that they see as chances for development and new learning.

Bandura (1994) posited that high self-efficacy bears motivation, decreases stress, and drops susceptibility to depression. In a mixed-methods study by Demerath (2018), titled, “The emotional ecology of school improvement culture; Charged meanings and common moral purpose”, the researcher indicated that school leaders could build good relationships among staff members through increasing and nourishing compassion for staff, trust in shared leadership, assurance in collaborative learning and problem solving for school development.

2.5.3 Factors that contribute or hinder relationship development

In their study on teachers’ reflections on distributive leadership in public primary schools in Soweto, Naicker and Mestry (2013) found that some negative factors that are harmful to team interactions were low teacher morale and commitment, low job satisfaction levels and other problems like conflict mismanagement, mistrust and poor human relations. The two researchers concluded that unhealthy human relations among teachers might hamper the distribution and effective practice of leadership (Naicker & Mestry, 2013). This implies that school principals need to encourage an environment whereby human conflict can be solved amicably, and mutual respect and reciprocal trust exist among colleagues. Principals need to build trust and endorse trust relationships; leaders can “unite the school around shared values and higher-order purposes” (Hopkins & Jackson, 2003, p. 101). Trust is a necessary requirement that boosts distributive leadership (MacBeath, 2010).

A lack of continuous dialogue or effective communication could also hinder sound relationships among staff members. For instance, a school that lacks frequent staff meetings where issues pertaining to the development and progress of the school

are discussed. Fielding (2012) argued that instituting a cooperative school atmosphere and open communication is viewed as the most important factor for school improvement. However, open communication necessitates a climate of trust and empathy between people in the school environment.

2.6 TEACHER MOTIVATION

With regards to teacher motivation, Sinclair (2008) and Dornyei and Ushioda (2011) explained it as an attraction, captivation and absorption that makes teaching appealing from the onset of their teaching education courses and later in their teaching profession, the degree of their involvement in their courses and the teaching profession. Teacher motivation, therefore, looks at the rationale that results from an individual's inherent worth to select the teaching profession. Thus, teachers turn to be guided by their interest in making good impressions as professionals, doing interesting and challenging work and being successful in what they do. In this study, teacher motivation is viewed as the energy derived by teachers through the leadership activity of school principals.

In the next paragraphs, I present the types of teacher motivation and the significance thereof.

2.6.1 Types of teacher motivation

Researchers like Finnigan (2010), Chang (2011) and Cansoy and Parlar (2018) described motivation as circumstances and operations that reckon for the inspiration, significance, eminence and sustainment of an endeavour. Many scholars of leadership and motivation have provided favourable theoretical frameworks that spell out the motivational effect principals have on followers. For instance, Shamir et al. (1993) and Higgins (1998) indicated that leaders could encourage intrinsic motivation associated with self-concept. Based on their theory, charismatic leaders elevate subordinates' intrinsic motivation to perform over and above their obligation by raising their self-esteem, self-confidence, self-motivation, self-value and social identification. Thus people are motivated when they believe that engaging in particular conduct will cause some wanted experience or occurrence.

Motivation can subsequently be distinguished as intrinsic and extrinsic motivation. Intrinsic motivation entails executing an activity because of its interesting nature (Eyal & Roth, 2011), thus the origin of autonomy because the person performs the activity or task voluntarily. Extrinsic motivation necessitates carrying out an activity because it leads to some specific results. This implies that for people to be inspired to carry on with an unexciting task will require motivation. In a qualitative study, Eyal and Roth (2011) found that outcomes, founded on structural equation modelling, supported the premise, proposing that leadership styles amid school principals were imperative for teachers' motivation, self-confidence, and welfare. To comprehend better how school leaders influence teacher motivation and, at its best, school improvement, I employ the expectancy theory, a well-endowed framework for comprehending people's motivation within institutions.

The expectancy theory stresses the significance of progressive beliefs about future occurrences (Lawler & Suttle, 1973), propounding that if a specific result is expected, two things propel a person's motivation: firstly, the expectation or "expectancy" that a specific action will result to the desired effect. Secondly, the worth or "valence" that the individual sets on the result (Vroom, 1964). In addition, theoretical work guided the conceptualisation of two expectancies that impact motivation thus the effort performance expectancy which is a "person's estimate of the probability that he will accomplish his intended performance, given the situation in which he finds himself," and "the outcome performance expectancy or expectations about whether or not the performance of a task will lead to particular outcomes" (Lawler & Suttle, 1973, p. 49).

Various elements control the expectancies, such as whether the person believes that they have the requisite skills and know-how, whether there is an in-depth comprehension about the essence of the practice that is to be realised and it is perceived as attainable, and whether the person believes that there is circumstantial support for the performance (Mohrman & Lawler, 1996, p. 121). Although expectancies are not always accurate, they steer individual conduct (Mohrman & Lawler, 1996). Depending on the leadership styles practised by school principals, teachers dedicate themselves to a common goal and would be motivated by fundamental institutional or social beliefs.

2.6.2 Significance of teacher motivation

Teacher motivation enhances teachers' ability to be dynamic and adapt to change, which in turn births innovation and creativity. Ideas and innovations that might originate from the government, the board of directors, school governing bodies, school management teams or the teachers themselves. When teachers are motivated, they can connect these important innovations to progress personal and collective learning procedures that, in succession, leading to further transformation (Geijsel et al., 1999). Teacher motivation leads to collegiality among teachers whereby teachers willingly discuss and share their practices, experiences and challenges, and furnish each other with support. This brings forth their interrelationship to achieve common goals and objectives, self-motivation, self-confidence, self-esteem, morale and job satisfaction (Heck & Hallinger, 2009; Runhaar et al., 2013; Thoonen et al., 2011).

Consequently, researchers examined three components fundamental to teacher motivation: a) engagement in professional learning, b) collaboration and coordination, and c) willingness to adapt to change (Heck & Hallinger, 2009; Thoonen et al., 2011). Thus, when teachers were motivated, they were zealous in working as teams and ready to work collaboratively with peers, sharing their expertise; there was evidence of interdependency among teachers. Meirink et al. (2010) and Runhaar et al. (2013) added that when teachers are motivated, they are ready to collaborate in educational planning and decipher challenges by exchanging opinions, ideas, methods and experiences to improve innovative instructional practices. Runhaar et al. (2013) and Van Geel et al. (2017) posited that in any educational institution, teachers need to be encouraged to learn and build a culture of duty. The culture must support interconnection, that is the degree to which a team member's performance is reckoned by the duties performed by other teachers in the institution. This means that teacher motivation will enhance teachers to be "their brother's keepers", join forces, recognise each other's opinions and contributions, support each other, and provide pedagogical advice when any challenge occurs.

As teachers are motivated to learn, they develop and master new skills for instruction (Thoonen et al., 2011). Teachers who venture and acquire new skills are

not scared to undertake challenging tasks. They are confident to explore, experiment (Camburn & Han, 2017; Geijsel et al., 1999), exchange knowledge in their field of expertise, and deliberate better on their professional operations (Kapa & Gimbert, 2018). Furthermore, teacher motivation leads to job satisfaction and an efficient sense of self-efficacy, self-worth and self-confidence, inspiring teachers to welcome institutional goals and objectives as personal objectives. This inspiration buttresses teacher's consciousness of contemporary educational trends and strengthens their tendency to probe and apply these advancements to teaching (Hulpia et al., 2009; Kapa & Gimbert, 2018).

Consequently, teachers who are well motivated with a healthy efficacy belief also encounter a sense of "yes, I can" in the most challenging situations concerning their daily tasks (Kapa & Gimbert, 2018). This means that such teachers are more tenacious, unwilling to give up and seek assistance if needs be, considering the duty and specific nature of the situation.

2.7 THEORETICAL FRAMEWORK OF THE STUDY

The concept of "distributive leadership" has various meanings and a diverse range of practices. Botha (2014) indicated that the diverse applications of this term that have emerged refer to distributive leadership as "an emerging theory of leadership with a narrower focus on individual capabilities, skills, and talents" that focuses on joint responsibility for leadership activities. In this study, I chose the Distributive Leadership Theory as the theoretical framing for my study.

Distributive leadership theory emanated in the early 2000s from sociology, cognitive and psychological theories, and it involves a variety of meanings and practices (Botha & Triegaardt, 2014). The distributive leadership theory enhances capacity building in that senior leadership teams can answer immediately to changing situations. In addition, it is more flexible and aims at pooling a greater volume of staff experiences, skills, expertise, knowledge and technical know-how for the achievement of the school's vision (Naicker & Mestry, 2013). Spillane and Healey's (2010) study found that distributive leadership constitutes two key parts: the leader-plus and practice parts (Spillane, 2012; Spillane & Diamond, 2007).

In this study, I focused on the leader-plus principle and the practice principle of the distributive leadership theory. The leader-plus principle indicates that leadership roles should not only be centred on the school principal alone but should include other members of the school staff, such as senior teachers, curriculum specialists, assistants or the deputy principal and mentors. The leader-plus principle focuses on trusting teachers with leadership roles and collective decision making to achieve the school's goals and mission (Bush & Glover, 2012). Leadership is distributed to relieve the school principals of their numerous responsibilities. Teachers, senior teachers and heads of departments can play formal roles such as collaborative knowledge creation, peer coaching, peer mentoring, and classroom visitation to help new teachers with pedagogical skills. Furthermore, teachers, senior teachers and heads of departments who embrace leadership roles in their subject fields promote the professional development of teachers and teacher appraisal processes. The leader-plus enacts collaboration and collegiality among colleagues and the school principal. Teachers and the school principal work collaboratively in managing and leading the school. There is a healthy interdependence among staff and situations for school improvement (Spillane, 2012; Spillane & Diamond, 2007).

Secondly, the practice principle “allows for the possibility that individuals without any formal leadership designation can take responsibility for the work of leading and managing in schools” (Spillane & Healey, 2010). The practice principle moves beyond the actions of individual leaders even though they may be significant, but rather it is fundamentally grounded on interactions (Spillane, 2012).

The practice aspect implies that leaders and situations are interactive; whether it is the principal, classroom teacher or curriculum specialist, they can move in and out of leadership and management roles regarding the situation. Here, leadership roles are not positional, meaning that anyone can be called into leadership depending on the situation. Thus, teachers are involved in informal leadership roles. In the practice principle, democracy is practised in that all teachers, because of their professionalism, participate in the leadership process. All teachers collectively lead, following the leaders' (principals') trust that they can adequately disperse authority, roles and accountability. “Therefore, framing leadership and management from a

distributive perspective centres on formal and informal principles of the school organization as well as the relationship between them” (Spillane & Healey, 2010).

In this study, applying the leader-plus principle leads to the reality that leading and managing schools inculcate multiple personnel members and press beyond the school principal. It encouraged us to look at other personnel members who perform leadership functions. This means that the distributive leadership theory embraces a collaborative way of leading. The theory’s application in my study means that school principals shape distributive leadership by distributing leadership responsibilities to their staff members. The theory also implied that school principals are key in promoting distributive leadership because they are in an important position to redistribute power and authority and support staff in their leadership roles to enhance productivity in the school. School principals distribute leadership responsibilities through school improvement teams, providing projects to educators individually or as a team to work in formal leadership roles.

These arguments mean that performing does not just depend on the school principal but there is an interdependency among teachers. To add more, school principals encourage teachers to own leadership roles in line with their subject learning area, contributing to the professional development of comrades and agree-upon school/teacher appraisal processes. School principals in the distributive leadership frame encourage senior teachers and master teachers to take the positions as coaches and mentors, enhancing interactions between teachers. This approach enhances the confidence and motivation of teachers within their situations, effective collaboration and shared decision making among them. In this way, staff members become responsible, recognised and respected. They discover new knowledge and skills; there is a positive interaction, collaboration and collegiality between staff members (Christie, 2010). Teachers are confident to choose challenging tasks and relevant leadership responsibilities which are in line with pedagogy. The measures to support teacher leaders in their respective roles enhance teachers' motivation to perform (Muijs & Harris, 2006).

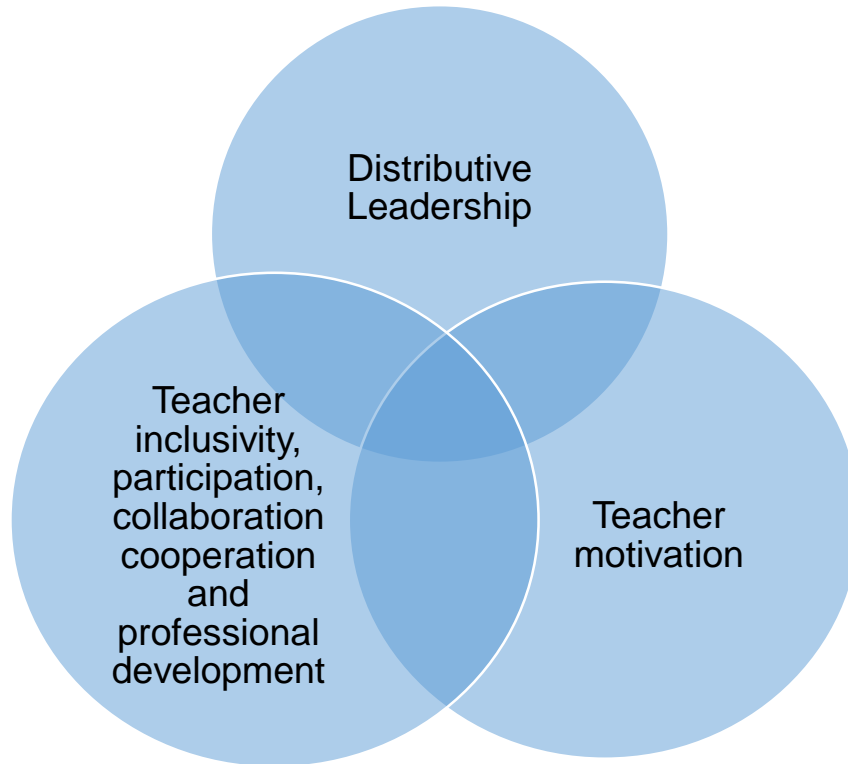
The practice aspect of the distributive leadership theory in this study foregrounds teachers' informal leadership roles such as being part of the disciplinary committee

board, extra mural activities, and the implementation of the school policies (Spillane and Diamond 2007). The theory also implies teachers perceive distributive leadership as a positive experience for their self-feelings, self-esteem and belief. It gives voice to the voiceless and leads to inclusive decision making and good governance, which enhance their motivational levels and sense of belonging to the school community (Naicker & Mestry, 2013). The theory implies there is a division of labour among staff. In this study, teachers testify about the school principal's leadership roles and responsibilities distributed among staff members. The teachers perceive the practice of distributive leadership by their school principals as enhancing collaboration and cooperation among them and that these outcomes, in turn, influence their motivation.

The distributive leadership theory fitted this study well because a collaborative and cooperative leadership team and the amount of leadership support teachers receive play an important positive role in predicting teachers' school motivation (Hulpia et al. 2010; Muijs & Harris, 2006). These positive effects, in turn, enhance school improvement and learner outcomes (Achim, Dragolea & Balan, 2013). Secondly, the Standard for Principals (RSA, 2016), pinpoints that school principals must reconfigure themselves as leaders and adopt a democratic and inclusive leadership role to promote transformation and improve schools. The demography of my study is South Africa; hence the theory fits in this context as well.

Figure 1

The Distributive Leadership Approach



2.8 SUMMARY OF THE CHAPTER

This chapter presented my understanding of school principals' use of distributive leadership in furthering teacher motivation. With reference to scholastic literature, themes were discussed and elaborated using the distributive leadership theory as a point of departure to bring the full picture and understanding of the research phenomenon to the reader. In doing so, I presented a brief synopsis of leadership with reference to other academic literature studies. The literature reviewed covered the importance of leadership in schools, the school principal as a leader and the roles and responsibilities associated with leading and managing schools for school effectiveness. A school climate and culture that promote a conducive environment for teaching and learning was also expounded. Distributive leadership was discussed in detail, and it was acknowledged that school leadership should be spread among individuals in the school community for school improvement. In addition, school principals as distributive leaders, distributive leadership, teachers' morale and enthusiasm were also discussed. Then the limitations of distributive

leadership mitigating the effective use of distributive leadership were elaborated. The relationship between school principals and teachers for school effectiveness was discussed. Teacher motivation and its significance thereof were discussed and finally, the context of the study where the research took place was deliberated. The following chapter, Chapter 3, will discuss the research approach, design and methodology used for this study.

CHAPTER 3

RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 discussed the literature review, analysing local and international literature relevant to the research phenomenon. This chapter discusses the research approach, design and methodology I adopted for this study. The chapter defines the approaches and processes used to decipher participants' perceptions in conjunction with the phenomenon under study. This research purpose explored school principals' use of distributive leadership in teacher motivation. My research paradigm, approach and design are cognizant of and structured around the main research question which is, "How do school principals use distributive leadership to motivate teachers in secondary schools?" The research question already sets out a qualitative paradigm where school principals and teachers narrate their stories and experiences.

3.2 RESEARCH PARADIGM

A paradigm is a set of beliefs about the basic reality of the world, which is based on a specific worldview that speaks to basic assumptions such as the belief about the nature of reality (Guba & Lincoln, 1994; Maree, 2016). A paradigm comprises components such as ontology, epistemology, methodology and methods (Scotland, 2012). This section explains the components of a paradigm and the relationship that exists between them in conjunction to my research topic.

