

The relationship between the professional wellbeing of teachers and principals' leadership styles

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DECLARATION

I, TANYA KOK, hereby declare that this research study “*The relationship between the professional wellbeing of teachers and principals leadership styles*” is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.



TANYA KOK

2017/11/17

DATE

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SUMMARY

The teaching profession offers unique challenges and require teachers to function under high levels of stress, which has implications for their professional wellbeing. The principal, as the leader of the school, has an important role to play in the professional wellbeing of teachers. Literature indicates that the leadership style of the principal has an influence on the professional wellbeing of teachers. Therefore, in this study, the relationship between the leadership style of the principal and the professional wellbeing of teachers is explored. This was done by means of a literature review and an empirical investigation. The literature review aimed to determine aspects influencing professional wellbeing and to identify characteristics of three leadership styles, namely laissez-faire, transactional and transformational. The empirical investigation aimed to determine how the leadership style of the principal is perceived by teachers and how teachers' perceive their own professional wellbeing. Furthermore, the empirical investigation also determined the relationship between the leadership style of the principal and the professional wellbeing of teachers.

This study utilised a non-experimental quantitative survey design from a post-positivistic paradigm. A non-probability convenient sampling method was used. The sample included 400 respondents from urban primary and secondary schools within the Kenneth Kaunda District of the North-West province of South Africa. Data was collected by administering two questionnaires. The Multifactor Leadership Questionnaire (MLQ-5x) was used to measure leadership styles and is based on the Full Range Leadership Theory (FRLT), whereas professional wellbeing was measured by means of the Institute of Work Psychology (IWP) Multi-Affect Indicator based on the Circumplex Model of Affect. The validity and reliability of both questionnaires were confirmed in this study. The data in the empirical investigation was analysed through descriptive and inferential statistical techniques. In order to determine the relationship between the principals' leadership style and the professional wellbeing of teachers, hierarchical linear models were used and correlations were determined by means of Spearman rank correlations. Statistical significant differences were determined by means of p-values and practical significant differences by means of Cohen's effect size (d-values).

Regarding the findings of this study, the literature review revealed that contextual and individual factors influence professional wellbeing, but that aspects related to the individual need more focus and attention in research and practice. Job-related affective wellbeing forms part of these individual factors influencing professional wellbeing. The literature review also revealed the distinct characteristics of laissez-faire, transactional and transformational leadership styles. The empirical investigation showed that teachers from this sample perceived principals as mainly

utilising a transformational leadership style, closely followed by a transactional leadership style. Furthermore, teachers in the sample self-reported professional wellbeing indicating that they generally experience positive affect at work. Finally, a positive relationship was found between transformational and transactional leadership styles and professional wellbeing (indicating positive affect at work) and a negative relationship between laissez-faire leadership style and professional wellbeing (indicating negative affect at work).

From this study, it is clear that the combination of transformational and transactional leadership styles contributes to professional wellbeing. Therefore, it is recommended that short courses, workshops and other training opportunities be developed and implemented, as part of the continuous professional development of principals, to empower principals with the knowledge and skills regarding the characteristics of transformational and transactional leadership styles and the influence it has on teachers' professional wellbeing.

Key words: affective wellbeing; Circumplex Model of Affect; Full Range Leadership Theory (FRLT); job-related affective wellbeing; laissez-faire leadership style; leadership styles; principals; professional wellbeing; transactional leadership style; and transformational leadership style.

OPSOMMING

Die onderwysberoep stel unieke uitdagings aan onderwysers wat veroorsaak dat hulle onder hoë stresvlakke gebuk gegaan wat implikasies op hulle professionele welstand het. Die hoof, as leier van die skool, het 'n belangrike rol te speel in die professionele welstand van onderwysers. Die literatuur dui aan dat 'n hoof se leierskapstyl 'n invloed op onderwysers se professionele welstand het. Om hierdie rede word die verband tussen 'n skoolhoof se leierskapstyl en onderwysers se professionele welstand in hierdie studie ondersoek. Die navorsing is gedoen deur middel van 'n literatuuroorsig en 'n empiriese studie. Die literatuuroorsig het ten doel gehad om die aspekte wat professionele welstand beïnvloed te bepaal en om die eienskappe van drie leierskapstyle, naamlik laissez-faire, transaksioneel en transformasioneel te identifiseer. Die empiriese ondersoek is gedoen om te bepaal hoe die skoolhoof se leierskapstyl deur onderwysers ervaar word en hoe onderwysers professionele welstand sien en ervaar.

Hierdie studie het 'n nie-eksperimentele kwantitatiewe vraelys vanuit 'n post-positivistiese paradigma gebruik. 'n Niewaarskynlikheidsteekproef is as navorsingsmetode gebruik. Die steekproef het 400 respondente van stedelike primêre en sekondêre skole in die Kenneth Kaunda-distrik in die Noordwes Provinsie van Suid-Afrika ingesluit. Data is deur middel van twee vraelyste ingesamel. Die *Multifactor Leadership Questionnaire (MLQ-5x)* wat op die *Full Range Leadership Theory (FRLT)* gebaseer is, is gebruik om leierskapstyle te meet, terwyl professionele welstand deur die *Institute of Work Psychology (IWP) Multi-Affect Indicator*, gebaseer op die *Circumplex Model of Affect*, gemeet is. Die geldigheid en betroubaarheid van beide vraelyste is tydens hierdie studie bevestig. Die data van die empiriese ondersoek is deur beskrywende en inferensiële statistiese tegnieke ontleed. Om die verhouding tussen 'n skoolhoof se leierskapstyl en die professionele welstand van die onderwysers te bepaal, is hiërargies liniêre modelle gebruik en korrelasies is deur middel van Spearman se korrelasievlakke bepaal. Statisties betekenisvolle verskille is deur middel van p-waardes bepaal en prakties betekenisvolle verskille deur middel van Cohen se effekgroottes (d-waardes).

Wat die bevindinge van hierdie studie betref, het die literatuurstudie getoon dat kontekstuele en individuele faktore professionele welstand beïnvloed, maar dat aspekte ten opsigte van die individu meer fokus en aandag in navorsing en praktyk benodig. Werksverwante affektiewe welstand vorm deel van individuele faktore wat professionele welstand beïnvloed. Verder het die literatuur die onderskeibare eienskappe van laissez-faire, transaksionele en transformasionele leierskapstyle uitgewys. Die empiriese ondersoek het bevind dat onderwysers in die steekproef ervaar dat skoolhoofde hoofsaaklik die transformasionele leierskapstyl toepas met die transaksionele leierskapstyl in die tweede plek. Onderwysers in die

steekproef het verder selfrapportering oor hulle professionele welstand gedoen en aangedui dat hulle in die algemeen 'n positiewe gemoedstoestand by die werk ervaar. Laastens is 'n positiewe verband tussen die transformasionele en transaksionele leierskapstyle gevind (wat 'n positiewe gemoedstoestand by die werk aandui) en 'n negatiewe verband tussen die laissez-faire leierskapstyl en professionele welstand is aangedui (wat 'n negatiewe gemoedstoestand by die werk aandui).

Hierdie studie toon duidelik aan dat 'n kombinasie van die transformasionele en transaksionele leierskapstyle tot professionele welstand bydra. Die navorser beveel derhalwe aan dat kort kursusse, werkwinkels en ander opleidingsgeleenthede as deel van die voortgesette professionele ontwikkeling van skoolhoofde, ontwikkel en geïmplementeer word om sodoende skoolhoofde met die kennis en vaardighede van transformasionele en transaksionele leierskapstyle se eienskappe te bemagtig, asook die invloed wat die leierskapstyle op onderwysers se professionele welstand het.

Sleutelwoorde: affektiewe welstand; Circumplex Model of Affect; Full Range Leadership Theory (FRLT); werksverwante affektiewe welstand; laissez-faire leierskapstyl; leierskapstyle; skoolhoofde; professionele welstand; transaksionele leierskapstyl; en transformasionele leierskapstyl.

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CHAPTER 1 ORIENTATION

1.1 Introduction

The focus of this study was to explore the relationship between the professional wellbeing of teachers and principals' leadership styles. It was postulated that a relationship exists between these two variables and therefore the researcher wanted to determine this relationship through this research.

By determining the nature of the relationship between teachers' professional wellbeing and principals' leadership styles, principals would not only be empowered, but teachers would consequently also experience higher levels of professional wellbeing. Furthermore, the researcher is of the opinion that an increase in teachers' professional wellbeing will indirectly result in an increase in learners' academic performance.

1.2 Background to the study

More than a third of teachers experience the teaching profession as highly stressful (Jackson & Rothmann, 2005). Prolonged functioning in a highly stressful working environment can result in burnout amongst teachers (Oberle & Schonert-Reichl, 2016). As a result of burnout, both the teacher and the school suffer negative consequences. For the teacher, these negative consequences include depression, loss of motivation and a sense of failure. For the school, absenteeism, poor turnover rates and lower productivity are frequently reported (Jackson & Rothmann, 2005). As clearly stated by Fouché (2015), lower levels of wellbeing experienced by teachers will directly influence the functioning and performance of schools and indirectly influence learner performance. This is also evident when looking at the poor learner performance in the South African education context. It can be illustrated in numerous benchmark examinations such as the *Trends in Mathematics and Science Study* (TIMMS) reports from 1995, 1999, 2003 and 2011 (TIMMS, 2011). The 2011 TIMMS report found that South African learners performed the weakest of all the participating countries with the average Grade 9 learner performing two to three grades lower than the average Grade 8 learner from other participating countries (TIMMS, 2011). Furthermore, from the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ-III) survey in 2007, South Africa ranked 10th out of the 15 SACMEQ countries for learner reading performance and 8th for learner mathematics performance (Spaull, 2011). The financial input within South Africa far outweighs many of the SACMEQ countries and the results do not reflect the financial investment (Prew, 2011).

In view of the teaching profession being different from other professions, it is natural that there are some distinctive characteristics that need to be considered, which may influence the professional wellbeing of teachers (Retallick & Butt, 2004). By identifying these unique factors influencing teacher professional wellbeing, it becomes possible for school principals and political policy developers to act to enhance teacher professional wellbeing or implement interventions when problems arise (Yildirim, 2014).

Although general wellbeing includes both physical and psychological health, which necessitates interdisciplinary research approaches, teacher professional wellbeing focuses more on aspects within the scope of this study. Unsatisfied teachers are more likely to leave their profession. However, if teachers receive support from principals, are involved in the process of making decisions and work in a school climate and culture that they regard as positive, they are more likely to remain in the profession (Ismail, 2013). It is the responsibility of the principal to bring the leadership style to the table and to aid in providing teachers with job satisfaction and motivation (McCarthy, 2012). The role of principals as leaders of schools is to create an environment that promotes the professional wellbeing of teachers (Fouché, 2015).