Ontology is an archetypical and analytical stand that a researcher proposes in line with her concept of reality (Lawson, 2009). Mertens (2015) added that it is imperative for researchers to clearly express their ontological stance in the paradigm they have selected. In this study, I believed in multiple perspectives of reality of the phenomenon instead of testing a hypothesis. For me, the ultimate way to understand what was going on in line with the subject of my study was to become enmeshed in the real-life of my participants and experience what it is like for them in that phenomenon. Another aspect of the research paradigm is epistemology. Scotland (2012) defined epistemology as "how knowledge can be created, acquired and communicated, in other words what it means to know". Epistemology centres

on how knowledge is formed. The naturalist, constructivist or interpretivist view is that understanding is accepted via the representation connected to the subject matter; researchers interrelate with the participants of the study to acquire details of the subject matter. According to Coll and Chapman, (2005), “[the] probe changes both researcher and subject; and knowledge is context and time-dependent”. I believe that knowledge was created through my understanding of different participants’ voices and their meaning of distributive leadership and teachers’ motivation (Richardson, 2012). This means that the source of my knowledge creation was my understanding of different events and its interpretation based on participants’ experiences related to the study.

The methodological considerations look into choosing a particular method, my research strategy, and the statistical validity of my research (Maree, 2016). This study had its foundation on the assumption that it is possible to determine how people constructed meanings in their lives. As I ascertained credibility through my own personal experience and the reoccurring experiences of other individuals, the possibility of creating knowledge about other humans was reached. By focusing on teachers’ experiences of the practice of distributive leadership of their school principals, I rooted my study in a case study inquiry that normally explores one case for which multidimensional data are gathered and analysed (Stake, 2010). Research in the case study mode attempts to explore participants’ self and their real-world context and understand the participant’s experiences in conjunction with the research phenomenon (Maxwell, 2010). Meister (2010) explained that interpretation is significant to understanding experience, and the experience includes interpretation. Therefore, researchers who adopt a case study design focus on people’s worldviews of a phenomenon, thereby developing an understanding of it.

Methods are the tools that a researcher uses to gather data (Hesse-Biber & Leavy; 2011). These tools are significant as they assist us in collecting data about social reality from individuals, groups and texts. Research methods may include interviews, observations, focus group discussions and the collection of textual data. However, for this study, I adopted interviews. In this study, I adopted the interpretivist paradigm. The interpretivist paradigm presupposes an approach that considers the subjective interpretation of individuals and their views of their lifeworld

(Hesse-Biber & Leavy, 2011). By adopting the interpretivist paradigm, I explored multiple realities of distributive leadership through the views and opinions of different participants. By using the interpretivist paradigm, I could construct meaning out of people's lived life experiences (Cohen et al., 2011), having the purpose and theoretical framework of distributive leadership in mind, I encouraged a close collaboration between my participants and myself to enable the participants to freely and boldly share their stories, voice out their views, opinions and experiences in accordance with the study's objectives. With this design, I achieved rich, multiple information and perspectives from participants.

3.3 RESEARCH APPROACH

In this study, I adopted a generic qualitative approach to explore the phenomenon the school principals' use of distributive leadership in teacher motivation. Nieuwenhuis (2007) defined a qualitative research approach as the interpretation of meanings in line with how individuals interpret their experiences, how they construct meanings to their worlds and what meaning they relate to their experiences. Furthermore, McMillan and Schumacher (2010, p. 138) argued that a generic qualitative approach is used to "discover and understand a phenomenon, a sequence or opinion, views, perspectives of teachers and the principal on their lived life experiences, their relationships and their physical world in the context of distributive leadership in their respective schools." Qualitative research has the benefits of understanding human experiences in their natural settings and people's voices about events, to mention but a few (Cohen et al., 2011). Lastly, qualitative research accredits participants to share and comprehend their stories and decrease the power relations between the participants and the researcher (Creswell, 2014). The key question that this exploration sought was "how does the distributive leadership practice of the school principal contribute to teacher motivation in secondary schools?"

By adopting a qualitative approach, I was privileged to produce a thick description of participants' feelings, experiences and opinions and interpret the meanings of their actions (Rahman, 2017) from different perspectives. In terms of distributive leadership, for example, I was able to describe in details school principals' and teachers' understanding, feelings and experiences. In the process of data collection,

I interacted with participants directly through telephonic interviews and elicited their feelings and perceptions of the study (Cohen et al., 2011). Although qualitative research enhances rich data, policy-makers might accord moderate credibility to outcomes from the qualitative approach. Sallee and Flood (2012) established that stakeholders preferred the utilisation of quantitative research whenever research is called upon. In addition, qualitative research embraces a smaller sample size unlike quantitative research. This arouses the subject of generalisation to the entire population of the research (Thompson, 2011). This implies that the findings of my study cannot be generalised to the whole population of school principals and teachers. Furthermore, Flick (2011) indicated that the analyses of cases of a qualitative study is time-consuming and extending the results to the whole population is impossible or limited. For instance, if policymakers need to decide, they often cannot wait for three months on a qualitative study to be finalised and dispensed (Sallee & Flood, 2012). Finally, Berg and Lune (2012) indicate that data interpretation and analysis of a qualitative study are complex and time-consuming. Research methodology describes the reasoning behind creating the procedure used to create a theory that is a practical outline in which the research is directed (Mohajan, 2018). It offers the ideologies for shaping, preparing, designing, and piloting the research. Mohajan (2018) opined that methodological verdicts are determined by the research paradigm that a researcher is following. In this section I present all the systems and tools adopted for this study. I discuss the methodological epistemologies (known to be true) and the approaches that support qualitative research. This section presents the research tactic and the experiential techniques for the overall approach, and precise procedures to address the aims of the research (Maree, 2016; Mohajan, 2018). It also elaborates the research design and the techniques adopted in the assortment of the study participants, and for data collection.

3.4 RESEARCH DESIGN

Research design is a kind of exploration within a research approach (qualitative, quantitative and mixed-methods) that provides a particular direction and set of actions or procedures to be followed in doing a study (Creswell, 2014). In the qualitative research approach, the possible research designs include ethnography, phenomenology, case study and grounded theory (Fouche & Schurink, 2011).

However, for this study, a case study design was used to study the phenomenon of distributive leadership. Yin (2014) indicated that a case study is “an in-depth exploration from many perspectives of the problem and uniqueness of a specific project, policy, institution, programme or system in real-life context, and researchers collect detailed information over a consistent period of time”.

Creswell (2014) stipulated that case studies are a master plan of inquiry in which the researcher explores in depth, a plan of action, happening, venture, or one or more individuals. Merriam (2009), in line with Creswell, added that a qualitative case study is a thorough, comprehensive interpretation and analysis of a finite phenomenon such as a programme, an organisation, a person or action. This means that a case study aims to understand the case in-depth in its natural setting, acknowledging its complexity and context. A case study typically explores one case for which multidimensional data are gathered and analysed (Stake, 2010).

A case study was adopted to explore the participants’ self and their real-world context and gain an understanding of the participants’ experiences concerning the research phenomenon, which enabled me to answer my research questions (Maxwell, 2008). A case study design allowed me great strength in investigating multiple variables of potential importance (Yin, 2016; Merriam, 2009). I could obtain a holistic view of relevant real-life events of the occurrences and relationships that existed among school principals and teachers.

The study involved a multi-site case involving two schools in the Soshanguve North district. In this study, the case was the distributive leadership practice of school principals. The case involved school principals spreading leadership responsibilities to all educators by virtue of their professional standing, trusting them to deliver and enhancing institutional motivation. The school principals shared their understanding of distributive leadership and how they executed distributive leadership in their respective schools. Teachers confirmed whether their school principals practiced distributive leadership or not, and their experiences of distributive leadership on their motivation and work output. However, a case study design has a narrow focus with limited representatives, hindering me from generalising my findings (Maree, 2016). In addition, it is time-consuming and costly as I had to conduct interviews, transcribe

and proceed with data and thematic analysis. In the process of collecting a large amount of data, there could have also been some errors, tiredness and bias (Maree, 2016).

3.4.1 Research site

The study was conducted in two independent secondary schools in the Soshanguve North District in Gauteng Province. School A has a small school structure compared to school B, with only 15 teachers. Due to this challenge, it is quite difficult to fully practise distributive leadership where teachers have ample time to be involved fully in other leadership roles. Although distributive leadership is practiced to some extent, there is not even infrastructure to support such ideology. The number of teachers have also resulted in teachers being fully packed with academic activities; therefore, the luxury of teachers having informal roles is limited and cannot be fully executed. Nonetheless, the teachers established equivalent training, professional development programmes and were involved in this instructive intervention.

School B is a big school with three school principals; for the foundation phase, intermediate phase and FET phase, with two deputy principals for each phase. Senior Heads of Departments (SHODs) and Heads of Department (HODs) for subjects are available and functioning effectively. The School management teams work hand in hand with the teachers, the HODs and the school principal for the effective running of the school. With their vision as “teaching Christ way”, School B has a maximum of 15 learners in a class for teacher effectiveness. School B implements an American curriculum which is a change from curriculum and project-based learning where learners just work on projects. School B has a teaching staff of 120 teachers and ten intern teachers. The teachers are highly engaged in academic, informal and leadership roles. Communication is very effective in School B, and teachers undergo professional development programmes. Innovation is encouraged, and there is interdependency among teachers where mentoring, peer-coaching and class visitation are promoted.

3.4.2 Selection of participants

Lopez & Whitehead (2013) defined sampling as the process of selecting participants. There are two main sampling methods known as random (probability) and non-random (non-probability) sampling. Probability sampling involves selecting

a participant from a population applying probability techniques (Lopez & Whitehead, 2013) and is mostly used in quantitative research. On the other hand, non-probability sampling is mostly used in social research, such as qualitative research (Maree & Pieterse, 2007). Merriam (2009) added that non-probability sampling aims at obtaining an in-depth representation of a specific case and not to generalise findings. I employed non-probability sampling (purposive sampling) by selecting participants knowledgeable about the phenomenon to provide rich, relevant information on distributive leadership based on their experiences.

A total number of twelve (12) participants were purposively selected from two independent secondary schools and interviewed. They included two (2) school principals (a school principal from each school), two teachers who were part of the school management team, and three teachers from each school. The criteria used for this study was the purposive sampling process, which is also known as judgement, selective, or subjective sampling (Lopez & Whitehead, 2013). Initially, I visited the respective schools to introduce myself to the school principals formally. Then, after discussing my purpose of visitation, I handed out letters to the school principals. Later, the school principals and teachers received emails, phone calls and letters, in which both school principals and teachers were selected via the method of purposive sampling with their approval.

The participants selected had several years of teaching experience, and most of them were leaders in their respective schools. The school principals had at least 5-10 years of leadership experience. On the other hand, the teachers had at least five years in the teaching profession because with these number of years in the teaching profession; the teachers were more experienced in teaching and leadership experiences. The teachers who were also in the school management team were purposely selected, and they shared their opinion as leaders in management. The demographics of the selected participants included age, sex, race, ethnic group and language. The selected teachers were between 30-45 years of age. All participants were fluent in English.

3.4.3 Research methods

Semi-structured interviews were used to collect data. Initially, I intended to use individual or face-to-face interviews for my data collection. Unfortunately, due to the recent COVID-19 pandemic, I could not interview the participants individually as I had hoped due to the health issues. Therefore, individual interviews were substituted with telephone interviews as a data collection tool. Block and Erskine (2012) defined telephone interviews as communicating with participants through the telephone using pre-set questions to prompt the responses. They added that telephone interviews and the traditional way of interviewing participants face to face are similar in terms of data quality and quantity (Vogl, 2013). Fortunately, telephone interviews are more efficacious than individual interviews (Chang & Krosnick, 2009).

I made an initial telephone communication with my participants (Glogowskwa et al., 2011). I communicated the purpose of my study and the significance of the participants' contribution (Musselwhite et al., 2007). Many authors of methodological studies of qualitative telephone interviews warn against "cold calls" (Glogowskwa et al., 2011; Musselwhite et al., 2007; Smith, 2005). To avoid cold calls, I initiated and established rapport through small-talk, recruited the participants in person, and then planned a telephone interview later. This practice enabled participants to feel comfortable and confident in sharing their stories. (Braun and Clarke, 2013; Farooq and Villiers, 2017). Better rapport was also established by discussing the purpose of the study with my participants (Smith, 2005). Interviews were scheduled at convenient times for the participants, and an arrangement was made for a convenient time for a pre-interview training and post-interview debriefing session (Smith, 2005).

I sought permission from my participants to digitally record our conversation (Yin, 2011) even though I also carefully made notes. My rationale for recording conversations was, for instance, I could listen to the record once we were done with the telephone interview in the case of audio recordings. With my notes, I could also review the answers provided by my participants and asked additional questions at the climax of the interview. According to Mabuza et al. (2014), interviews should be transcribed verbatim. This means that I recorded and transcribed my interview word by word and did not paraphrase or summarise it. Though transcribing was also time-

consuming and needed patience to put down every word, it enhanced comprehensive data for an in-depth analysis. After completing the interview transcripts, I compared their accuracy with the original recordings. I was careful to ensure that the interviews were of high sound quality and there were no background noises or interruptions.

3.4.4 Data analysis

Grenda (2011) defined data analysis as the process of converting raw data into findings, themes, or propositions. I adopted a thematic analysis, which is “one of a cluster of analytic approaches qualitative researchers can use, if they want to identify patterns of meaning across a qualitative dataset (Braun, Clarke & Weate, 2016). To achieve this, first of all, I familiarised myself with the data from the telephonic interviews and made notes of my first impressions (Caulfield, 2019). Interviews from participants were transcribed. The transcriptions and interview notes were reviewed, and analytical memos were written to conclude initial interview thoughts and reactions as I “made sense of the participants’ comments” (Maxwell, 2008, p. 96). I re-read carefully through the transcript as a whole.

Coding is defined by Maree (2016, p. 116) as labelling relevant pieces such as words or phrases in your transcripts through careful, thorough reading. I labelled actions, activities, concepts, words, sentences, phrases, processes, opinions, and sections relevant to my research. For instance, if participants repeated words, sentences or actions many times, I coded them. Labelling vital notes in my data helped me to answer my research questions. Secondly, the coding helped me align ideas and views and acknowledge what participants said in line with the research questions (Grenda, 2011). The final step was assembling, summing up and differentiating the codes to finalise a pattern (Burnard et al., 2008). This process led me to identify and pursue categories of interest. Categories represent common trends that often appear throughout the data and are connected to form broad themes (Burnard et al., 2008). I merged the most relevant codes to form categories by re-reading through all the codes I have created in my previous step (Maxwell, 2008).

The codes related to the effect of distributive leadership on the motivation of secondary school teachers were generated from the literature review for this study to comprehend the experiences of school principals use of distributive leadership in teacher motivation. These codes enabled me to analyse each participant's descriptions and understandings better (Grenda, 2011). It helped me make more findings of deeper realities in the data that are referenced by the codes. Finally, I merged categories to form themes, labelled categories and decided which of them were the most significant for my study and how they were interconnected to each other (Burnard et al., 2008). Then I described the connections between these categories, which became the main results of my study. These results presented new knowledge about school principals' use of distributive leadership in teacher motivation created from my participants' experiences, perspectives, and voices.

3.5 ETHICAL ISSUES

Empirical research is founded on the relationship such as mutual trust, acceptance, collaboration and a clear belief between the researcher and the researched (Strydom, 2011). It was my core responsibility to know the formal guidelines that established a code of ethics to be followed. These codes may include securing voluntary participation, protection from physical and psychological harm, prevention of deception, the rights of participants, protection of privacy, debriefing of participants, informed consent and welfare of my participants (Strydom, 2011). To begin with, I applied for ethical clearance from my institution, the University of Pretoria, then applied to the Department of Basic Education to conduct the study in schools. After both permits were granted, I then sought permission from the school authorities before embarking on the research in their respective schools.

To gain access to teachers in the respective schools, I sought permission from the school principals. With the principals' help, they directed me to teachers who provided me with relevant information. The school principals were also invited to consent to participate since the focus and practice of distributive leadership is based on their functions. Consent forms were given to and signed by all participants, after which I was able to conduct the interviews with their approval.

I briefed the participants on the purpose of my study and assured them of the confidentiality of the information they provided. In my consent letter, I stipulated that their names or the name of their school would not be mentioned in the study. I was careful to formulate questions so that they did not expose my participants or make them feel vulnerable. During the telephone interview process, I asked participants permission to record the interview. In addition, I was sensitive to identify participants becoming stressed during the interview. We scheduled time together as interviews were done telephonically at the convenience of participants, be it at their homes or workplace during their free periods. I did not humiliate them in any way; instead, I established and maintained a friendly approach through careful language use. The study also benefited participants and had a positive impact in their school community, in that the study stimulated some form of action by participants, and they were empowered to act for the betterment of their lives. This was achievable because I made sure that the voices of all participants were heard, and they understood the social context being studied.