Mota (2010) views a leadership style as a characteristic way in which a leader interacts with other, makes decisions and uses power. From the literature, it can be deduced that leadership is not viewed as a *one size fits all* phenomena (Blanchard, 2010). Various leadership styles exist, which can be selected and modified to fit individuals, groups, organisations and situations (Amanchukwu, Stanley, & Ololube, 2015). McBer (2000) indicates that leadership styles tap into different attributes, like being coercive, authoritative and democratic. Ismail (2013) continues by emphasising the importance of pacesetting and coaching as part of an effective leadership style. Furthermore, leadership styles are directly related to teacher professional wellbeing whereas teacher professional wellbeing has a significant influence on learner performance (Oberle & Schonert-Reichl, 2016).

Gathering knowledge about the factors that support and enhance teachers' professional wellbeing is essential in facilitating increased sustainability of professional wellbeing in the teaching profession (Acton & Glasgow, 2015). Kern, Waters, Adler and White (2014) highlights that positive functioning entails more than merely surviving stress, but more specifically, thriving professionally, socially, mentally and physically. Therefore, it is necessary to develop a better understanding of the complex and dynamic interplay between relational, individual, and external factors, such as leadership style, that influence, mediate and limit the professional wellbeing of teachers (Acton & Glasgow, 2015).

1.3 Problem statement and motivation

Taylor (2006) and Pretorius (2014) clearly indicate that education in South Africa is regarded as ineffective. This is also evident from the information in the background statement, as well as the poor Grade 12 national examination results indicating a national pass rate decline from 75.8% in 2014 to 70.7% in 2015 (DoE, 2016). Furthermore, the drop-out rate is not considered when calculating these percentages. According to Spaul (2011), of the 1.1 million learners who started Grade 1 twelve years ago, only 550 000 reached Grade 12. When looking at any 100 of the learners who started school twelve years ago, only 48 will reach Grade 12, 36 will pass and 14 will go to university (Spaul, 2011). Clearly education in South Africa is far from optimal and teacher professional wellbeing is viewed as a contributing factor in this regard (Fouché, 2015; Jackson & Rothmann, 2005; Jennings & Greenberg, 2009).

Furthermore, Mwangi (2013) argues that a principal's leadership style has a significant influence on teachers' professional wellbeing. Although a lot of research has focused on principals' leadership styles and some research has been done on teachers' general wellbeing, there remains a scarcity of studies researching teachers' professional wellbeing (Yildirim, 2014). After conducting a comprehensive literature review, no research was found regarding the relationship between principals' leadership styles and the professional wellbeing of teachers in the South African context and this research focuses on filling this gap. The focus of this study therefore, was to explore the relationship between the professional wellbeing of teachers and principals' leadership styles.

1.4 Clarification of key concepts

In the following section, a clarification of key concepts related to this study, will be provided.

1.4.1 Leadership

Leadership is defined as knowing yourself, having a clearly defined vision, effectively communicating this clearly defined vision, fostering a feeling of trust and taking effective action to optimise potential (Bennis, 2003). Bass and Bass (2008) define leadership as a constant process of development through education, training, self-study, and gathering of relevant experience. Leadership is the interpersonal influence applied in a situation and directed, through communication, toward achieving specific goals (Mwangi, 2013). For this study, leadership is defined as having vision, using self-knowledge and having insight and skills to motivate others to achieve certain goals.

1.4.2 Educational leadership

Educational leadership is often linked to change and refers to having an influence on others' actions in achieving goals (Bush, 2007). Furthermore, educational leadership is also linked to values or purpose. Teachers view educational leadership as everything a leader does that affects the attainment of objectives and the wellbeing of teachers and the school (Amanchukwu et al., 2015; Breed, 2008). Therefore, for this research, educational leadership is conceptualised as everything a principal does that influence the functioning and wellbeing of teachers.

1.4.3 Leadership styles

Leadership styles refer to the different styles leaders use to manage a situation (Kauts, 2010). Therefore, leadership styles involve a behavioural pattern that a leader employs with the aim to influence the activities of others. A leaders' leadership style combines task behaviour and/or relationship behaviour (Hersey & Blanchard, 1988). In the context of education, leadership styles are a coherent approach used to motivate and manage teachers and handle grievances while maintaining relationships with teachers (Kauts, 2010). Mota (2010) views a leadership style as a characteristic way in which a leader interact with others, makes decisions and uses power. Various leadership styles exist, which can be selected and adjusted to fit individuals, groups, situations and organisations (Amanchukwu et al., 2015). McBer (2000) indicates that leadership styles taps into different attributes, like being coercive, authoritative or democratic. For this study, leadership style refers to the style chosen by the principal to purposefully influence, motivate and manage teachers.

1.4.4 Principal

Principals refer to instructional leaders who identify the strategies and practices which teachers can employ to enhance learner achievement. Furthermore, principals guide teachers to understand the important role they play in the academic performance of learners (Mendels, 2012). Principals function in continuously changing environments, resulting in the role of the principal becoming more complex, overloaded, and unclear (Mota, 2010). The principal is also responsible for the wellbeing of teachers at school (Van der Vyver, 2011). From the abovementioned, principals are the leaders with the responsibility to lead the teachers and to promote the teachers' wellbeing in schools.

1.4.5 Wellbeing

Wellbeing is defined as the ability to accomplish goals (Foresight Mental Capital and Wellbeing Project, 2008), to perceive a subjective experience of happiness (Pollard & Lee, 2003) and life

satisfaction (Seligman, 2002; Stratham & Chase, 2010). Therefore, for the purpose of this study, wellbeing is defined as individuals' assessment of their quality of life based on their own criteria.

1.4.6 Professional wellbeing of teachers

Warr (1990) and Warr, Bindl, Parker and Inceoglu (2014) view professional wellbeing as an individuals' affective wellbeing at work as viewed on a two factor axis ranging from anxiety-comfort to depression-enthusiasm. This conceptualisation is context-specific as it focuses on work-related feelings and not feelings in general (Gonçalves & Neves, 2011). Relating this concept to teachers, the professional wellbeing of teachers can be conceptualised as a positive sense of feelings of respect, trust, efficacy and autonomy as a teacher (Butt & Retallick, 2002). Aelterman, Engels, Petegem and Verhaeghe (2007) provide the following definition of the professional wellbeing of teachers:

...teacher professional well-being expresses a positive emotional state which is the result of harmony between the sum of specific environmental factors on the one hand and the personal needs and expectations of teachers on the other (Aelterman et al., 2007, p. 286).

Consequently, the professional wellbeing of teachers is conceptualised as the affective wellbeing of teachers at work, ranging from negative affective states to positive affective states.

1.5 Preliminary literature review

In the following section, a preliminary literature review will be provided that covers both professional wellbeing and leadership styles.

1.5.1 The context of the teaching profession

The South African education system does not compare well with other developing countries as it is regarded as a high cost and low performance system (Prew, 2011). The teaching profession is characterised by a lot of challenges, of which continuous change and uncertainty is foremost, and teachers cope with these challenges in different ways (Fouché, 2015). These challenges are of great concern because school education is viewed as a crucial element in the economic, social, moral, political and value reconstruction of society (Wolhuter, 2010). Some teachers experience these changes as a challenge and feel demoralised and unmotivated, while others consider these changes as stimuli for their professional development (Jackson & Rothmann, 2005). Teacher wellbeing has been a longstanding researched topic, which has been studied since the 1930s (Orsila, Luukkaala, Manka, & Nygård, 2011). Research have primarily focused on teacher burnout, more than it has focused on enhancing teachers' strengths and wellbeing (Calabrese, Hester, Friesen, & Burkhalter, 2010; Hoy & Tarter, 2011). Kern et al. (2014) and

Vazi, Ruitter, Van den Borne and Reddy (2013) emphasise that teaching is a challenging profession with high levels of stress and mental disorders occur frequently (Jackson & Rothmann, 2005). According to Acton and Glasgow (2015), there is increasing awareness that the professional wellbeing of teachers is a significant consideration in any organisation, especially in the teaching profession. The latter is supported by reports which found that approximately 40% of teachers leave the profession within the first five years of employment (Kilgallan, Maloney, & Lock, 2008; Le Cornu, 2013; Pillay, Goddard, & Wilss, 2005). This research regards the poor retention rate of teachers, as mentioned above, linked to the leadership style of the principal and a contributing factor to the professional wellbeing of teachers.

1.5.2 Relevance of the professional wellbeing of teachers

A comprehensive literature review by Yildirim (2014) produced only two studies focusing specifically on teachers' professional wellbeing. Butt and Retallick (2002) published an article based on qualitative data gathered from 29 teachers in Canada. They found an association between teacher professional wellbeing and feelings of respect, trust, efficacy and autonomy as a teacher. In the other study, Aelterman et al. (2007) also gathered qualitative data from 1 934 Flemish teachers and found that teachers' professional wellbeing is based on teachers' self-reported professional state, which refers to teachers' perceptions about being effective teachers and finding meaning in the profession of teaching.

A review of other available literature on professional wellbeing, found that Bricheno, Brown and Lubansky (2009) emphasise the need for research on the influence of factors related to teachers' professional wellbeing. By identifying these specific factors, principals' will be empowered to enhance teachers' professional wellbeing to improve learner performance. Michie and Williams (2003) identify certain factors which influences a teacher's state of professional wellbeing in the workplace. These factors include, amongst others, long working hours, work pressure, lack of participation in decision-making, poor social support, and unclear leadership style (Vazi et al., 2013). According to Gozzoli, Frascaroli and D'Angelo (2015), the following factors have an influence on teachers' professional wellbeing, namely: motivation; representation of a social mandate; teachers' representation of the value of their professional role; the necessary professional skills; and relationships with learners, colleagues and the principal. Kidger, Brockman, Tilling, Campbell, Ford, Araya, King and Gunnell (2016) and Orsila et al. (2011) further elaborate on these factors by adding cooperation among colleagues, fair and helpful assessment and feedback from principals, a positive school climate, learner-oriented teaching practices, the classroom climate and professional development.

Acton and Glasgow (2015) identified communication as an important aspect related to teachers' professional wellbeing. They argue that communication is essential and that the communication process between school principals and teachers is characterised by respect for teachers' professional judgments, recognition and celebration of professional expertise and achievements (Acton & Glasgow, 2015). Establishing a learning community where workplace relationships are based on collegiality and trust, rather than hierarchy, appears paramount in the context of teachers' professional wellbeing (Retallick & Butt, 2004). Furthermore, it appears essential to make use of a horizontal, rather than a vertical leadership approach, thus referring to power and expertise being shared (Butt & Retallick, 2002). This kind of reflexive, horizontal relationship between teachers and principals appear to be essential in current teacher professional wellbeing research and also aids in addressing the silencing of teachers' voices which commonly occurs in schools (Acton & Glasgow, 2015).