3.6 TRUSTWORTHINESS

Trustworthiness in qualitative research connects to validity and reliability in quantitative research study methods (Lincoln & Guba, 2000). Trustworthiness is a term used in qualitative research to achieve the same quality criteria, referred to as validity and reliability in quantitative research (Lincoln & Guba, 2000). In qualitative research, trustworthiness establishes confidence in readers and other researchers of the study's results (Maree, 2016). The four main criteria proposed by Lincoln & Guba (2000) to ascertain trustworthiness in qualitative research are credibility, transferability, dependability and confirmability.

3.6.1 Credibility

Credibility is the length to which a research report is probable and pertinent, particularly relating to the level of agreement between participants and the researcher (Lincoln & Guba, 2000). Credibility was achieved by creating a good relationship and familiarising myself with the participants and the school settings. By doing that, I had the opportunity to debrief participants of the study and had a frequent debriefing session with my supervisor. The participants were encouraged to go through my field notes and corrected any errors of facts that might have occurred. During informal conversations with my participants, I asked them to verify

the data gathered in the previous interviews and confirm if my understanding of what they said has been recorded right.

3.6.2 Transferability

In qualitative research, generalisation of findings is rejected (Denzin & Lincoln, 2005), instead the authors argue that transferability is best described by the readers of research who can link the research findings to their personal experience. In this study, I achieved transferability by selecting participants who were representative of the study context. I focused on participants with the potential to provide knowledge on distributive leadership. I stated all the participants' views obtained during the telephone interview session in the study so that other researchers and readers could judge for themselves if they can transfer these findings to their context.

3.6.3 Dependability

Dependability and credibility are closely related (Lincoln & Guba 2000). De Vos et al., (2011) added that dependability is the consistency of results when the same participants are used for the study within the same context. The research design will enhance dependability by providing details of the natural settings of the study. I used different data collection methods to enable the triangulation of my findings to promote dependability. I kept a personal journal of decisions made during the research on data collection and analysis procedures which allowed readers to follow my reasoning and understand any changes that may occur in the field (Maree, 2016). The analysis process was also documented so that readers understood how I came to the interpretation of the analysis.

3.6.4 Confirmability

Confirmability is explained as the level of neutrality in the study (Lincoln & Guba, 2000). The literature adds that confirmability is the extent to which the study's findings are framed by the participants and not by the researcher's beliefs, thoughts, bias, motivation and interests. I achieved confirmability by becoming emotionally intelligent so that my emotions did not cloud my judgements as I became immersed with participants and the study. I was careful to see the world through the eyes of my participants and not what I wanted to see, which enhanced vital truths. In addition, I applied member checking, so others could verify the course of the research step by step (Maree, 2016). Adding quotes from participants as a point of

illustration supported the data interpretation while maintaining participants' anonymity.

3.7 LIMITATIONS OF THE STUDY

Setting out the criteria for the sampling of participants for the research caused certain limitations to the study. To begin with, in harmony with qualitative research values, it was imperative to purposefully sample participants, school principals and teachers in this case, who had experience of the use of distributive leadership in their schools. In so doing, selected school principals and teachers should be knowledgeable with several years of experience in school leadership and management. The school principals should have at least five years in leading and managing a school and the teachers selected for the study. Both the school principals and teachers were middle-aged. The second limitation was that school principals and teachers were all selected from two schools in the Soshanguve North District and thus predominantly in Gauteng province which is a specific region. Thirdly, the sample was drawn from the Gauteng province only, limiting the study's findings. Fourthly, the researcher intended to use face to face interviews in data collection. However, due to the recent COVID-19 pandemic, this was not possible due to the potential risk involved in this data-collection approach. The researcher opted to do telephonic interviews instead of face to face interviews. Lastly, my situation as an international student with inadequate time and funds did not permit me adequate time in the field to really get to know my participants.

3.8 SUMMARY OF THE CHAPTER

In this chapter, the researcher discussed a framework and account of the research methodology embarked on in this study and how the exact research strategy for this study was drawn up. I have also outlined the methodology used throughout the study to include the research paradigm, research approach, design and data collection methods, and analysis. Trustworthiness and ethical issues were also presented.

Chapter 4 presents and discusses the findings of the study.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The previous chapter discussed the research methodology. The researcher explained the choice of the paradigm, approach and design she used to decipher school principals' use of distributive leadership in teacher motivation. I adopted a qualitative research methodology that enabled me to explain participants' emotional states, familiarities and views, and understand the meanings of their engagements from their diverse viewpoints. The researcher used open-ended interviews to gather information from participants that were digitally recorded. Telephonic interviews were substituted for face to face interviews due to the COVID-19 pandemic. The researcher then transcribed the interviews, after which emerging themes were developed. The researcher attained the stated objectives, specifically to explore the distributive leadership practices of school principals that contribute to teacher motivation in secondary schools. The researcher established trustworthiness by employing existing research instruments. The additional objectives of establishing how school principals understand the concept of "distributive leadership" and investigate what school principals do as distributive leaders to motivate teachers were also attained.

In this, the penultimate chapter of my research report, I present and discuss the findings of my study based on the research questions: "What are the perceptions of school principals and teachers of distributive leadership?" "What do school principals do as distributive leaders?" "How do school principals use distributive leadership to influence teacher motivation?"

The following is the biographical information of the participants who were involved in this study.

4.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

Table 4.1

Biographical information of participants

Participants	School	Gender	Age	Designation	Highest qualification	Years of experience
Principal	School A	Male	50	Principal	Bed	5
Teacher 1	School A	Female	48	HOD Mathematics	Bed	28
Teacher 2	School A	Female	43	Afrikaans (Grade 7-9)	Bed	10
Teacher 3	School A	Female	35	English (Grade 7-9)	Bed	19
Teacher 4	School A	Male	45	Mathematics (Grade 8)	DipEd	14
Teacher 5	School A	Male	42	Natural Science and technology	Bed(Hons)	13
Principal	School B	Male	65	Principal	M.Sc.	13
Teacher 6	School B	Female	60	LO (Grade 8)	Bed	21
Teacher 7	School B	Female		Science (Grade 8)	Bed	10
Teacher 8	School B	Female	35	English (Grade 7-9)	PGCE	5
Teacher 9	School B	Female	45	Mathematics (Grade 7-9)	BEd (Hons)	21
Teacher 10	School B	Male	43	HOD Mathematics (Grade 9)	Bed	13

4.3 RESEARCH QUESTIONS, THEMES AND SUB-THEMES

Table 4.2

Research questions, themes and sub-themes

Question	Theme
<p>Question 1: What are the perceptions of school principals and teachers on distributive leadership?</p>	<p>Theme 1: Conceptualisation of distributive leadership</p> <ul style="list-style-type: none"> • Developing teacher leadership through teacher participation, innovation and creativity • Leadership style that enables a supportive structure and interdependency • Leadership that encourages teacher ownership and teacher motivation • Creates a culture of shared vision and willingness to lead
<p>Question 2: What do school principals do as distributive leaders?</p>	<p>Theme 2: What school principals do as distributive leaders</p> <ul style="list-style-type: none"> • A good re-distribution of leadership power– Teacher leadership • Situational distributive leadership • Distribution of leadership roles and responsibilities based on teachers’ passion and expertise. Personal initiative from teachers • Teacher involvement in leadership roles and responsibilities enhances school development • Initiating and sustaining of school committees led by teachers’ collaborative structures • Volunteering of leadership roles and responsibilities • A culture of trust and belief– motivating teacher leadership • Supportive structures provided by the school principal to teachers to effectively lead • Collaborative and inclusive decision making • Effective communication inspired by a shared vision • Teacher ownership, innovation and creativity
<p>Question 3: How do the use of distributive leadership of the school</p>	<p>Theme 3: School principals use of distributive leadership in teacher motivation.</p>

Question	Theme
<p>principal influence teacher motivation?</p>	<ul style="list-style-type: none"> • Motivation of teachers through participation and involvement in decision-making in distributive leadership • Motivation through the professional development of teachers and acquiring leadership skills through distributive leadership • Motivation of teachers through effective communication and feedback in distributed leadership • Motivation of teachers through creating a distributive school culture that is based on trust, teacher support and positive interpersonal relationships • Motivation of teachers through a school shared vision and encouraging self-confidence and self-esteem in distributed tasks

4.4 RESEARCH FINDINGS

This study intended to unfurl the experiences of school principals' use of distributive leadership in teacher motivation. Two school principals and ten teachers contributed insight of their viewpoints on how they perceive the distributive leadership practices of the school principals, motivating them for school improvement and development. While exploring the perceptions of school principals and teachers concerning their conceptualisation of distributive leadership and teacher motivation, the inquiry also explored what school principals do as distributive leaders and the role of the distributive leadership of the school principal in teacher motivation. The participants' stories regarding school principals' use of distributive leadership were closely associated with components within the theoretical frames of the distributive leadership theory. The themes that answered the research questions were generated from the responses of the participants. In the following section, I discuss the themes and the sub-themes. I have also included quotations to echo the voices of the participants in supporting the findings.

4.4.1 Theme 1: Conceptualisation of distributive leadership

This study found that school principals and teachers have different perceptions of distributive leadership. The findings elaborate on school principals' and teachers' understanding of distributive leadership. I present the findings starting with what school principals and teachers shared on their comprehension of the concept of distributive leadership.

4.4.1.1 *The distribution of leadership responsibilities to teachers*

There was evidence in both schools that the school principals and teachers had a comprehensive understanding of distributive leadership. The participants said the following:

so that will be distributing the responsibilities to other people, so that they can also assist with management and operating in things with the school, so that's what it is (School principal 2).

We started doing committees and things like that, and the committees at this stage we are trying to help him with all those things like that. But it is already doing much better with the committees. One is the school fees committee, and then there is the health committee, health and safety; we also have the SMT, people that have some specific things that they have to do. (Teacher 1)

Because when we talk of distributive leadership, we are talking of you maybe delegating, giving teachers enough power to make certain decisions, that's right (Teacher 4).

It appears from the data that school principals and teachers fully understand distributive leadership. School principals understand the concept as sharing responsibilities, power, authority and leading others. The school principals acknowledge that the teachers have leadership capacity and trust in the teachers' abilities to do the task. The teachers perceive distributive leadership as an inclusive community where a team of professionals take decisions. The teachers in this study recognise distributive leadership as teachers executing leadership roles and responsibilities.

In a study by Jaimes (2009), distributive leadership is defined by numerous academics in the field (Gronn, 2000; Harris, 2004; Lashway, 2003) e.g., as “a form

of collective agency incorporating the activities of many individuals in a school who work at mobilizing and guiding other teachers in the process of instructional change” (Harris, 2004, p.14). This finding implies that the underpinning of distributive theoretical framework grounds in the connection of several members in an educational community with the leadership exercise implementation. In practical terms, this is represented by the dynamics occurring between leaders, followers and the leadership practice.

The findings of this study differ from Gronn (2000) that distributive leadership in practice means that teachers can lead as well and take responsibility for most areas of change needed in the school. Hence teachers are viewed as “co-producers of leadership” (Grant, 2006, p. 513; Harris, 2005). Teachers are no longer confined to the role of followers but are now teacher leaders irrespective of whether they hold formal or informal positions in the school. Thus, leadership is extended to individuals other than the school principal. Teachers, through their professionalism, are perceived as co-leaders, not followers, who have capacity as the school principal with the requisite knowledge and skills in running the school's affairs. Thus, distributive leadership involves many personnel members in leadership roles. In addition, scholars including Spillane and Healey (2010), Harris (2004) and Botha (2014) comprehend distributive leadership as the involvement of all members of the educational community, especially teachers, in the decision-making processes, disbursing leadership roles and responsibilities to engage all in the execution of leadership tasks. This approach may be explained by the fact that teachers are completely involved in the decisions of the school. Decisions are not imposed on teachers to comply; instead, decisions are collectively made, which challenges teachers to work effectively towards what has been agreed on by the team for school improvement. Lastly, teachers have specific leadership roles and tasks they are executing for school development.

4.4.1.2 Developing teacher leadership through teacher participation, innovation and creativity

The participants in this study perceived the concept of distributive leadership as school principals and teachers working collaboratively as a community of leaders pulling each other's expertise, opinion, ideas and experiences to the betterment of the school. A participant said:

They've got different ideas that they always come up with, new innovations, innovative planning, [pause] but the main thing is to take real ownership of your class, you know if you do you want to be in that class if you were the teacher. So when I say take ownership of your class whenever the teacher is setting is preparing projects she takes ownership by doing research, putting up things in the class, that is motivating the children to and also give examples, do research, let them have freedom, let them go out of the class everything does not have to be inside the class. So when I say ownership, that means you can put staff in your class, do you want to put up what you feel comfortable (School principal 2).

There are others also involved. We give them the opportunity to come up with ideas, and then we assess (School principal 1).

At this stage, as a counsellor, I do a lot of administration, I do a lot of counselling and remedial. There is a group that does that as well, so we are leading counselling and remedial classes to help the children (Teacher 1).

"So in a way, we can say he distributes his work, I mean leadership roles, to his subordinates. I will give you the roles of the HOD's because I am one of them. The HODs, their responsibilities will be to monitor their department right, when they monitor their department, they convene their own meetings and give recommendations to the principal, yah". (Teacher 5).

According to my findings in this sub-theme, distributive leadership is perceived as the school principal's action in initiating, encouraging, and promoting teachers to take up leadership roles, develop innovative skills, and come up with creative ideas in formal and informal roles. My findings demonstrate that school principals have a core responsibility to encourage, raise and train teachers to take up leadership roles confidently. School principals must also support teachers, engage them in team projects where there will be a transfer of knowledge and skills.

A study by Naicker and Mestry (2013) reported that school principals must encourage collective leadership by initiating and encouraging teachers to mount up leadership in their schools. This objective could be achieved by school principals encouraging teachers to take on leadership roles through participating in school

improvement teams, providing educators with projects individually or as a team to work in informal and formal leadership roles. The leader-plus principle of the distributive leadership theory aims on school principals trusting teachers with leadership roles as well as collective decision making to achieve the school's goals and mission (Bush & Glover, 2012). In consonance with the theoretical framework of the study, the standard for principalship (RSA, 2016b, p. 18), also called "Developing and Empowering Self and Others", South African school principals must encourage shared leadership, inclusive decision making, teacher innovation, capacity and team building and a positive work relation. Therefore, school principals should encourage teachers to work collaboratively in solving pedagogical problems. Thus, in this process of developmental activities, teachers can think creatively and implement more innovations in their leadership tasks and classroom learning.

4.4.1.3 Leadership style that enables a supportive structure and interdependency

The participants in this study also perceived the distributive leadership style of school principals as influencing the liberty to lead, interact with their colleagues and sharing knowledge, skills and professional advice from each other. Here are the voices of the participants:

What I see is the support system; in other words, what I see is that although I am the principal, I still rely on my HODs and my HODs must rely on the teachers that will be leaders in their own capacity. (Principal 1)

And after delegating, he is somebody who will follow up and get the feedback and use it for the betterment of whatever leading role he gave you. He will not just give you leadership and sit back and forget about. (Teacher 3)

The findings of this study suggest teachers and school principals' interconnectedness. Support is shared, teachers and school principals feel safe in their leadership roles because they work as a team. Distributive leadership is also perceived as sharing leadership responsibilities and accountability. The school principal remains accountable and also expects teachers as leaders to be accountable.

Other studies (Tuuli et al., 2012) have also reported that interdependency in team situations echoes the degree to which team members need to mutually interrelate, interconnect and harmonize to realize tasks. Similarly, Sheppard et al. (2010) argued that distributive leadership shares communal leadership accountability for formal leaders (school administrators) and teacher leaders. This finding confirms that in the distributive leadership paradigm, teachers communicate, support each other through interaction, and support and share knowledge and skills to the benefit of the school. As teachers interact and support each other, they also remain accountable to each other by providing constant communication and feedback on progress in pedagogy and in their leadership roles.

4.4.1.4 Leadership that encourages teacher ownership and teacher motivation

This study found that distributive leadership is perceived as empowering in allowing teachers to develop creative ideas, work relentlessly to see their leadership goals achieved and gain ownership. The participants explained:

So we've all got a specific responsibility. And we also say take ownership, take ownership of your class, make it your own then you will work harder because it's for yourself. If the teacher takes ownership of the class at the end of the day, the children will be more motivated because the teacher is interested. And a person can go a long way by motivation. You need that motivation that people care; we all have that that's why we do certain things. (School Principal 1)

I decide like now, for the first time, I always wanted to have a choir in the school, and he said, ok listen, take the little ones and let's see what you can do. They say you run with it; you make it successful. (Teacher 7)

From the suggestion of the responses, it arose that school principals allow and encourage teachers to take ownership in the leadership role assigned to them through distributive leadership. The school principals in the current study appear to inspire teachers to take complete control, run with their goals, be creative and make full decisions with their leadership plans. Self-recognition of their own potential, capabilities and motivation, and recognition by others was evident from the verbatim quotations. It also seems that distributive leadership is perceived as an opportunity for growth in the teacher's career.

Studies by Harris and Muijs (2005) have revealed an additional element of the teacher leader role centers on participative leadership where all teachers feel part of the transformation or growth and have a sense of ownership. Teachers are given chances to take full control of whatever developmental activity they wish to embark on within the boundaries of the school's vision. In the distributive leadership theory, school principals trust teachers to be capable of creativity to enhance school development; hence they accommodate teachers to implement their vision (Spillane & Diamond, 2007). In my study, team members are perceived as having ownership of leadership processes whereby they collectively influence change and team outcomes. Thus, school principals in this study promote creativity and ownership by creating space for teachers to explore their potential. Teachers make their own decisions on any leadership role entrusted to their care, and the school principals seem not to dictate to teachers what to do; hence teachers can take full control and ownership of their leadership roles and perform well.