Aelterman et al. (2007), Van Horn, Taris, Schaufeli and Schreurs (2004) and Karakus (2008) concur that many contextual factors influence a teachers' level of professional wellbeing, for example the interaction between personal and organisation characteristics. To study these contextual factors, it is important to clearly state a theoretical framework for data analyses. For the purpose of this study, teachers' professional wellbeing is conceptualised within the Multi-Affect Model of Warr (1990) and Warr et al. (2014). See paragraph 2.3.2.1 for a detailed discussion of this model.

Evers, Castle, Prochaska and Prochaska (2014), Hussey, Turner, Thorley, McNamee and Agius (2012) and Jain, Roy, Harikrishnan, Yu, Dabbous and Lawrence (2013) found a relationship between poor professional wellbeing and absenteeism of teachers, while Kuoppala, Lamminpaä, Liira and Vainio (2008) found a relationship between poor professional wellbeing and retirement due to ill health. Furthermore, Beck, Crain, Solberg, Unutzer, Glasgow, Maciosek and Whitebird (2011), Harvey, Glazier, Henderson, Allaway, Lichenfield, Holland-Elliot and Hotopf (2011) and Jain et al. (2013) found that teachers may be present at work, but they underperform due to poor professional wellbeing. This statement is in line with the researchers' belief that poor teacher professional wellbeing leads to teachers underperforming and therefore contributes to the poor learner performance in South African schools. In contrast, when teachers perceive high levels of support and positive relationships with colleagues and principals, they are more likely to support each other's autonomy and to be internally motivated (Hur, Jeon, & Buettner, 2016). Teachers who perceive more control over decision-making are more satisfied with their profession and experience less stress. Satisfied teachers demonstrate stronger professional involvement and higher levels of performance in classrooms (Thomason & La Paro, 2013). Furthermore, Hur et al. (2016) state that supportive school climates are

significantly associated with teachers job-related satisfaction and teacher professional wellbeing.

Teacher's professional wellbeing can be approached from both positive and negative perspectives. Professional wellbeing of teachers is commonly discussed negatively in terms of symptoms instead of preventively, which is a key principle in developing professional wellbeing (Orsila et al., 2011). The relevance and value of this research are to enable principals to be more proactive regarding their approach to teachers' professional wellbeing. Ensuring a focus that goes beyond views of managing stress, burnout or resilience and instead looks to foster an approach that promotes happiness and positive functioning, is one that has the ability to enhance teachers' professional lives in the long run (Acton & Glasgow, 2015).

1.5.3 Leadership theories

After conducting a comprehensive literature review on leadership, it was evident from available literature that researchers commonly refer to leadership theories and leadership styles. Amongst others, the leadership theories include: Great Man Theory (Amanchukwu et al., 2015; Carlyle, 1840); Situational Leadership Theory (Hersey & Blanchard, 1969; Hersey, 1985; Ismail, 2013); Transactional Theory (Weber, 1947); Transformational Theory (Avolio & Bass, 2004; Burns, 1978); The Contingency Theory (Amanchukwu et al., 2015; Fiedler, 1967); Skills Theory (Amanchukwu et al., 2015; Katz, 2009); Trait Theory (Amanchukwu et al., 2015; Galton, 1869); Behavioural Theory (Amanchukwu et al., 2015; Blake & Mouton, 1964; 1985) and Participative Theory (Lamb, 2013; Lewin, 1939). Although it is important to take note of leadership theories, this study mainly focuses on leadership styles as evident from the title and problem statement.

1.5.4 Principals' leadership styles

In terms of leadership styles, literature frequently refers to the following, amongst others, autocratic, democratic, laissez-faire (Breed, 2008; Lewin, 1939), transactional, transformational (Avolio & Bass, 2004; Burns, 1978; Ismail, 2013); and bureaucratic leadership styles (Amanchukwu et al., 2015; Weber, 1947).

Fullan (2004) highlights the following main characteristics of leadership styles, which includes: a strong moral drive; allowing the process of change; fostering interpersonal relationship skills; and the ability to attain consistency in the working environment. This can easily be linked to conditions conducive to teaching and the promotion of teacher professional wellbeing (Ismail, 2013). If principals mainly employ one leadership style and are not willing to incorporate other leadership styles, they risk not capturing the support and cooperation of all the teachers on their staff. It becomes unlikely that principals will be able to satisfy all the teaching staff with a single

leadership style, because different teachers have different personalities and needs (Ismail, 2013). This research wants to highlight the importance of principals being able to not only use one leadership style, but to be able to integrate different leadership styles as needed to create conditions conducive to the professional wellbeing of teachers, while taking the needs of teachers into consideration. Some teachers prefer the supportive and caring principal, while others prefer the servant principal or a more vocal principal. It will benefit principals to better understand teachers' needs to adapt their leadership style, without the principals' necessarily being experts in that specific leadership style and without compromising quality and focus (Ismail, 2013).

1.6 Research questions

Against this background, the researcher aimed to answer the following main research question, namely: What is the relationship between the professional wellbeing of teachers and the principals' leadership style?

To answer the main research question, the following sub-questions were formulated:

The following questions were answered using literature:

- What aspects influence professional wellbeing?
- What are the characteristics of laissez-faire, transactional and transformational leadership styles?

The following questions were answered through the empirical part of the research:

- How is the leadership style of the principal perceived by teachers?
- How is teacher professional wellbeing perceived by teachers?
- How does the leadership style of the principal relate to the professional wellbeing of teachers?

1.7 Purpose of the study

The main aim of this study was to determine the relationship between the professional wellbeing of teachers and the identified leadership style utilised by principals.

To answer the abovementioned research questions, the researcher formulated the following research objectives:

- To determine the aspects that influence professional wellbeing by using literature.
- To determine the characteristics of laissez-faire, transactional and transformational leadership styles by using literature.
- To determine how principals' leadership styles are perceived by teachers.
- To determine how teachers perceive their own professional wellbeing; and
- To determine the perceptions of teachers on how the leadership style of the principal relate to the professional wellbeing of teachers.

1.8 Research design and methodology

In the following section the research design, sampling, data collection and data analysis are discussed.

1.8.1 Research paradigm

This research was conducted from a post-positivistic paradigm. Post-positivism refers to creating new knowledge with the aim focused on changing the world and contributing towards social justice (Mertens, 2015). This type of research paradigm is very broad where theory and practice are interlinked and not seen as two separate aspects. Post-positivism requires a researcher to take a distanced overview and to have the ability to see the whole picture. The post-positivistic researcher takes a learning role, rather than a testing role. This approach enables the researcher to recognise the common humanity that connects researchers and individuals who participate in the research (Creswell, 2013a). Post-positivistic researchers view themselves as researchers who do research among individuals, learning with them instead of doing research on these individuals (Mertens, 2015).

A theoretical framework is the lens through which the researcher views the theory and related concepts that are central in a study. For the purpose of this study, the Full Range Leadership Theory (FRLT; Avolio & Bass, 1995; 2004; Bass & Avolio, 1991) (§2.2.4) was used as theoretical framework to conceptualise leadership, while professional wellbeing was viewed within the theoretical framework of the Circumplex Model of Affect (§2.3.2).

1.8.2 Research design

This study employed a non-experimental quantitative survey design (Creswell, 2013b). Non-experimental research is used during quantitative research to describe the relationships

between variables or to describe tendencies for variables in a population without manipulating any circumstances (Clark & Creswell, 2015). Quantitative research designs aim at answering research questions and testing hypotheses about specific variables through a logical set of procedures used to report numerical data (Leedy & Ormrod, 2013). Clark and Creswell (2015) define survey research designs as non-experimental quantitative procedures which researchers use to administer a questionnaire to a smaller group, referred to as a sample and this is done to describe trends in attitudes, opinions, behaviours, or characteristics of a larger group, referred to as the population.

1.8.3 Sampling strategy

In this study, quintile four and five urban primary and secondary schools with more than 200 learners within the Kenneth Kaunda District of the North-West province of South Africa was regarded as the population. Within the study population, a non-probability, convenient sampling method was used for selecting schools within the Kenneth Kaunda District. A representative sample was not used, as the researcher did not aim to generalise the findings obtained from this study, but merely aimed to explore the possible relationship between two variables.

1.9 Method of data collection

Data was collected by means of standardised structured questionnaires administered on teachers and deputy principals at the selected schools in the Kenneth Kaunda District of the North-West province of South Africa. To collect data, an appointment was made with each of the selected schools. For the purpose of this study, leadership styles were measured through the use of the Multifactor Leadership Questionnaire (MLQ-5x) (Avolio & Bass, 1995; 2004) and professional wellbeing was measured by means of the IWP (Institute of Work Psychology) Multi-Affect Indicator (Warr, 1990). For a detailed discussion about the two questionnaires, see paragraph 3.3.1 and 3.3.2.

1.10 Method of data analysis

The questionnaires provided the researcher with numerical data to conduct the statistical analysis. Descriptive statistics were used to summarise, organise and condense the large numbers of observations (McMillan & Schumacher, 2014). Creswell (2014) indicates that inferential statistics aim to relate variables or to compare groups in terms of variables in order to draw inferences or make predictions from the sample to the population.

Using statistical techniques, greater objectivity is ensured compared to qualitative approaches (Baumard & Ibert, 2007). Because the research design was standardised, it is possible to

replicate and duplicate quantitative research studies (De Vos, Strydom, Fouché, & Delport, 2011). The researcher was only interested in comparing the variables and did not do an in-depth analysis to motivate the outcomes of the research. The variables were explained and described concerning the relationship between the variables to make significant inferences.

This study mainly utilised the following statistics:

- **Descriptive statistics:** Calculation of averages, standard deviations, frequencies and percentages were done from the responses to the questionnaires.
- **Reliability:** Cronbach Alpha coefficients were calculated to determine the inter-item consistency of the questionnaires.
- **Validity:** An exploratory factor analysis was conducted to determine the validity of the IWP Multi-Affect Indicator. A confirmatory factor analysis in combination with standardised regression weights and goodness of fit indices were used to determine if the different items loaded meaningfully on the same factors as indicated in the manual of the MLQ-5x.
- **Statistical significant differences (p-values):** Hierarchical linear models were used to determine statistical significant differences between biographical variables and leadership styles and biographical variables and professional wellbeing.
- **Practical significant differences (d-values):** Cohen's effect sizes (d-values) were calculated to determine practical significant differences between biographic variables and leadership style and biographical variables and professional wellbeing.
- **Correlations:** Spearman rank correlations were calculated to determine the relationship between certain biographical variables and principals' leadership styles, between certain biographical variables and the professional wellbeing of teachers as well as between leadership styles and the professional wellbeing of teachers.