4.4.1.5 Creates a culture of shared vision and willingness to lead

Distributive leadership in this study is also associated with sharing visions and goals as well as decision making. The ideas, opinions and suggestions of teachers are also recognised and if it fits into the scope of the school's plan, it is discussed and carried out. The participants said:

So, we have good line of communication we have regular meetings every Monday morning and the HOD's sit together we discuss the work for the week and on Tuesdays we sit as a phase and have our meetings and from there we do communicate. (Teacher 6)

I do involve them, so my perception is our teachers are well motivated, they have bought into the vision of the school and am saying as it is a Christian school, our vision is the most important thing. And the fact that the teachers have bought into the vision. Yah, we also sometimes involve the whole staff for example when we are getting to the end of the year, promotional decisions and we have a meeting and all the staff we gather discuss [it]. (School Principal 1).

And with him I think he's showing the vision of the school, so that also makes me motivated he shares the vision of the school so that the most important thing, and also what's the school's mission, is to teach abundantly. (Teacher 1).

Well, major things are brought to the table during management meetings, but the rest of the staff can definitely contribute. So the principal will lay it before the staff, but in the end, the school management team does have the final say. But I won't say that it has ever been perceived negatively, there are also a member from each department in the SMT representing the different phases which is fair I mean in my opinion, and so everybody is represented, everybody is heard, but at the end, it is a democratic vote. (Teacher 8).

The above evidence suggests that there are frequent meetings and continuous dialogue that occur among school principals and their teaching staff. It appears that there is an agreed and discussed vision and goals among all stakeholders in the school. There is effective communication that enables the discussion of visions, goals, objectives and plans for execution. From the quotations, it seems that decisions are not imposed on teachers. Instead democracy is practiced in schools where voting may be implemented if required to arrive at a particular decision for school development. School principals argue that they communicate the school's vision, mission and goals to teachers frequently. Therefore, teachers are knowledgeable and motivated to work towards the school's vision and its achievement.

Scholars like Burns (2012) and Bass and Avolio (1990) found that effective communication among stakeholders, objective coordination, planned effort about shared vision, and capacity-building inspire others and breed zeal. Furthermore, leaders need to commission a moral response to human needs as articulated in human values (Burns, 2012). Thus, in the school system, continuous dialogue is a human need that needs to be valued by both school principals and teachers. This dialogue can be achieved through having frequent staff meetings, departmental meetings and group discussions. During such meetings, the school principals and teachers collectively set targets and goals to be achieved for the school's success. However, school principals must constantly remind teachers of their core values, the vision and the mission statement of the school. Such practices keep teachers on track and inspire them to achieve the school's agreed vision.

4.4.2 Theme 2: What principals do as distributive leaders

On the question of what principals do as distributive leaders, this study established that school principals distribute the leadership roles and responsibilities to teachers. The school principals perceive teachers as co-leaders and colleagues to achieve the school's goals, hence the sharing of leadership, which is achieved by sharing leadership activities among school principals and teachers. There is a re-distribution of authority and power in the school setting.

4.4.2.1 The distribution of leadership roles and responsibilities by school principals to teachers

The emerging findings in this theme are that school principals in both schools distribute leadership roles and responsibilities to teachers. Teachers are engaged and involved in leading and managing the school. School principals in this study testified that most teachers are executing formal and informal roles for school effectiveness. Below are comments from the school principals:

First of all, it's very important to involve my two HOD's because if they are happy with the vision and the mission, it will be easier for them to motivate the ones working with them. ... and then also, it's the management team they are also the voice for the staff again. (School principal 1) We have the SMT; the SMT consists of me and four teachers, four of the senior teachers, especially when we have suggestions that need to address and decisions that need to be made, I do involve them, we also have I have been moving on in that direction am not too far from retirement so am also training other people to take over from me so I have delegated more of my responsibilities to some other people in the last couple of years so what am saying is I've distributing management. (School principal 2)

Teachers in this research study also confirmed their experiences of involvement in leadership roles and responsibilities, positive feelings towards opportunities that enhance teacher innovation, teacher creativity and teacher ownership. The teachers also practice distributive leadership. The teachers explained that:

I am part of the SMT, and the academic committee, part of the counselling committee, the COVID-19 committee, administration. I make sure at the end of the day; the administration work is also distributed to the teachers. SMT, basically we see everybody as a leader, we also have subject groups as well, I'm also HOD for that general subjects (Teacher 1).

Alright, apart from being a teacher, I'm an HOD, science department, I'm also involved in School Management Team, I'm also part of the school board, I'm also a mentor for the leaders that is the prefects, we do have we've got a lot of Pastors here, so at times the principal will just delegate to some of them, we don't have an official Deputy Head, but one Pastor sometimes he takes over as the Deputy Head but he's not a Deputy Head officially, but we do have some teachers that are leading, so teachers also feel involved so we feel like we are part of the vision. (Teacher 2)

I am in charge of trips, planning trips and running trips; then I'm also in charge of culture like music. So those are the leadership positions that I have. I've been leading culture, especially music, and also the issue of trips. (Teacher 9)

The finding of this theme provides evidence of school principals' demonstrative distributive leadership by distributing leadership roles and responsibilities to teachers. Teachers are engaged in both formal and informal leadership roles in the school. Teachers attest to their engagement in various activities and leadership roles in their respective schools; they feel ownership and inclusivity, innovation and creativity, interdependency, self-esteem and self-confidence, which helps them improve their schools. This finding shows the different dynamics of distributive leadership in a school setting.

School principals keep on as the vital figures in the leadership equation by distributing leadership roles and responsibilities to teachers based on teachers' individual capacity, expertise, experience, passion and skills (Harris, 2012; Grants et al., 2010; Naicker & Mestry, 2013). Therefore, the school principal becomes a "leader of leaders" in their respective schools (Grant, 2006; Harris & Lambert, 2003). As the "leader of leaders", the principal must encompass a school culture postulated on confidence and reciprocal education, which will expedite the distribution of leadership. This viewpoint implies that school principals play an imperative role in the distributive leadership paradigm whereby they are the main architects in distributing leadership roles to teachers in schools. According to the distributive leadership theory school principals trust teachers by the virtue of their professionalism to equally lead and manage the school for effectiveness. School leaders promotes capacity building and pooling of each other resources (Naicker &

Mestry, 2013). Thus, the thriving of distributive leadership in schools depends on school leaders' willingness to share power, authority, and leadership roles while teachers play a role in willingly supporting the vision of the school principal to perform in the roles assigned to them.

4.4.2.2 Situational distributive leadership

School principals in this study appear not always to practice a distributive leadership style in their schools. One of the school principals perceives distributive leadership as not the best option for school leadership and management. He explained the challenges in his school, which prohibits him from distributing leadership roles and responsibilities fully to teachers. From the findings of this study, it seems that school principals may also not involve teachers in decision making depending on the urgency of the matter or for accountability reasons. The following is what the participants said:

I am not necessarily a distributive kind of leader. Naturally [pause] want to do things on my own; I also have a kind of belief that teachers must be in class and busy with their primary function, being busy teaching the learners. So when you distribute too many responsibilities thrown to some of the other teachers, you will find that they will end up not being busy with the primary function. And also the disadvantage it's a small school, we only have 15 teachers so basically we won't have the luxury of saying this and that teacher is going to have extra ten periods a week or whatever for that distributive function, but at the same time am not saying we are not doing it am saying I don't want to do too much of that kind of leadership. (School Principal 1)

So that's his problem, he doesn't delegate that much, if he gives you something to do, if it takes two days to do it, he ends up doing it [both researcher and teacher laugh] he's that fast, so I think that's where his problem is, so he doesn't like to delegate. He likes things done quickly. (Teacher 2).

Some of the teachers were also against the notion of distributive leadership and expressed the following:

So in the end, the big problem is there is not enough teachers available to do it, so he doesn't want to overload teachers (Teacher 1).

“In any other case that maybe may affect the teachers and the learners, he does consult, but because of accountability, it’s not always the case that he takes decisions from the teachers, you understand. Most of the decisions he takes from the teachers, but not everything should I say that. There is always this 25% that he decides to just because of accountability because at the end of the day, he is the one who is accountable. So like what I said before, it depends on the problem. There are certain problems that he takes decisions alone, but at least he doesn’t interfere with individual work”. (Teacher 4)

“I can say yes, and then I will say no. The no is mostly on social events because we do social events at school. When we are having social events, he is that kind of a person who likes to do things himself. The way I see it he doesn’t believe it that someone can do things the way he wants, so he prefers to do it himself ... sometimes we do concerts when we are planning for concerts, he is that person who believes in perfection, he feels like if I allow someone to it, it won’t become the way I want it to be”. (Teacher 9)

The findings of this study suggest that school principals may not be operating in distributive leadership style to the fullest. This finding implies that some school principals may be autocrats as they prefer working independently and having school tasks performed in their own way and pace. This could be because of a lack of trust regarding the competency and commitment of the teachers. It could also be as a result of personal traits such as striving for perfection and being accountable. Another reason why school principals are reluctant to delegate leadership responsibilities and roles is identified in this study as the lack of human resources to do the tasks due to the heavy workload. The quotations from participants show a gap in the effective practice of distributive leadership in schools.

According to the literature, distributive leadership does not attempt to eliminate academic leadership structures but presumes that there is a connection “between vertical and lateral leadership processes” and that the focus of leadership is on the interconnection between these progressions (Harris, 2012; Leithwood et al., 2010; Naicker & Mestry, 2013). The above literature is supported by Bolden (2011), Hatcher (2005) and Lumby (2013), who opined that distributive leadership does not necessarily equate with distributed power or authority. Grant et al., (2010) and Harris and Lambert (2003) added that due to the leadership power invested upon principals, they can distribute authority and position to teachers. A possible

explanation for this not always happening might be that school principals hold the ultimate power to decide when to and when not to practice distributive leadership. Through observation and analysis of the situation at hand, some school principals may have no option other than making decisions independently without consulting team members (teachers). Another possible explanation might be the lack of human and other resources or even the lack of commitment and inconsistency of some teachers in executing their leadership roles. These factors may deter school principals from fully exercising distributive leadership.

4.4.2.3 Personal initiative from the teacher

The school principals in this study believe that teachers tend to perform better if they take leadership tasks themselves instead of it being imposed or delegated to them. School principals encourage teachers to volunteer to lead based on their knowledge, strength, skills, experience, passion and expertise. The experiences of the participants were expressed as follows:

It's also very important because if it's one thing to dictate but if a person is interested in he will do it much better than if he's been forced to lead. He follows in a way his own vision and his own desire he will, I think he will do better than been forced to do certain things. (School Principal 2)

As far as possible, he does do it, but mostly he loves people to volunteer rather than delegate specific task (Teacher 1).

We see that you have the ability to do this so tell me what you want to lead, and then they support us in that, so if I decide like now for the first time I always wanted to have a choir in the school (Teacher 7).

The above quotations suggest that some school principals do not impose leadership roles and responsibilities on teachers by virtue of their office as principals. Rather, they may seek the teacher's willingness to take up the task. Such an approach requires teachers to volunteer to take the distributed roles and responsibilities depending on their strengths, knowledge and skills. This approach is a unique leadership style that focuses on distributive leadership that is done on a voluntary basis. The downside is that; a situation may arise that teachers are not willing or

able to volunteer to take up leadership responsibilities. School principals philosophically believe that one can do exploit if the teachers take the leadership challenge themselves for school development.

In a distributive leadership environment, teachers take on greater leadership responsibility (Naicker & Mestry, 2013). Thus, in the distributive leadership model, there could be instances where teachers willingly take up leadership roles and responsibilities. In this case, school principals do not delegate; instead, teachers voluntarily assume leadership roles because they are aware of what they are capable of, the experience and skills they can execute for the benefit of the school. In my study, it appears that school principals really appreciate and applaud teachers who by virtue of their talents, skills and expertise, would want to lead and manage schools or situations in their areas of interest. School principals promote such initiatives because they have a belief system that teachers perform better if they lead willingly than when leadership roles have been delegated to them.

4.4.2.4 Collaborative structures when performing distributed tasks

The teachers in this research study recognise a sense of safety and security as they work together as a learning community. The findings from this study portray an atmosphere of interdependency among staff members. Teachers talked about the collegiality, coordination, collaboration and team spirit among them as they carry out the distributed task. The teachers commented that:

And if something is delegated to me, for example probably, and I think there is a colleague who can do better than me, or has better skills, better experience, I will approach the colleague, I will ask questions, they will help me. Remember, I have been given a role that I think is too big for my shoes, and I have to take it because I want to grow. So, I will take the role, but I will go to my colleagues, one, two, three, then I will ask how can I do it, how can I approach it. They will assist me; we will work together, then eventually, I will go back to the principal. The task is done with the assistance of so and so and so. Then I can say, I used [a] few teachers to help me to do this job. So, we all work together, and we collaborate very well as teachers. I think we have been taught that by our leader. (Teacher 3)

I work with my HOD, I involve her and then I also like when I'm organising trips, I don't like to do things alone, I always consult. Yes, I can plan this is my proposal we want to go there we want to go on this day, so I also have time to sit with my colleagues especially during a meeting, that, guys this is a proposal, let's discuss. Then we discuss then we agree on one thing, then we do that yah [pause]. Yes, sometimes if I'm organising something, and I know he has an influence on it, I involve him like there are some venues I know he has influence, I will involve him. Then he will do everything for me freely [laughs] (Teacher 9).

In this study, the quotations from participants suggest a re-distribution of the delegated roles and responsibilities. The process seems to create an inclusive learning community promoted by teacher interaction and teamwork. Teachers support each other; there is the transfer of knowledge, skills and expertise. Teachers experience an atmosphere of collaboration, coordination, inclusive decision making, effective communication, peer coaching, mentoring and flexibility which propels them in doing much more. There is also an element of professional growth and acknowledgement of the strength and weaknesses of teachers in performing the distributed tasks that the teacher can further redistribute.

The leader-plus principle of the distributive theory indicates that school staff such as senior teachers, curriculum specialist, assistants or the deputy principal and mentors should work collaboratively with the school principal as a team of professionals (Spillane, 2006; Spillane & Diamond, 2007). This is to say, there is a good relationship and interdependency among members of the school community. In same vein, Hall (2005) found a relationship between collaborative leadership practice among leaders and members of the organisation and the increase of collaborative relationships. These findings are in line with Sheppard et al. (2010), who added that school leaders need to work collegially, collaboratively and cordially with members of the school community to successfully implement leadership roles and responsibilities to achieve the school's purpose both formal and informal. Further, several authors have recognised additional scope for collaborative structures promoting distributive leadership such as action research, initiating peer classroom observation, or contributing to creating a collaborative teaching and culture in the school, whereby teachers share their knowledge, teaching methods

and skills (Rytivaara & Kershner, 2012; Bertram, 2011) Roles such as mentoring, induction, and continual professional development of colleagues are vital to increasing collaborative interactions with colleagues that permit new ideas and leadership to spread and influence the school completely. This approach means that teacher collaboration, coordination and collegiality are imperative when performing distributed roles and responsibilities. Teachers assist each other in the completion of tasks; there is team spirit and interaction among teachers. Teachers feel confident as there is a support system and pull from each other's expertise.

4.4.2.5 Supportive structures

A collaborative support system provided by the school principals equips teachers to perform distributed roles and responsibilities. School principals provide support to teachers at a personal and professional level. Teachers function effectively in formal and informal delegated roles because they receive the support and skills they need through professional development programs and informal support advice. According to the participants:

Ok, first of all, as I said, training. We want to invest in the teachers, and I'm saying this it's not an extra charge; it's something that we give back to them, equip [them] in other words. We believe to equip them, and we are not there to be detractors per se, they must take ownership of their leadership ... we give the teachers the opportunity to explore. So we try to teach the teachers that, so that they will be able to teach the children that. It just helps with the training for the teachers we want to equip, and we also sent most of the leaders every year [to] go for discipleship conferences for six weeks in Cape Town and Polokwane, so we invest in our leaders as well (School Principal 2).

He does support us because we do go for workshops at times; there are some leadership courses that the school gave them so if you want you can go. It is voluntary, so as for support, he is very supportive. So, I think he's very supportive he is trying to pick out whoever is having initiatives. He encourages initiatives; he will give you the plate to do, he will give you more to do if you have initiatives—such things he's been promoting. (Teacher 2).

Oh yes, our school principal is big on personal development, every Friday the last period the children go home early, so they leave school at 1:20, and we go to the staff room for professional development program. We are working through a

leadership group on education, biblical work, and those things. Also, before COVID, we regularly went on trips ... there is a school that belongs to ACSI it is African Christian School International, so we go to many of those throughout the year. You are picked to go, and you have the option to join different sessions, so yes, that also counts to award your CPDP points (Teacher 8).

These findings of this sub-theme inferred that school principals create opportunities for teachers to explore and engage in professional development programmes. School principals also encourage and influence teachers to engage in learning opportunities that enhance teachers' creativity and productivity in formal and informal leadership roles. From the findings, it appears that teachers support and are happy with the initiatives presented by their school principals and are committed and motivated to pursue learning opportunities.