1.11 Validity and reliability

Even though both measures used in this study are standardised measures, the researcher still found it necessary to confirm the reliability and validity of both measures. Cronbach Alpha coefficients were used to determine the reliability of measures with multiple response options. This was done in consultation with the statistical consultation services of the North-West University (NWU). The validity of a measure refers to what the instrument measures and how well it measures it (Foxcroft & Roodt, 2013). In this study, the validity of the two questionnaires was determined by means of a confirmatory factor analysis for the MLQ-5x and an exploratory

factor analysis for the IWP Multi-Affect Indicator. The most common types of validity include: face validity; content validity; construct validity; and criterion validity (Babbie & Mouton, 2012). Seeing that both questionnaires are standardised measures, the face, content and criterion validity has already been established. The researcher, however, found it necessary to confirm the construct validity of both questionnaires by means of factor analysis.

1.12 Ethical considerations

Ethical clearance was obtained from the Ethics Committee of the NWU (NWU–00309–17–S2) and permission was granted from the North-West Department of Education. The anonymity of the respondents was ensured at all times. Participation in this study was voluntarily and the researcher adhered to all the ethical guidelines provided. The participants were also asked to provide informed consent to take part in the research.

1.13 Contribution of the study

The results of this study provide principals with new knowledge regarding the relationship between teacher's professional wellbeing and principals' leadership styles. The results could empower principals to use a combination of appropriate leadership styles to further enhance the professional wellbeing of teachers.

1.14 Summary

In this chapter, it was highlighted that a gap exists in literature regarding the relationship between the professional wellbeing of teachers and principals' leadership styles. This research was based on a literature review as well as an empirical investigation. During the empirical investigation, statistical techniques were employed to enable data analysis and interpretations. Chapter 2 provides a literature overview of the professional wellbeing of teachers and principals' leadership styles.

CHAPTER 2 PRINCIPALS' LEADERSHIP STYLES AND THE PROFESSIONAL WELLBEING OF TEACHERS

2.1 Introduction

This chapter begins by presenting a brief overview of what is discussed in this section of the dissertation. To start, there is a detailed discussion on leadership, clarifying the key concepts linked to leadership and it also provides the theoretical framework used to conceptualise leadership. The conceptualisation of leadership within the education context follows and then the characteristics of the relevant leadership styles are discussed. Finally, the focus moves to the second concept, namely the professional wellbeing of teachers. In this discussion, first the key concepts regarding wellbeing are unpacked, after which the theoretical framework is discussed in full detail. The chapter concludes with the contextualisation of the professional wellbeing in the context of education, as well as a theoretical discussion on the relationship between leadership styles and professional wellbeing. Lastly, a summary and synthesis of the chapter is provided.

2.2 Leadership

Leadership is regarded as a contributing factor to how teachers perceive their working environment (Fouché, 2015). In the context of education, the principal is viewed as the most important leader of the school. The principals' leadership manifest in the form of different leadership styles used to achieve certain objectives (Avci, 2015). Principals use different leadership styles depending on the context of the situation and the demands (Bush, 2007; Ismail, 2013). Furthermore, specific leadership styles have specific consequences. Some leadership styles might enhance the professional wellbeing of teachers (Aelterman et al., 2007; Yildirim, 2014) and facilitate optimal performance (Antonakis, Avolio, & Sivasubramaniam, 2003), while other leadership styles might contribute to teacher stress and burnout (Jackson & Rothmann, 2005; Oberle & Schonert-Reichl, 2016). A discussion on leadership will be presented with a specific focus on the educational leadership as conceptualised within the FRLT (Avolio & Bass, 1995; 2004; Bass & Avolio, 1991). This section concludes with a discussion of leadership in the context of education.

2.2.1 Clarification of key concepts

To gain a better understanding of leadership and its role in education, the concept of leadership, including other relevant concepts need clarification. For this study, leadership, educational leadership, leadership styles and principal will be defined.

2.2.1.1 Leadership

Leadership is a concept that has developed over time and consequently has manifested in different forms, i.e. from leadership approaches characterised as being traditional to more modern perspectives of leadership (Ofoegbu, Clark, & Osagie, 2013). Jenkins (2013) regards leadership as acts of selfless devotion by individuals with strong character. Bass and Bass (2008) preceded this definition by describing leadership as a continuous process of education, training, self-study, and relevant experience. Adegbesan (2013) views leadership as a tool used for behaviour modification to maintain focus and to enhance productivity. It can be argued that leadership defines the goals of an organisation and means to realise these goals. Therefore, leadership in an organisation is regarded as a motivating process whereby one person, who is the leader, motivates others, the followers, towards the attainment of clearly defined objectives (Adegbesan, 2013). Avci (2015) postulates that leadership is the basic need of an organisation that holds the organisation together and ensures its efficiency and success. Leadership refers to the ability of leading effectively and coordinating complex situations, while demonstrating concern for both human and material resources (Adegbesan, 2013). Leadership depends on the selection and use of appropriate leadership styles with the aim to create positive environments. To further facilitate the process of leadership, communication and organisational citizenship among employees are required. In a rapidly changing world, where innovations are developing quite fast, an increasing need arises for individuals with adapted leadership characteristics (Avci, 2015).