Researchers (Hulpia & Devos 2010; Hulpia et al. 2011; Leithwood et al. 2010; Thoonen et al., 2011) argued about the school principals' role in promoting educational autonomy and innovation through professional development programmes and providing resources, platforms and supportive structures for teacher creativity. Thus, school principals should commit to raise and develop teachers through professional development programmes and provide the requisite support such as resources to help teachers as co-leaders for school effectiveness.

4.4.2.6 Interpersonal relationship

In this research study, the school principals described a healthy relationship and unity among them and their staff members. According to the teachers, there is effective communication inspired by a shared vision in their schools. The teachers confirmed that their school principals have an open-door policy, a friendly relationship with the staff, and a culture of trust which encourages teachers to take on challenging leadership tasks. The participants revealed the following information:

If staff is unhappy, my policy is also open-door policy, you can come in anytime any day and discuss it with me, and we will take it into consideration. For the mere fact that if you walk around with feeling towards somebody else, the children are also going to pick it up because you are not enthusiastic, you are unhappy (School Principal 2).

I wanted to say open relationship [laughs]. He's somebody who everybody can approach ok, teachers, staff members, other members; he is approachable. He is somebody that his door is ever open. If you want to see him, if you want to talk to him about something, you will just barge in and knock and go in. He's not one of those leaders that say no, he's somebody you can approach. He's not the Tom and Jerry guy, we are not Tom, and he's Jerry; he is running after us. He believes in us, that when you are given a role as a teacher you know your vision, you know your purpose. So our relationship with him, he's a colleague, a normal colleague that we work with, we don't see him as a boss. He's not bossy. He's just there as a leader to guide, and he's approachable, a very good relationship with everybody (Teacher 3).

You know I've worked in other schools where the relationship is very formal and stiff, well [in] our school I really enjoy the more family atmosphere we have. We really see each other as brothers and sisters. So that part [I] am really thankful for, we obviously do respect him, but he in turn also respects us. I also know that not all schools can say that the relationship between the principal and the teachers are really comfortable; yes, he will address you if necessary and even give you warnings, that has happened in the past, but it happens lovingly like between a father and a child. So I'm very thankful for that. He has an open-door policy; even if we don't agree with certain decisions, we are welcome to go and talk to him and to reason with him, and so yes, definitely a comfortable. I won't say familiar, that might be the wrong word, but definitely comfortable, you are not on your tippy-toes when he come[s] (Teacher 8).

This study portrays the respectful, healthy and sound relationship between school principals and their staff members. From my findings, it appears that school principals are concerned about the emotional, mental and physical well-being of teachers as these could promote their self-esteem, sense of belonging, self-confidence and enthusiasm, which influences how they teach learners and play their leadership roles.

Yaakob Daud et al., (2015) and Zakaria and Kadir (2013) asserted that leaders who allowed teachers to perform, bring about school achievement. An attitude of sociability, openness, transparency and full of respect among leaders and members

of the school community boosts personnel's self-esteem. It should be proficient in developing a more active institution. Treating teachers with respect, giving trust to teachers and freedom to mingle with other staff members are essential to increase the effectiveness of their leadership practice. Good leaders build a climate of promoting a positive and conducive atmosphere where co-leaders and team members have a positive feeling of connection, cohesiveness, obligation, effectiveness to enhance their presentation (Bass & Avolio, 1990; Burns, 2012; Hoy, 2012 Hargreaves & Fink 2008). Thus schools, where principals encourage characters such as mutual trust and communal efficacy, have been proven to be a valuable tool in enhancing school development. It is imperative to comprehend how school leaders institute cultural standards of security and interpersonal trust, where the adventurous, critical to school development, is stimulated and reinforced. In the distributive leadership theory, school principals and teachers experience a non-rigid atmosphere as well as a conducive environment of freedom, respect, love and unity that promotes learning.

4.4.3 Theme 3: School principals' use of distributive leadership in teacher motivation.

The study found that school principals who practice distributive leadership ultimately use the leadership style to promote teacher motivation, morale and enthusiasm in the workplace. Teachers with positive feelings, a sense of worth, self-confidence and motivation can work effectively for school improvement. In this section, I present the experiences of school principals and teachers on the use of distributive leadership to motivate teachers.

4.4.3.1 *Motivation of teachers through participation, involvement in decision-making and collaboration in distributive leadership*

In the data, I found that school principals involved and encouraged teachers to participate in decision making motivated their staff members. In this study, inclusive decision making whereby school principals acknowledge the concerns of their staff and collectively arrive at a decision is a powerful tool for effective schools because teachers have a belief system that their opinions, suggestions and views are respected. The school principals testified that:

I suppose yes, if people are feeling that they are part of something they are involved in something. Then they will be more positive about that. So, I think it can influence

their level of being positive and supportive ... but in general, yah I think people tend to be more positive about something when you involve them in also making decisions or something. (School Principal 1)

Ok, usually he's trying to be more democratic, like we've got a distinct example—we wanted a head leader, so we suggested some mentees has got the potential for a head leader. So he gave it to the teachers that these are potential ones so you can vote for anyone, and then they voted. And then when they voted, the head leader that won through votes was someone who came in last year, but the deputy one was someone we have been grooming right from Grade 8. So, the principal called for a meeting. Then we put it on the table. I mean, he could have just decided and say I'm going to take this one ... but I mean you feel like you are part of the process, like he values your ideas, he values your opinion, you feel valued. (Teacher 2)

Well, major things are brought to the table during management meetings, but the rest of the staff can definitely contribute. So, the principal will lay it before the staff, but in the end the school management team does have the final say. But I won't say that it has ever been perceived negatively, there are also a member from each department in the SMT representing the different phases, which is fair. I mean, in my opinion, and so everybody is represented, everybody is heard, but at the end, it is a democratic vote. (Teacher 8)

The findings from the narrations indicate that school principals welcome the teachers' views, opinions, and ideas. Ideas are brainstormed and discussed during meetings, and in most cases, democracy is practiced through voting to arrive at a particular decision. This implies that decisions taken as part of distributive leadership are not made autocratically; instead, there is an agreement by the whole team of professionals for effective implementation and school development. Teachers have a sense of contribution and involvement in all development and progress of the school, as they are part of the decision-making process. Such a leadership approach creates a sense of ownership as well as accountability.

According to a study by Muijs and Harris (2006) and Sheppard et al. (2010), including teachers in decision making increased their morale, enthusiasm and work output which reflected in school improvement. This outcome is because when

teachers are involved in the school's decision-making process, they tend to express a high level of ownership, which influences their level of motivation. In such an atmosphere, teachers are totally aware and have full knowledge of what is required of them; hence they work and lead effectively instead of instructing decisions to be carried out. In this study, I also found several collaborative structures that encourage distributive leadership. The senior staff members seem to engage teachers in peer-coaching, classroom visitation, peer-mentoring, appraisal, and continuous curriculum discussion. This practice by the school leaders enhance work security and teacher motivation, because monitoring is a powerful tool that keeps staff on track to do what is required of them. Furthermore, senior staff utilises junior teachers' strengths and abilities for school improvement by sharing leadership responsibilities. Some participants commented are as follows:

People feel more secured if you are a little bit. [I] am not saying strict, but if you check up and make sure because I would like people to check up on me in the sense that, is this right what am doing, is this wrong? And I don't see it as criticism; I see it as help. I see it as positive feedback if I can say it like that. So I think they sometimes feel safe if the management team is checking up on them with the mere fact, am I on the right direction? It is not about right or wrong; it's about are you on the right track. Yes, to monitor it makes them feel safe, it makes [them] feel secured. (School Principal 2)

You know, sometimes I even nominated the respective teachers in the respective subjects, and say tell us what you are doing in your subjects. How are you developing the curriculum? How are you doing it? In that way, it becomes more in directives; once it becomes in directives, then it means everybody is benefiting out of it. (Teacher 5)

So we are all the time busy putting heads together on a weekly basis, brainstorming together– How can we do things differently? How can we reach the students who feel like they are being left behind by the system? We don't want to just pass them on because of age. I'm motivated to collaborate with my teachers, my colleagues so that we can grow together as a phase school, team for the benefit of, like I said earlier, for the children. (Teacher 8)

The above quotations indicate that teachers are constantly being monitored in a positive light for school improvement. Senior teachers provide class visitation, continuous communication on curriculum development, constructive feedback, peer coaching and mentoring. Teachers are motivated when they receive guidance and directions from staff members when the curriculum is openly discussed, and challenging situations, both formal and informal, are dealt with together. It seems that peer coaching, peer mentoring, peer appraisal, shared pedagogical experience and collaboration boost teacher motivation and work output.

The leader-plus principle of the distributive leadership theory focuses on distributing leadership roles to release the principals of their many responsibilities and roles. Teachers, senior teachers and heads of departments can play formal roles such as curriculum discussion and implementation, classroom visitation and peer mentoring. In so doing, the school principal's trust in senior teachers seems to reflect positive feelings on the teachers' performance (Spillane & Healey, 2010). Furthermore, teachers, senior teachers and heads of departments who embrace leadership roles in their subject fields promote the professional development of teachers and teacher appraisal processes. The leader-plus approach enacts collaboration and collegiality among colleagues and the school principal.

The teachers and the school principals work collaboratively in managing and leading the school. There is a healthy interdependence among staff and situations for school improvement (Spillane & Diamond, 2007). The literature mentioned and the theoretical framework of the study discussed above indicates that collaborative structures whereby school principals provide room and flexibility for senior teachers to operate and mentor novice teachers are critical for teacher motivation. This may be because senior teachers feel they are respected, trusted, honoured and have the ultimate capacity to perform as leaders, raising and training other teachers to perform for school development.

In this study, the participants also mentioned that school principals practising distributive leadership in the schools commented on the healthy professional competition between staff members. As teacher motivation flourishes through distributive leadership, teachers compete with each other for the benefit of the

school. Teachers admire being recognised in the execution of their leadership roles which is viewed positively because it keeps everyone working. Hence, teacher motivation leads to teacher performance and school improvement. Some participants disclosed the following information:

If I understood you well, it's all about the sense of responsibility; if people are working as a team, you feel you also have to do something, you have to contribute something in every aspect of the school. If something has to be done, it's either you volunteer, or you just get in and do whatever needs to be done; you help as much as you can.
(Teacher 4)

So it's really a good thing if you are working with people who are responsible and if you are working with people who can take ownership (Teacher 8).

From the two quotations, it appears that teachers feel a sense of responsibility and are motivated to perform as there is a healthy professional challenge and competition among team members. Teachers want to be appreciated for their efforts in progressing the school. Christie (2010) argued that professional competition is promoted in distributive leadership because teachers become motivated, responsible, recognised and respected as they carry out their leadership roles. Thus teachers are confident to choose challenging tasks and relevant leadership roles as they want to be seen as capable of executing their tasks in these roles. In this situation, teachers are motivated to perform to the best of their ability. They will not want to disappoint the school principal and want praise and applause from other teachers. The teachers feel fulfilled as they see themselves performing to the best of their ability for the school's benefit.

4.4.3.2 Motivation through professional development of teachers and acquiring leadership skills through distributive leadership

This study found that professional development programmes enhance growth and teacher motivation through distributive leadership. School principals encourage teachers to update themselves through professional development programmes. Some teachers confirmed that they receive professional development programmes in and out of their schools, although some feel they do not receive enough professional development programmes. Professional development programmes

refresh teachers' previous knowledge and add on new knowledge for teachers to teach effectively. Teachers are motivated as they explore and learn new approaches to pedagogy. Some of the participants commented as follows:

Yah [pause], it just helps with the training for the teachers we want to equip and we also send most of the leaders every year go for discipleship conferences for six weeks in Cape Town and Polokwane, so we invest in our leaders as well. You know what we have seen is it makes them more self-efficient and it gives them self-confidence and also it gives them trust. (School Principal 2).

So for now, really, I think we are lacking workshops, professional development there. I think we are lacking a bit because we haven't really had some workshops as a school. But teachers here really are learning on their own; teachers are really learning on their own. We learn; almost everybody is learning or has learned something. (Teacher 4)

Yes, there are. Maybe once in a month or twice in a month, we have development program from outside, we have some meetings that we do as a departmental group. Yes, we have those meetings from outside ... in our development, and sometimes we have Christian organizations that come to teach us how we can integrate learning using our curriculum and the Christian values, we learn a lot. It influences me in a positive way. Remember, everyone wants to grow professionally, so sometimes, if I get some outside influence of how I should do things, it is intended to build me. So in a way, I will be positively developed in my professional career. (Teacher 5).

This finding shows that supportive and professional development programs enhance the transfer of knowledge, experience, professional growth and capacity building which influences teacher motivation to take up the responsibility delegated to them by the school principal. The school principals initiate and encourage teachers to update on their knowledge through workshops, seminars and retreats. The teachers appear to be motivated and embrace such initiatives, which builds them to perform better in their leadership roles. A teacher, however, feels her school lacks professional development programs but that teachers are upgrading their knowledge on their own.

Professional development is a fundamental motivation in teachers' transformation and development efforts (Yager, Pedersen, & Yager, 2010). Other researchers (Louis et al., 2010) highlighted school transformation and development in a contemporary instructive organization are dependent, in part, on how well teachers work cordially with their school principals and colleagues. Pedersen et al. (2010) also noted that school principals play a crucial role in supporting and inspiring teachers' professional development requirements. Successful school principals create the work conditions that permit teachers to be better teachers. The aptitude to share with others and cooperate in providing education that favors improving learner growth is critical, given the many strains upon the system. This viewpoint means that teachers are self-motivated and confident when they receive professional development programmes from school principals. Professional development programmes create opportunities for teachers to explore, learn from each other's skills and expertise and solve pedagogical problems together for the benefit of school development. School principals who establish continuous training of their staff enhance the growth of teachers professionally and personally. As teachers experience growth in their career through professional development programs, they are motivated to take up leadership roles and responsibilities because there is a support system to help them to lead effectively.

This sub-theme also suggests that teachers are motivated to take up a leadership role distributed by the principal as they develop professionally. There was confirmation in the two schools that teachers are most motivated when they are entrusted with leadership roles and responsibilities. The teachers feel that they are capable of being leaders, their professionalism is respected, and they can be trusted to perform effectively to achieve the school's goals. The school principals testified that they had been motivated to observe the teachers when entrusted with leadership roles and responsibilities for the smooth running of their schools. The school principals commented:

I am trying to train the other people so that they know what is going on and know how to do things, involving people in more decisions, and am giving more, more leadership roles, and sometimes that's why I sit here with you in the office like things are going on smoothly and am not running around out all the time. So I am distributing more than I am in the past. (School principal 1)

I trust them so they will trust others. So that is very important, and they feel worthy. And then also I always say in the class we use the saying as you can see there is an eagle on my wall that an eagle needs to train the little ones to also become an eagle. And if you are a chicken, they will also become chickens, so you've got a specific duty and also what is the teacher going to pass on to another teacher: A lot of eagles or a lot of chickens? So, we've all got a specific responsibility. (School Principal 2)

When [pause] leadership is distributed, one thing it can help one to grow. It helps one to know that he's trusted, which is quite important because one knows that: Oh, I can trust her. And it also boosts your confidence, and self-esteem because sometime you will never know you can lead. But now you are given this role to lead the assembly one Monday morning, and you have to stand there and talk to these kids, be it you are preaching or giving a motivational talk, at the end of the day you are like, "Oh I didn't think I can do this, so next time, I can do it better". (Teacher 3)

In this study, it appears that teachers are motivated when they feel part of the leadership, rather than just being followers or taking instructions from superiors. The teachers feel proud in accomplishing leadership tasks, taking initiatives, being creative as leaders, and successfully running their responsibilities. Teachers also feel a sense of purpose, trusted to lead effectively in leadership roles, which boosts their self-esteem and motivation and can take on more challenging tasks and perform better than before. As teachers are updated and gain new knowledge through professional development programmes, they feel professionally adequate to implement such theories in the classroom and their leadership spheres for learners' success.

A quantitative study by Sheppard et al. (2010) indicated that including teachers in leadership roles, decision making, a shared vision and support for their professional development increased their morale, enthusiasm and work output which reflected in school improvement. This study is consistent with that of Chang (2011), Walumbwa, Hartnell and Oke (2010) and Yilmaz and Altinkurt (2012) that indicated that in schools, in a specific organisational context, school principals' leadership behaviour influenced teachers' motivation and performance positively. School principals who

distribute leadership roles and responsibilities to teachers enhance teachers' motivation and participation in the school. This enhancement occurs because teachers recognise the value of their professional roles in educational reform, which increases their morale and efficacy. Their motivation is enhanced by distributive leadership because teachers feel mutual trust and are respected by both students and parents to be entrusted with leadership responsibilities. A mixed-methods study conducted by Rikkerink et al. (2016) reported strongly that leadership distribution furnished teachers' motivation. This motivation occurred because when teachers take up leadership roles and responsibilities and are trusted to make critical decisions to accomplish their initiatives, they tend to express a high level of ownership which influences their motivational levels. Teachers want to be recognised as fully capable of being leaders. Because they are professionals, teachers, like any other profession, want to be trusted with their creativity to improve their schools. Teachers are motivated if their initiatives are implemented and if they see successes because of their leadership roles and duties.

4.4.3.3 Motivation of teachers through effective communication and feedback in distributed leadership

Through the narrations of school principals and teachers, I found a continuous dialogue between teachers and school leaders on the daily distribution of leadership roles and pedagogical duties. School principals do their best to monitor teachers to determine how they are coping or thriving in their leadership roles and their instruction. In cases where teachers are facing challenges, school leaders intervene; hence a cycle of communication and feedback to measure progress is initiated. The narrations included:

I want to see the standard of math in each grade, and then in two months' time, am going to do the same test to see if there is progress. If there is no progress, then I follow up. Then I ask what is the reason. (School principal 1).

I never stop saying thank you even if it is a small thing they've done well. Saying thank you means a lot to them because a lot of them have never been in a situation when people say I just want to appreciate your hard work, thank you for your diligence. (School Principal 2)

He will follow up; he will come and find out if somebody is not executing his duty the way he would have wanted it done or the way a better leader would have wanted to see it done. Then he would come in steps in and help. If the teacher is performing a better role than him, he complements. He is not somebody who will say you want to take my job. He complements and give feedback, yah. (Teacher 3)

From the above narrations, school principals and teachers prove to be lateral in leading the school, providing effective communication and feedback on successes and areas of intervention for immediate support. Also, it appears that during communication, school principals applaud teachers who are doing well in their leadership roles and classroom instruction. In contrast, teachers facing challenges receive support and they, in turn, provide feedback on their progress. Communication and feedback seem to be essential in the distributive leadership paradigm.

Teachers and conditions affect the leadership process; therefore, a significant way for leaders to be effective is through communication and provision of feedback on teachers needs in addition to the current institutional situation (Hallinger, 2003; Kouzes & Posner, 2010). The authors added that distributive leadership is a mutual influence and interaction between leaders and members of the institution rather than a one-way relation and that distributive leadership is rather about dialogues than monologues. Adams and Kirst (1999), Botha (2006, 2015), Marishane and Botha (2011), Msila (2015) and Triegaardt (2013) also reported that school principals motivate teachers by a continuous dialogue through the sharing of common goals and facilitating commitment to these, adjusting the requisite resources to achieve the goals, and solving challenges. Thus, teachers and school principals have a free relationship where pedagogical and leadership challenges can be openly discussed and resolved. In this study, school principals and teachers are seen as colleagues arriving at one goal. Communication and feedback provide the platforms for arriving at that goal. School principals constantly monitor teachers positively, providing support and care through communication while teachers provide feedback on progress on interventions facilitated by school principals for school success. Through communication and feedback, school principals can perceive teachers' progress, and they are applauded, which motivates teachers to perform better for school development.

4.4.3.4 Motivation of teachers through creating a distributive school culture based on trust, teacher support and positive interpersonal relationships

The participants in this study indicated that trust is a crucial component of distributive leadership because when teachers are entrusted with leadership responsibilities, they are encouraged and motivated to perform to their maximum. School leaders who entrust their staff with challenging tasks are promoting the reality that teachers can perform those responsibilities effectively for school improvement. Support such as advice, the discussion and implementation of teachers' creativities and innovative ideas, the intervention of school principals when teachers face insurmountable challenges were also identified as motivators for distributive leadership. Participants narrated that:

When [pause] leadership is distributed, one thing [is] it can help one to grow, it helps one to know that he's trusted, which is quite important because one knows that: 'Oh, I can trust her'. So, it gives us the morale to move on. The energy to carry on with whatever you are given next time, yes. (Teacher 3)

[Sighs] Let me say, I am motivated by the atmosphere that is within this school. And you know when the principal assigns me certain tasks, I feel honored, and I feel I have to do my best. And I know it is a trust that he has given me and I have to do it so I feel very motivated by that opportunity that he has given me. (Teacher 5)

The above quotations suggest that teachers are motivated to lead and perform better if their superiors trust them. This finding implies that leadership roles and responsibilities can be distributed to other staff members if the school leaders trust the members to perform well for the school development. Hence, the teachers feel they are honoured and motivated because they are given leadership that challenges them to perform to their maximum best. Senior teachers working with other teachers in their departments also apply the principle of trust in distributing leadership roles and responsibilities, which effectively improves teacher performance and school growth. Trust is a factor that makes teachers feel a sense of value, self-confidence, self-esteem and enthusiasm among their peers. The distributive leadership theory applies to the division of labour among staff based on trust (Cansoy & Parlar2018; Chang, 2011). The theory also implies teachers perceive distributive leadership as a positive experience for their self-feelings, self-esteem, belief, voice of the

voiceless, trust, inclusive form of decision making and good governance. Therefore, distributive leadership enhances their motivational levels and sense of belonging to the school community. In this study, teachers testify that leadership roles and responsibilities are distributed among staff members by the school principal. Thus, school principals trust teachers' professionalism to lead and perform in their leadership roles. Teachers entrusted with leadership responsibilities are motivated to perform to the best of their capacity to achieve success and recognition, which inspires other colleagues and creates more leadership opportunities.

In this sub-theme, the participants highlighted the supportive structures that promote teacher motivation for distributed leadership. School principals who listen to and support teachers in leadership roles tend to promote teacher's motivation as the teachers do not feel lonely in their endeavours. Instead, they have supportive structures to assist them should they face unforeseen challenges in performing the delegated responsibilities. In addition, the school principals invite other professionals such as counsellors to help the teachers with children who are very disruptive in class, thereby offloading a heavy burden from teachers that could negatively affect their ability to perform their leadership roles. The participants commented that:

There is really a way they can [say] that, 'OK, I feel this is what I need from you, as there is the SMT, the school principal, can you do this for me or can you help me with this?' And they can say, in most cases they will say, let's do this, let's try something. (Teacher 7)

He does, because he does support us because we do go for workshops at times. There are some leadership courses that the school gave them so if you want you can go. It is voluntary, so as for support, he is very supportive. So, I think he's very supportive he is trying to pick out whoever is having initiatives. He encourages initiatives, he will give you the plate to do, he will give you more to do if you have initiatives, such things he's been promoting. (Teacher 9)

Similarly, Harris (2008) and Spillane (2009) opined that school principals could provide supportive structures to teachers in leadership roles through subject departments, cross-curricular groupings and action learning groups. School

principals, therefore, need to encourage teachers to work collaboratively in solving pedagogical problems. Teachers' engagement by school principals in capacity building seems to enhance teachers' positive feelings and motivation. My findings imply that school principals are not ideal after they have delegated or involved teachers in leadership roles and responsibilities. Rather, they are actively involved in helping and assisting teachers should they face challenges in executing their leadership tasks. School principals encourage teachers to participate in support sessions to be better equipped to face challenges in their leadership roles. The teachers feel supported and motivated to carry on with their activities and are confident to take on challenging tasks. Supportive structures, resources, and advice from school leaders promote teacher motivation, development, creativity, and innovation. This finding shows that delegation of tasks is also a means of developing the leadership skills of the teacher through various support structures.

Distributive leadership also promotes a culture of healthy interpersonal relationships among staff members. The participants from this study noted that there is unity, capacity building by creating a conducive, flexible and friendly school environment that promotes learning, a sense of belonging and team spirit. These values together enhance teacher motivation and performance in leadership roles. Below are some relevant comments:

And I also believe we need to take care of the teachers, and they do understand it that way and care for them and also want the best for them, as I do for the children as well. I want the best for every staff [member]. (School Principal 1).

Unity is important because if all is not pulling in the same direction, that will cause problems first of all and secondly unhappiness, and if people are not happy they cannot work well, and we want them to come to school, and I know you can't be happy everyday but at least enjoy what you are doing. At least feel part of a team, feel part of a group and as I mentioned again, one body, if the hand is not feeling well, the whole body suffers, and it's important for us and we call ourselves family we are family. (School Principal 2).

I can really say it's good, he's approachable and he's very understanding, especially on personal problems. It's not like you are scared to go to the office when you have a problem. It's not (Teacher 4).

*At this school, we have a good relationship and good rapport. It is just good.
(Teacher 5).*

From this study, distributive leadership also includes a sense of promoting close family-like relationships and a friendly school culture that promotes happiness and teacher motivation to freely perform the delegated task and responsibilities. Where there is a positive interpersonal relationship, there will be trust, collegiality, unity, team work, sound mind, freedom and flexibility to concentrate on one's duties and responsibilities.

Walumbwa, Hartnell and Oke (2010), Naicker & Mestry (2013), and Yilmaz & Altinkurt (2012) insisted that while distributive leadership enhances a healthy interpersonal relationship and teacher support among teachers, it births trust, motivation, and enthusiasm of teachers. Furthermore, the distributive leadership theory promotes coordination, collegiality and collaboration among teachers and the school principal in managing and leading the school (Naicker & Mestry, 2013). From the comments, it may be inferred that both schools strive for good interpersonal relationships among staff, a healthy interpersonal relationship, a sense of belonging, and team spirit that encourage teachers in their leadership roles. This study shows that school leaders are concerned with the well-being of teachers and want to promote unity. Teachers are motivated to perform well because they work as one body. Colleagues will assist each other; there will be a transfer of knowledge for school improvement. A healthy interpersonal relationship among professionals is imperative in the work environment. It motivates teachers to freely consult each other and pull their skills, knowledge, and experiences for growth and school development.

4.4.3.5 Motivation of teachers through a school shared vision and encouraging self-confidence and self-esteem in distributed tasks

The participants in this study frequently mentioned sharing the school mission and vision as a motivator for teachers. Teachers are reminded of their purpose, which renews their strength to achieve the school's mission goals by performing the responsibilities distributed to them by the school principal. School principals and other leaders appreciate these realities of sharing their leadership responsibilities with others, as they expressed in the following comments:

And like I said, by getting the teachers to buy into the vision, so that is what motivates them. People trust my motives because they know that [I] am honest, am honest. When [I] am saying things, when [I] am doing things, I do it because I believe in them. So they bought into the vision, and they can accept it. (School principal 1)

What type of character are you building here, what type of leadership? Everybody is a leader, although just one person is being chosen to be the school leader. If I can say it that way but in your own way, in a group some of them lead so there are different opportunities, but the most thing of the vision is, it is most important to have a vision [with] the same goal; because your vision, what is your focus point where are we going? What have we been doing? (School principal 2).

And with him, I think he's showing the vision of the school, so that also makes me motivated, because if you come across this horrible challenge, sometimes you will pray and you will go on. So as I say, he shares the vision of the school so that is the most important thing, and also what's the school's mission, [it] is to teach abundantly. To teach towards abundance, I think the motivation to lead and participate is still coming from the vision. (Teacher 1).

It appears that teachers are reminded of their purpose and are enthusiastic to achieve the school's mission goals when school principals constantly communicate visions. Studies have indicated that generating a shared vision and tactical plan for the school in collaboration with school management teams and school governing body that motivates staff and others in the community for improvement is how effective schools succeed (Licata & Harper, 2001). School leaders motivate educational community members by providing meaning, significance, and challenge to their duties through communicating institutional vision, acting in ways to encourage enthusiasm and giving inspirational talks (Awamleh & Gardiner, 1999; Barnett & McCormick, 2012). According to Licata and Harper (2001), teachers are more likely to be sincerely involved with the operation of a school's vision when the school's vision is continually communicated. This communication helps them to perceive their school principal and associates as setting into place new arrangements and using them positively to bring about the anticipated vision and future. Research by (Awamleh & Gardiner, 1999; Barnett & McCormick, 2012; Licata & Harper, 2001) confirmed my findings that teachers are motivated to lead and

perform effectively when there is frequent discussion of the school's vision and mission.

In addition to this subtheme, distributive leadership enhances self-assurance and self-worth in that teachers are not intimidated to take up leadership roles and challenging tasks for the smooth running of the school. The teachers indicated in the study that when their initiatives are being taken up and implemented by management, it boosts their self-confidence and self-worth. They feel that their voices are heard and considered; hence they feel part of the school community and leadership. Teachers feel confident about their work when their management do not dictate to them. When the school leadership believes and trusts teachers to perform, they are empowered to do better through their creativity. The teachers testified that:

Uh-hum. I can say it is good for the smooth flow of the organization because remember, in an organization, we have structures that are there. Tomorrow the HOD will not be there; if he doesn't distribute these skills to other teachers, who will be the HOD next year if you are not there, you see? So it's very important that we have distribution of these skills and functions so as to develop one another. (Teacher 5)

So then my motivation in it all is, number one, to take pride in my work ... during the management meetings I requested to do the playground over, so he assured me that as soon as funds are available we can make our playground better [giggles] because I'm very eager to give the children a nice play area. The jungle gyms are old; I've got the freedom to ask him like this. Today we had a cupcake sale for a fundraising, so that we can buy things for our classroom ... not only with the school work but also in a more personal capacity caring about the person, about your family, about your children (Teacher 8).

He believes in you, that you are doing the right thing, so yah, he hardly comes and say 'why are you doing it like this?' No! he just trusts; he believes in you. He gives you ownership of your classroom, and he would tell you it's your class; even if he has suggestions, it's a suggestion, but the class belongs to you as long as you are helping a child. The class belongs to you. There are no prescriptions, only proposals that you can improve without anyone questioning it as long as it helps a child. (Teacher 9).

The above quotations show that teachers are motivated when school leaders encourage self-confidence, self-esteem and a positive self-image by raising leaders to lead confidently. Furthermore, distributive leadership promotes self-confidence and esteem when teachers' creativity and initiatives are discussed and implemented for the betterment of the school. School leaders caring for the well-being of their teachers and seeing them as family and not just as workers also encourage self-confidence, self-esteem and a sense of belonging. School leaders trusting teachers to take ownership of whatever leadership role has been entrusted to their care also boost self-confidence and motivation.

Research conducted by Harris (2008), Heystek (2016) and Muijs and Harris (2006) showed that activities associated with teacher leadership, for instance, teacher partnership, collaboration and professional networking, seemed to have a positive influence on teachers' morale, self-esteem, self-confidence and self-efficacy. Furthermore, Fryar (2010) asserted that school principals play a significant role in molding teachers' belief, self-esteem, confidence and self-worth for school improvement. This is because when teachers are entrusted with leadership roles, and can partner and collaborate with other teachers, they tend to express a high level of ownership which influences their motivational levels. Teachers can discover their hidden talents for themselves through owning leadership roles and through creativity for school development.

4.5 SUMMARY OF THE CHAPTER

This chapter presented the research findings in themes that correspond with the research questions. The three themes were: Conceptualisation of distributive leadership, what principals do as distributive leaders, and school principals' use of distributive leadership in teacher motivation. The above themes were discussed using the distributed leadership theory. The findings are also compared with the literature on distributive leadership and teacher motivation. The next chapter summarises the research findings, conclusions, recommendations and implications for further research.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

The previous chapter presented the research findings, including verbatim quotations from the participants to support the findings. The findings from this study were also compared with relevant literature and the distributive leadership theory. The themes that were discussed in the findings were based on the following research questions; “What are the perceptions of school principals and teachers of distributive leadership?” “What do school principals do as distributive leaders?” And “How do the school principals’ use distributive leadership to influence teacher motivation?”

This chapter presents a summary of the research findings, concludes the study, makes recommendations and proposes the implications for further research possible based on the study's findings.

5.2 SUMMARY OF FINDINGS

The principal purpose of this research study was to establish how school principals and teachers understand the concept of “distributive leadership”, investigate what school principals do as distributive leaders to motivate teachers, and explore school principal’s use of distributive leadership in teacher motivation in teacher motivation secondary schools. I present a summary of the research findings in the following section.

5.2.1 Conceptualization of distributive leadership

The participating school principals and teachers in this study explained their understanding of distributive leadership. The discussion included the perception of school principals and teachers of distributive leadership. School principals and teachers understand distributive leadership as a leadership style whereby there is a re-distribution of power among all school community members. In this leadership style, school principals and teachers are perceived as colleagues; hence leadership roles and responsibilities, power and authority are shared for school effectiveness. It means that distributive leadership is understood by participants as involving more people in leadership roles. School principals and teachers perceive distributive

leadership as a community of professionals who work together as a team and make inclusive and democratic decisions for the benefit of their schools.

In addition, distributive leadership is also conceptualised by some participants in this study as developing teacher leadership through teacher participation, innovation and creativity. School principals and teachers perceive a distributive leadership practice as a collaborative culture with professional development creativities and characteristics that could help school organisations. Such a professional development initiative is achieved by creating a progressive school-wide climate and culture built upon shared beliefs and standards that institute a level of excellence in teacher participation. In the distributive leadership model, participants believe that teachers have the capacity to initiate strategies to be implemented, work as a team and motivate team members.

Distributive leadership is further understood by the participants in this study as a leadership style that encourages teacher ownership and teacher motivation. School principals and teachers believe that teachers are responsible for doing their own research in conjunction with what is to be taught in class. Self-study is at the core when teachers believe in themselves, set their own targets, are determined to achieve their targets by taking ownership of whatever has been entrusted to their care. The school principals in this study believe that creating chances and supportive structures for teachers to explore and learn in their areas of competence, capacity and leadership abilities enhance teacher ownership and motivation. There is continuous professional and personal growth as teachers are motivated, recognized, respected and valued by their peers.

Lastly, under the theme conceptualization of distributive leadership, the participants in this study also believed that distributive leadership creates a culture of shared vision and willingness to lead. Distributive leadership is viewed as a leadership style that encourages frequent communication or a continuous dialogue of the school's vision and collective decision making. School principals and teachers have frequent staff meetings where opinions, views and suggestions are discussed collectively. In the distributive leadership model, authoritative forms of decision making are discouraged; instead, members of the institution as a team discuss matters and

arrive at a decision for the benefit of the school. The participants testified that their schools are doing well because decisions are made collectively; members of the school body understand why such decisions are made because they made them. Hence they are motivated, committed and dedicated to realising such decisions.

In general, all participants from the different schools define or understand distributive leadership as the distribution of leadership responsibilities to teachers. In addition, it involves developing teacher leadership through teacher participation, innovation and creativity, a leadership style that enables a supportive structure and interdependency, leadership that encourages teacher ownership and teacher motivation and creates a culture of shared vision and willingness to lead.

5.2.2 What principals do as distributive leaders

In this study, the researcher explored what school principals do as distributive leaders. The findings from the study indicate that school principals, in most cases, distribute leadership roles and responsibilities to teachers. The teachers confirmed sharing leadership positions and their active participation and engagement in leadership roles and decision-making regarding school development. From the discussions regarding the findings of this theme, it can be deduced that school principals are the initiators of distributive leadership as they decide whom to involve in the execution of leadership roles and responsibilities and the roles teachers will play as leaders. The school principals create a conducive environment, climate and culture for distributive leadership to thrive. They also provide support structures to build self-confidence, self-esteem, trust and motivation for teachers to lead effectively. However, there are challenges that deter the full implementation of distributive leadership practice in some schools.

During the discussion, significant findings emerged confirming that school principals initiate, sustain and promote distributive leadership in their schools. It was evident that some school principals are at the focal point in the distribution of leadership roles and responsibilities to teachers. From this study, it seems that school principals involve teachers in leading and managing the school. The teachers talked of their involvement in both formal and informal leadership roles for school development. However, some school principals believe in not fully discharging so

many leadership responsibilities to teachers as this may slow down academic activities. In addition, infrastructure and human resources deter the full implementation of distributive leadership practice in some schools. Hence, some school principals may instead practice situational distributive leadership by making certain decisions on their own instead of involving teachers in the leadership roles.

The school principals used a distributive leadership approach in which teachers were allowed to volunteer for delegated roles and responsibilities. The school principals thought that teachers responded better to self-initiated leadership responsibilities rather than if the task is imposed on them. School principals trust that teachers, based on their experience, expertise, skills and knowledge should be able to take challenging tasks themselves in support of school development.

The teachers also indicated the cooperation, coordination and collaboration that exist among them as professionals as they perform the distributed leadership roles and responsibilities. The team spirit and unity enable them to learn from each other, supporting each other with instruction and other academic activities. The teachers affirm the atmosphere of interdependency, inclusivity and collective solidarity and respect that helps teachers to thrive and enjoy their leadership roles fully. The above study also designates that the professional development of teachers is imperative to their effective emancipation of leadership roles. The teachers confirm that the support they receive from school principals in terms of professional development is vital as it expands their leadership performance to school improvement.

The findings of the study specify a positive relationship that exists among school principals and teachers. Trust, an open-door policy, effective communication and a shared vision promote a healthy relationship in schools which establishes a friendly environment where people can relate well with each other. These characteristics are confirmed by both school principals and teachers in their respective schools. School principals are the heads of schools, and they are at the centre stage when it comes to distributive leadership. They are responsible for ensuring the effective display of distributive leadership as Grant (2006), Grant et al. (2010), Harris and Lambert (2003), Harris (2012); Naicker and Mestry (2013) all attested in (Chapter 2). School principals should create a culture and a conducive atmosphere that will

postulate the distribution of leadership in their respective schools. However, during the empirical study, the researcher determined that both schools had their school principals initiating and encouraging a culture of teacher inclusivity, participation, collaboration, coordination, collegiality, team spirit, trust, professional development, teacher creativity, and ownership for school effectiveness.

5.2.3 The use of distributive leadership by the school principal influences teacher motivation

In this finding, many sub-themes emerged, which included the motivation of teachers through participation, involvement in decision-making and collaboration. Under this sub-theme, I found that school principals in a distributive leadership practice mostly welcome their staff's ideas, opinions, and suggestions. During staff meetings, these ideas are deliberated on, and in most cases, it appears that voting may take place to arrive at a collective and agreed decision. The teachers feel a sense of involvement in the decision-making process, unlike decisions imposed by the authority. Therefore, teachers are motivated to implement these decisions as they made them for school improvement. In addition, senior staff members providing class visitation, peer-mentoring, peer-coaching, a continuous dialogue of curriculum changes, pedagogical skills, classroom management, mentoring, and constructive feedback to novice teachers tend to encourage teacher motivation. The teachers feel guided and directed, have a sense of job security and are part of the team, which boosts the teacher motivation to perform for learner success. Again, senior staff utilising novice teachers' strengths and skills is a form of motivation; hence there is continuous training and raising of leaders in the schools.

Furthermore, healthy professional competition among teachers is a motivator for teachers to perform. The teachers feel they have to take responsibility and ownership with whatever they have been entrusted. They want to be appreciated and recognised by staff and the school leaders; hence teachers are challenged to perform at their maximum best.

In this study, I found that if professional development programs are part of the distributive leadership agenda, they sharpen the teachers' knowledge, refresh their skills and motivate them to perform better. During professional development programs, colleagues interact, knowledge and experience are shared, and teachers

learn from each other. Although a teacher reported a lack of her school organizing professional development programs, most teachers in the same school reported their school principal's effective organization of professional development programs. Therefore, it is likely that teachers are continually equipped, experience growth in their functions, have self-confidence and self-efficacy to face their daily leadership roles and teaching and learning tasks. The distribution of leadership roles and responsibilities delegated by the principal seems to enhance teacher motivation in that teachers feel motivated when executing leadership tasks and responsibilities. They feel appreciated, respected by colleagues and the entire school community when their visions and initiatives as leaders and not just followers are accomplished.

School principals and teachers also emerged as co-leaders in this study who effectively communicate and provide feedback to the school principals as they are the “leaders of leaders” on teacher’s progress. Thus, as the teacher’s report challenges, school leaders intervene, provide strategies that teachers could adopt, and thereby provide feedback, either in formal or informal roles. In addition, exemplary teachers are praised by their school leaders during communication and feedback. These practices of distributive leadership promote teacher motivation.

Furthermore, teachers are motivated to lead, coordinate and collaborate with their team members to perform the delegated tasks when they feel trusted by school leaders. The teachers in this study felt that they are honoured and motivated as they were part of the school’s leadership, making them perform to their maximum best. Some of the teachers seemed to gain self-confidence and positive self-esteem by being recognised and given leadership responsibilities.

This sub-theme also shows that distributive leadership with supportive structures promote teacher motivation. I found that support is a critical factor influencing the teacher motivation and success in achieving their leadership goals. School principals who provide support, constant communication, resources, advice, an open door policy as well as follow up checks not only promote confidence among their staff members to keep going even if they are faced with an unforeseen challenge. They also encouraged staff to perform the delegated tasks. It means that school principals do not just delegate tasks and responsibilities but also serve as a

supportive mechanism for teachers in their leadership roles. A healthy interpersonal relationship, a sense of belonging and team spirit encourages teachers in leadership role. These qualities were identified as interdependent among staff members, whereby they worked collaboratively as a unit body. A serene atmosphere of friendliness and flexibility that promotes teacher motivation was evident as teachers in this study could share ideas and their challenges.

This study also found that distributive leadership had the potential of a shared vision and mission, promoting teacher motivation. The participants in this study perceived the school's vision and mission as a guide in performing the task and responsibilities delegated to them. They appeared to strive to accomplish the shared vision by promoting team spirit as teachers and school principals worked collaboratively. The school leaders, trusting teachers to take ownership of whatever leadership role had been entrusted to their care, also boosted their self-confidence and motivation. In Chapter 2, Fryar (2010), Harris (2008), Heystek (2016), and Muijs and Harris (2006), revealed that involving teachers in leadership seemed to have a positive influence on teachers' motivation and enthusiasm. These findings appeared to emerge from my study as the participants attested to similar feelings and believes.

5.3 CONCLUSIONS

In this chapter, the research outcomes were analysed, interpreted and synthesised. This process aimed to establish how school principals and teachers understood the concept of "distributive leadership", investigated what school principals do as distributive leaders to motivate teachers and explored the school principals' use of distributive leadership in teacher motivation in secondary schools. This study found that school principals and teachers understand the concept of distributive leadership, a lateral form of leadership whereby there is an effective redistribution of power, inclusive decision making, distribution of leadership roles and responsibilities to teachers. Distributive leadership was also conceptualised by school principals and teachers as teacher collaboration and coordination, a culture of professional development, teacher creativity, ownership and innovation for school development. This study found that school principals who apply distributive leadership in their schools had certain practices that enhanced their effectiveness—for example, the distribution of leadership roles and responsibilities to teachers.

Thus, teachers are practically involved in leading and managing the school. However, there may be certain cases where school principals will use situational distributive leadership. The study found that certain factors that may result in school principals using situational distributive leadership are for accountability purposes by school principals, a lack of human resources, a lack of infrastructure, the urgency of a decision, a lack of trust regarding competency and the commitment of teachers.

The study has emphasised that distributing leadership roles and responsibilities among teachers is the way to ensure teacher motivation for school effectiveness. The distributive leadership theory was used as the framework that guided the study to achieve its goals and answer the research questions. The distributive leadership theory claims teacher inclusivity, participation, collaboration, coordination and professional development to enrich teacher motivation. The school principal distributes leadership roles and responsibilities to teachers, ensuring that their talents, abilities and expertise are fully utilised for the effective and smooth running of the school. The involvement of teachers in leading and managing the schools, making of collective decisions births a sense of belonging and motivation for teachers. The findings of this study have added to the body of knowledge adjoining the distributive leadership theory and its practice to enhance teacher motivation and school effectiveness. The challenge that lies ahead is for leaders to acquire the requisite skills, resources and infrastructure for the effective implementation of distributive leadership in schools. To this end, areas for future research have been recommended to aid the advancement of our thoughtfulness and knowledge of distributive leadership.

5.4 RECOMMENDATIONS FROM THE FINDINGS

In this section, the researcher makes recommendations from the findings of this study and for future research on this topic.

5.4.1 Recommendations made from school principals' understanding of the concept of distributive leadership

This study found that school principals and teachers fully understood distributive leadership. The participants shared their views with examples of distributive leadership with practical examples taking place in their schools to some level.

Therefore, the school principals are encouraged to involve all teachers both in formal and informal positions to continue playing leadership roles in their respective capabilities. The school principals need to continue encouraging the school management team and other teachers to make decisions for a collaborative workforce that will enhance school development. The school principals could also develop a plan that can help them involve more teachers in innovation, creativity and teacher ownership. As school principals practice distributive leadership in this study, they are encouraged to promote a culture of shared vision and educate and encourage teachers to willingly lead, based on their expertise and skills. This study found that it is to a principal's benefit to involve other role-players in decision-making. A distributive leadership attitude will guarantee that staff will accept a specific vision and admit ownership thereof. School principals should hence apply the principles of distributive leadership successfully by encompassing all teachers in formal and informal leadership roles.

5.4.2 Recommendations made from how principals describe their distributive leadership role

The findings of this study show that the school principal at school A sometimes practised situational distributive leadership due to accountability purposes, lack of infrastructure and human resources. It is recommended that schools should be encouraged to improve infrastructure and human resources, and teachers should work with commitment and dedication to win trust from their school principals. The teachers must be accountable for the leadership roles entrusted in their care. The school principals and teachers should set goals in that teachers are encouraged to work and be held accountable for whatever is entrusted to their care.

The Department of Education in Gauteng should develop a standard document for school principals to nurture and develop leaders' leadership understanding, expertise and potentials in enhancing cooperation, collaboration and coordination among their staff. Such documents should indicate the effectiveness of distributive leadership promoting team spirit, professional support and interdependency among leadership as a guideline. Thus, the standard document should equip school leaders with the required leadership skills and strategies to fulfil the leadership roles and responsibilities regularly as experts and effective leaders.

In addition, it is recommended that school principals should provide continuous professional development programmes for teachers to enable them to lead effectively in their leadership roles. A teacher attested to a lack of a professional development programme in their school. School principals should support their staff by encouraging them to engage in developmental programmes individually or as a team. Professional development programmes will build on existing knowledge and refresh teachers' teaching skills and leadership roles. Therefore, it is imperative to recommend such programmes regularly for teachers at the local and district levels. The Department of Education should encourage cluster meetings where teachers from different schools meet to discuss and learn from each other. School principals need to work collaboratively with departmental heads and school management teams to ensure that each department organises such developmental programs for their team members.

5.4.3 Recommendations made from how the use of distributive leadership by the school principal influences teacher motivation

One of the aims of this study was to investigate what school principals do as distributive leaders to motivate teachers. My recommendations are based on the findings of this study. All stakeholders, including the Department of Education, school principals and teachers, should make a joint effort to promote distributive leadership in their schools as the distributive leadership style enhances teacher motivation. School principals should promote collective decision making and democracy, class visitation, peer-coaching, mentoring, effective communication and feedback, a shared vision, an interpersonal relationship, professional development programmes and a continuous dialogue on curriculum changes and implementation. These practices enhance teacher motivation and school development. The Department of Education should hold workshops, conferences, in-service and seminars for school leaders, educating them on the use of distributive leadership in their schools as it promotes teacher motivation. The department should encourage school leaders to promote staff development at all levels because professional development programmes birth teacher motivation and high performance of school leaders and teachers, which contribute to academic excellence.

5.5 IMPLICATIONS FOR FURTHER RESEARCH

The present research began as an endeavour to explore school principals' use of distributive leadership in teacher motivation in secondary schools, investigating how school principals and teachers understand the concept of “distributive leadership” and examining what school principals do as distributive leaders to motivate teachers. The stories of both school principals and teachers were analysed. Further research that would broaden the scope of the present study would therefore be significant. The following recommendations are made for future research:

Firstly, a mixed-methods approach, investigating school principals and the effect of distributive leadership in teacher motivation. Data collection could be through participant observations, questionnaires and in-depth interviews. Secondly, a mixed-methods study could be conducted to examine the power play between school principals and teachers in the distributive leadership model. Lastly and possibly, a quantitative study could be conducted to investigate how the various departments and the school management team go about distributing leadership roles and responsibilities to their team members.

5.6 A FINAL WORD

The study aimed to explore school principals' use of distributive leadership in teacher motivation in secondary schools, to establish how school principals and teachers understand the concept of “distributive leadership”, and to investigate what school principals do as distributive leaders to motivate teachers. The distributive leadership theory was used as the theoretical framework of the study. The theory suggested that teacher participation, inclusivity, teacher collaboration, coordination and professional development are essential components for teacher motivation for school development. This information is imperative to allow educational managers and all stakeholders to provide schools with suggestions for distributive leadership practices to increase positive teacher feelings and motivation for school development.

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7. ANNEXURES



Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

7.1 ANNEXURE A: PERMISSION AND CONSENT LETTERS TO CONDUCT RESEARCH

Department of Education Management Law and Policy

Faculty of Education, University of Pretoria

0002 Pretoria

Dear Principal,

SCHOOL PRINCIPALS' USE OF DISTRIBUTIVE LEADERSHIP IN TEACHER MOTIVATION

My name is Mrs. Cindy Agyare-Opoku. I am a MEd student at University of Pretoria. I am conducting research on school principals use of distributive leadership in teacher motivation. My project is supervised by Dr Teresa Ogina, senior lecturer at the University of Pretoria. The Department of Education (Tshwane South District) has approved my research and a copy of the approval letter is attached to this document. I request that you give me permission to invite you and your teachers to participate in this study.

The study has been approved by the Ethics Committee of the Faculty of Education of the University of Pretoria and has been given the reference number_____ (to be filled in before being sent to school principal).

The purpose of this study is to explore school principals use of distributive leadership in teacher motivation in secondary schools.

Although much research has been conducted on the phenomenon, there is a gap in research on the distributive leadership in South African schools and little is known about the motivational experiences of teachers on the practice of distributive leadership by school principals in Soshanguve North District in Gauteng Province.

The data will be collected through tape-recorded telephonic interviews. The interview will take 30-45 minutes. Only school principals and teachers who have given their consent will participate in this study.

Data collected from this study will be handled in strict confidentiality, and neither the school nor the participant will be identifiable in any report. School principals and teachers who are participating may withdraw anytime during the research process without any penalty.

After I have received approval to approach teachers in your school to participate in this study, I will:

- Obtain informed consent from school principals.
- Obtain informed consent from teachers
- Arrange with participants to conduct telephonic interviews with them.

It is hoped that this research will provide insight on distributive leadership and show ways in which school principals may effectively implement distributive leadership style in their respective schools for teacher motivation and school improvement. Teachers could also be empowered to taking leadership responsibilities and roles. The findings might be useful in filling the gaps that exist between school principal's distributive leadership style and teacher motivation. The intended study has the ability to inspire school principals and teachers to work collaboratively as a team in schools to enhance teacher's morale and enthusiasm for effective work output.

"We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies."

If you have any questions regarding this study, please contact me or my supervisor (Cell number 0606707016 email cindyagyareopoku@gmail.com; Dr Teresa Ogina, cell number 0823749618 email teresa.ogina@up.co.za).

Thank you for taking time to read this information.

Mrs Cindy Agyare-Opoku and Dr Teresa Ogina
Researcher /Supervisor
Department of Education Management Law and Policy
Faculty of Education, University of Pretoria
0001 Pretoria

**SCHOOL PRINCIPALS USE OF DISTRIBUTIVE LEADERSHIP IN TEACHER
MOTIVATION**

I give consent for Mrs Cindy Agyare-Opoku to do research in _____
(name of school) and approach teachers and myself as a school principal to participate
in this study. I have read and understand the purpose of this study. I understand that:

- Participation by the school principal and the teachers in the school is voluntary and participants may withdraw anytime during the research process.
- Only teachers who have consented to participate in the research will contribute.
- Data collected will be handled with confidentiality.
- The school name and participants' names will not be identifiable in any report.

For more information and clarity on the project I may contact name of student
researcher on cell number or email her at cindyagyareopoku@gmail.com or Dr Ogina,
her supervisor, on cell number or E-mail her at Teresa.ogina@up.ac.za

Principal:

Date: 4 FEBRUARY 2021

Signature:

SCHOOL PRINCIPALS USE OF DISTRIBUTIVE LEADERSHIP IN TEACHER MOTIVATION

I agree that I have been informed about the nature of the research and that my rights have been explained to me. I have discussed the project with the researcher, Cindy Agyare-Opoku, who is conducting the project for her MEd degree, supervised by Dr Teresa Ogina in the Department of Education Management Law and Policy at the University of Pretoria. I understand that if I consent to participate in this project I will be:
Interviewed

I understand that if I participate in this study my contribution will be kept confidential and I will not be identifiable in any research report. I also understand that there are minimal risks associated with this study. I understand that I will remain anonymous, my participation is voluntary and I have the right to withdraw anytime during the research process. My withdrawal will not affect me in anyway.

For more information and questions I may contact:

The researcher Mrs Cindy Agyare-Opoku at cell 0606707016 or email her at cindyagyareopoku@gmail.com

The supervisor Dr Teresa Ogina at Teresa.ogina@up.ac.za

I understand that by signing the consent letter I am agreeing to participate in this study.

I understand that my contribution will be used primarily for a MEd dissertation.

Name:

Date: 3 MARCH 2021

Signature:



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

Department of Education Management Law and Policy

Faculty of Education, University of Pretoria

0002 Pretoria

Dear teacher,

SCHOOL PRINCIPALS' USE OF DISTRIBUTIVE LEADERSHIP IN TEACHER MOTIVATION

My name is Mrs. Cindy Agyare-Opoku. I am a MEd student at the University of Pretoria. I am conducting research based on school principals use of distributive leadership in teacher motivation. My project is supervised by Dr Teresa Ogina, senior lecturer at the University of Pretoria. The Department of Education (Tshwane South District) has approved my research and a copy of the approval letter is attached to this document. I am inviting you to participate in this study, before you agree or not agree to participate in this study please read the information of this research below.

The purpose of this study is to explore school principals use of distributive leadership in teacher motivation in secondary schools. Although much research has been conducted on the phenomenon, there is a gap in research on the distributive leadership in South African schools and little is known about the motivational experiences of teachers on the practice of distributive leadership by school principals in Soshanguve North District in Gauteng Province.

It is hoped that this research will provide insight on distributive leadership and show ways in which principals may effectively implement distributive leadership style in their respective schools for teacher motivation and school improvement. Teachers could also be empowered to taking leadership responsibilities and roles. The findings might be useful in filling the gaps that exist between school principal's distributive leadership style and teacher motivation. The intended study has the ability to inspire

school principals and teachers to work collaboratively as a team in schools to enhance teacher's morale and enthusiasm for effective work output.

If you agree to partake in this study, I will collect data through tape-recorded interviews telephonic interviews. I will interview you and it will take 30-45 minutes. Data collected from this study will be handled in strict confidentiality, and neither the school nor you will be identifiable in any report. However, taking part in this research means that the school principal and your colleagues will know that you are part of the research. But even that being the case, you will not be identifiable. If you decide to participate in this study you have the right to withdraw anytime during the research process without any penalty.

“We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.”

If you have any questions regarding this study, please contact me or my supervisor (Cell number 0606707016 [email cindyagyareopoku@gmail.com](mailto:cindyagyareopoku@gmail.com) Dr Teresa Ogina; 0823749618 [email teresa.ogina@up.ac.za](mailto:teresa.ogina@up.ac.za)).

Thank you for taking time to read this information.

Mrs Cindy Agyare-Opoku

Department of Education Management Law and Policy

Faculty of Education, University of Pretoria

0002 Pretoria

7.2 ANNEXURE B: ETHICS CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: EDU161/20
DEGREE AND PROJECT	MEd School principals use of distributive leadership in teacher motivation
INVESTIGATOR	Ms Cindy Agyare-Opoku
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	26 November 2020
DATE OF CLEARANCE CERTIFICATE	23 July 2021
CHAIRPERSON OF ETHICS COMMITTEE:	Prof Funke Omidire 
CC	Ms Thandi Mngomezulu Dr T.A. Ogina

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

7.3 ANNEXURE C: INTERVIEW QUESTIONS

1. Briefly tell me about yourself, how long have you been a principal? Etc
2. In your opinion, what is distributive leadership? What does the concept “distributive leadership” mean?
3. Whom do you involve in your distributive leadership and why?
4. What are the tasks and responsibilities you distribute to your members and staff?
5. How does the participation of your staff in leadership influence their motivation? In your opinion, what can you tell me about your distributive leadership and motivation of your teachers? Please give me some examples.
6. Briefly tell me about yourself, how long you have been a teacher and how long do you teach?
7. In your opinion do you think that your school principal practices distributive leadership? Please explain and give some examples.
8. Please tell me about the leadership roles that you are involved in if any?
9. Please tell me about distributive leadership and your motivation as a teacher?

7.4 ANNEXURE D: TRANSCRIPTS

PRINCIPAL 2

Researcher: Thank you very much Sir,

Principal: 100%

Researcher: I know you are a very busy man (researcher and principal laugh). The first day the reception was really great and I was really motivated you know, you know so I want to thank you for your time, and as I discussed with you earlier on the title of my study is distributive leadership of the school principal in teacher motivation.

Principal: Ok

Researcher: Briefly tell me about yourself and long have you been a principal?

Principal: Ok am 50 years old, I have been a principal here at five years now, I've been involved since 24 years in teaching and training. I was also here in 2000 then I went to another school when I also taught in primary then four years ago I started at the high school again and I applied for the principal job and that's how I got up here.

Researcher: Wow thank you very much so if I understood you properly, you have been a principal for five years.

Principal: Yes, for five years.

Researcher: that's great, thank you very much for that information. In your opinion what is distributive leadership? what does the concept distributive leadership mean?

Principal: What I see is the support system, in other words what I see is that although I am the principal I still rely on my HODS and my HODS must rely on the teachers that will be leaders in their own capacity. We always also say that a leader if he looks behind him and there are no followers then he is only going for a stroll in the park. But in our own capacity each and every one of us has got a function to perform as the Bible actually said it nicely that we are all part of one body, so the hand and the feet and the arms need to work together to make the body move. That's exactly how we see it here. Although I'm the principal I still also take others opinions into consideration, it's also very important, because if it's one thing to detect but if a person is interested in he will do it much better than he's been forced to lead. He follows in a way his own vision and his own desire he will, I think he will do better

than been forced to do certain things. So we've got the freedom to do certain things here in the boundaries of what the end goal is. And then also I always say in the class we use the saying as you can see there is an eagle on my wall that an eagle needs to train the little ones to also become an eagle and if you are a chicken, they will also become chicken so you've got a specific duty and also what is the teacher going to pass on to another teacher a lot of eagles or a lot of chickens so we've all got a specific responsibility. And we also say take ownership, take ownership of your class, make it your own then you will work harder because it's for yourself.

Researcher: Thank you very much for that information. I heard of the HOD's, I heard of the teachers, so it means that basically if I am understanding all that you've said it isn't that you are doing everything. There are others also involved.

Principal: Yes, there are others also involved. We give them the opportunity to come up with ideas, and then we assess. Not all ideas are the best ideas, sometimes it's a good idea, but sometimes it's not within the framework that we are working with, but what we do have is we've got a feeling of exploring that is what our curriculum is all about, but the main thing is to take real ownership of your class, you know if you do you want to be in that class if you were the teacher. In other words, if I sit there listening to myself or are you bored when I get to class and do you treat the children as your own because if it was your own you will put in extra effort.

Researcher: Thank you very much for that, I heard of real ownership. I think I'm hearing it for the second time, can you give me a typical example where you gave your team members the opportunity to take real ownership?

Principal: we've got two legs the one is the switch on curriculum where the content of the work is, and then we've got project based learning where you can work on certain projects ok, if I can quickly make an example, in your class there is not one who is the same first of all not all the learners have got the same strengths and weaknesses, so let's say for instance, today you've got ducks and cats in your class because they are not the same just an example, if we take swimming today let's say we are going to swim, the ducks will pass and the cats will fail but if we say tomorrow we are going to do tree climbing then again the ducks will fail and the cats will pass, but in our society if you can't climb a tree we say you fail and in our class we say that is not your strong point. Your strong point is swimming and not ... some children can remember better and others can work with their hands better, so when

I say take ownership of your class whenever the teacher is setting is preparing projects she takes ownership by doing research, putting up things in the class, that is motivating the children to and also give examples, do research, let them have freedom, let them go out of the class everything does not have to be inside the class. And many also give them the opportunity to do their own projects with the necessary assessment that needs to go with it. In other words, take real ownership means if the child comes to you and they want to explain you must give them the undivided attention, so that when they speak to you they know that you are interested, and then also we want to move away from throwing projects into the dustbin after completion because that's what most of the time happens. They say let's build a bridge and then they try and it doesn't work and they get the mark out of 100 and then they say we've finish they throw it away. And we want them to keep some of the projects we want then to take it out we want to get the parents involved not making it but to show them that we are busy with, but if the teacher takes ownership of the class at the end of the day the children will be more motivated because the teacher is interested. And a person can go a long way by motivation from when we were born the first thing that we say is look mummy, look daddy no hands, you know when you want to walk you look who is looking because you need that motivation that people care, we all have that that's why we do certain things is because what will other people say? So when I say ownership that means you can put staff in your class, do you want to put up what you feel comfortable but you walk in the class there is nothing on the wall, you just do what you suppose to do when the bell goes you go home when the bell rings you are back, and you just here because it's just another job, teaching is a calling it's not a job unfortunately it is and there are people doing it for just a job but you can see that in their work as well and those who has got a calling they've got different ideas that they always come up with, with new innovations, innovative planning and in short I also see people...

TEACHER 3

Researcher: Thank you very much for your time, I know you are a very busy woman, yah but you've been able to give me some of your time. I must say I really appreciate; you are really helping me to be able to carry on with my studies. I really appreciate that and I want to assure you that whatever information you give today is going to anonymous, it's only going to be used for my research report. So please its confidential.

Teacher: Ok. So it means I can talk (laughs)

Researcher: Yes, (laughs) please share everything. (researcher and teacher laugh)

Teacher: I will try my best

Researcher: ok. Please tell me about yourself, how long have you been a teacher and what do you teach?

Teacher: First am Kenyan, by profession trained in Kenya did everything my studies in Kenya and I've been teaching since ever. I can say that I'm a born teacher, I believe that, my dad was a principal my mum was a teacher so it just run through my blood but the time I really got into teaching was immediately when I finished my high school, I started teaching before I went to college, immediately when I finished my matric for example form four I started teaching but then I trained at a teacher's college and then here I am. In south Africa, I started teaching in 2016, back home I taught in different school but I'm currently teaching English Grade 9 and 10, yes

Researcher: Ok, so how many years of professional teaching experience?

Teacher: My experience I can count it here from 2016 to current date but I taught two years back in Kenya

Researcher: So its +- 6 years.

Teacher: Yes, exactly

Researcher: Ok, thank you very much. That's a lot of experience meaning you have a lot to share. (researcher laughs)

Teacher: Yah because we've seen different environment, different teachers and learners, different ways of doing things the administration, it's quite impressive.

Researcher: Yah... thank you. In your experience what is your opinion on the leadership in your school principal?

Teacher: You mean the principal of the school and how he executes his duties as a leader.

Researcher: Yah...

Teacher: He is somebody that would want to do as much as he can, but in most cases he delegates because definitely you cannot survive alone as a man in the desert, you need others for you to perfect your skills, so he most of the time delegates and he does that it gives him time to concentrate more on the administrative work and other more important duties he has as a principal and the fact that he's still teaching Physics so it gives him time to do stuff like that. And after delegating he's somebody who will follow up and get the feedback and use it for the

betterment of whatever leading role he gave you. He will not just give you leadership and sit back and forget about. He will follow up, he will come and find out if somebody is not executing his duty the way he would have wanted it done or the way a better leader would have wanted to see it done then he would come in steps in and help. If the teacher is performing a better role than him, he complements he is not somebody who will say you want to take my job. He complements and give feedback, yah

Researcher: Ok. Thank you for that. so from what you are saying, I may be able to say that he doesn't do everything on his own.

Teacher: No, he doesn't, we have a team for instance the finance team. Its lead by other people and he is off the team, so the finance team is working on its own and then they give him the feedback, he gives them the guidelines and so forth. We have other activities like the counselling department, he's part of it but he's not the one leading and other departments yah.

Researcher: Ok. So am I right to say that some role and responsibilities have been given to other people?

Teacher: Yes, some roles have been delegated, yes.

Researcher: Ok. Thank you very much for that information. So in your opinion, do you think that your school principal practices distributive leadership? Please explain and give some examples.

Teacher: Definitely, he does. Distributing as I said before, he will let other people exercise leadership because it is in that practice because we practice to make perfect. It is asking somebody else to take the role that you are able to give them the opportunity to grow because if you don't give other people the opportunity to grow they will never grow and without growing then you are not bettering yourself because if you are a leader of the school then you need to see to it that the school is becoming better and it is by delegating the leadership then you sit back watch it done, and if it not done properly you step in and assist, if it is done properly you complement, yah forgetting the title, forgetting that you are the boss, yah some of this as I said before we have different sections that he has given over to other people one example that I gave before is the finance team, then I can also say that if there is any communication that needs to be done to the parents about the kids behavior or about any other information he does primarily do it he will give that role to somebody else and then in the secondary level he will see to it that it is done

properly because it's not just about something been done but done properly. It is his role to see to it that things are running. He is doing a lot of leading by giving other roles to other people. And then watching that it is done properly yah.

Researcher: Wow. thank you very much for elaborating on that.

Teacher: Because I think what I can say in one word he just gives the job, he delegates and then it's done. Then you expect that the end result will be bigger than the bit that you gave. You are expecting much result.

Are you involved in any leadership roles?

7.5 ANNEXURE E: RESEARCH QUESTIONS, THEMES AND SUB-THEMES

<p>Question 1:</p> <p>What are the perceptions of school principals and teachers of distributive leadership?</p>	<p>Theme 1: Conceptualization of distributive leadership</p> <ul style="list-style-type: none"> • Developing teacher leadership through teacher participation, innovation and creativity • Leadership style that enables a supportive structure and interdependency • Leadership that encourages teacher ownership and teacher motivation • Creates a culture of shared vision and willingness to lead
<p>Question 2:</p> <p>What do school principals do as distributive leaders?</p>	<p>Theme 2: What school principals do as distributive leaders</p> <ul style="list-style-type: none"> • A good re-distribution of leadership power Teacher leadership • Situational distributive leadership • Distribution of leadership roles and responsibilities based on teachers' passion and expertise Personal initiative from teachers • Teacher involvement in leadership roles and responsibilities enhances school development

	<ul style="list-style-type: none"> • Initiating and sustaining of school committees lead by teachers' Collaborative structures • Volunteering of leadership roles and responsibilities • A culture of trust and believe motivating teacher leadership • Supportive structures provided by school principal to teachers to effectively lead • Collaborative and inclusive decision making • Effective communication inspired by a shared vision • Teacher ownership, innovation and creativity
<p>Question 3: How do the use of distributive leadership of the school principal influence teacher motivation?</p>	<p>Theme 3: School principals use of distributive leadership in teacher motivation.</p> <ul style="list-style-type: none"> • Motivation of teachers through participation and involvement in decision-making in distributive leadership • Motivation through professional development of teachers and acquiring leadership skills through distributive leadership

	<ul style="list-style-type: none">• Motivation of teachers through effective communication and feedback in distributed leadership• Motivation of teachers through creating a distributive school culture that is based on trust, teacher support and positive interpersonal relationships• Motivation of teachers through a school shared vision and encouraging self-confidence and self-esteem in distributed tasks
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7.6 ANNEXURE F: SUMMARY OF TURNITIN REPORT

Cindy Agyare Opoku Dissertation 2021

ORIGINALITY REPORT

9%	6%	4%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.up.ac.za Internet Source	1%
2	scholarship.shu.edu Internet Source	1%
3	Mesfin Manaze. "Practice and Challenges of Distributed Leadership at Public Secondary Schools of Dessie City Administration", Asian Journal of Education and e-Learning, 2019 Publication	1%
4	www.scielo.org.za Internet Source	1%
5	uir.unisa.ac.za Internet Source	<1%
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