From the above argument, it seems that leadership can be conceptualised as the art of being able to motivate a group of individuals towards behaving in ways that enables them to strive towards the accomplishment of a clearly defined common goal. This is achieved by the appropriate use of different leadership styles and the ability of leaders to be adaptive in term of their leadership characteristics to meet the demands of the given situation and/or context. Seeing that this study is conducted within the field of education, it is important to also define educational leadership

2.2.1.2 Educational leadership

There are a variety of perspectives regarding leadership and it is a very popular topic in education research (Karadağ, Bektaş, Çoğaltay, & Yalçm, 2015; Krüger & Scheerens, 2012). Educational leadership is often linked to change and refers to having an influence on others' actions in achieving goals (Bush, 2007). Furthermore, educational leadership is also linked to values or purpose. Teachers view educational leadership as everything a principal, as the leader of the school, do that influences the attainment of objectives and promote the wellbeing

of teachers (Amanchukwu et al., 2015; Breed, 2008). Amanchukwu et al. (2015) and Breed (2008) agree with Bass (1997) emphasising that principals are leaders within the context of educational leadership and elaborates by indicating that their leadership determines the success or failure of a school as an organisation. According to Bush (2007), educational leadership is viewed as a process of influence which focuses on values and beliefs that is aligned with the vision of the school. This vision manifests as educational leadership by gaining the commitment of teachers to realise the goal of a better future for a school (Bush, 2007). Within the South-African context, Botha (2012), Moloi (2007) and Van der Westhuizen and Van Vuuren (2007) emphasise that educational leadership can best be described as the ability to lead in new and creative ways in order to keep up with new challenges. In summary, educational leadership specifically involves working with and guiding teachers towards facilitating learning and achieving educational outcomes. Educational leadership is everything a principal does that influences the functioning and wellbeing of teachers.

2.2.1.3 Leadership styles

Leadership styles refer to the style a leader uses to manage a situation (Kauts, 2010). Therefore, leadership styles involve a behavioural pattern that a leader employs with the aim to influence the activities of others. In the context of education, leadership styles are a coherent approach used to motivate and manage teachers and handle grievances while maintaining relationships with teachers (Kauts, 2010). Mota (2010) views a leadership style as a distinct manner through which a leader interacts with others, makes decisions and uses power. Various leadership styles exist that can be chosen and modified to fit the individuals, groups, situations or organisations (Amanchukwu et al., 2015). McBer (2000) indicates that leadership styles tap into different attributes, for example being autocratic, coercive, authoritative or democratic. For this study, leadership style refers to the styles chosen by the principal to purposefully influence, motivate and manage teachers.

2.2.1.4 Principal

Until the 1980s, principals were considered exclusively as administrators whose roles were cast in stone (Harris, 2003; Ogawa & Bossert, 2000). Since the 1980s, the principal's new status evolved into an instructional leader (Kasprzhak, Filinov, Bayburin, Isaeva, & Bysik, 2015). More recently the principal is regarded as a leader who recognises the talents of teachers and delegates more rights and responsibilities to them to ensure the school functions as an effective institution. A principal is a successful teacher, eloquent communicator, tireless animator, and dreamer of a better future (Helwanji, 2005). The principal is the key agent of change and mainly accountable for the effective management of a school and the efficiency of teaching (Kasprzhak

et al., 2015). The principal is also responsible for the wellbeing of teachers at school (Van der Vyver, 2011). From the abovementioned, it is clear that principals, as leaders, are responsible for effective leadership and teachers' wellbeing in schools.

2.2.2 Overview of leadership theories

It is important to have knowledge of leadership theories to be able to distinguish between leadership theories and leadership styles. Amongst others, leadership theories include: Great Man Theory (Carlyle, 1840); Situational Theory (Blanchard, Zigarmi, & Zigarmi, 1985); Transactional Theory (Weber, 1947); Transformational Theory (Avolio & Bass, 2004; Burns, 1978); The Contingency Theory (Fiedler, 1967); Skills Theory (Goleman, 1995; Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000); Trait Theory (Bass, 1990; Judge, Bono, Ilies, & Gerhardt, 2002; Kirkpatrick & Locke, 1991); Authentic Leadership Theory (Avolio & Gardner, 2005) and Participative Theory (Lewin, 1939). The abovementioned theories will be discussed in the following section.

2.2.2.1 Great Man Theory

The great man theory clearly claims that leadership is inherent, which implies that great leaders are born and not made (Amanchukwu et al., 2015). Furthermore, it describes leaders as heroic and mythical figures that are destined to be extraordinary leaders when required to do so. This theory also claims that leaders arise when difficult situations occur (Day & Antonakis, 2012).

2.2.2.2 Situational Leadership Theory

The Situational Leadership Theory, as defined by Blanchard et al. (1985), indicates that no leadership style has been found to be the most effective in all situations and/or contexts. This leadership theory is task-oriented as it focuses on leaders' ability to direct, coach, support and delegate in different situations (Ismail, 2013). Situational leadership represents a shift from "who leaders are" to "what leaders can do" (Clifton, 2012). This theory also makes provision for leadership behaviour ranging from task-oriented to relationship-oriented to supportive leadership. In addition, situational leadership also conceptualise leadership on a continuum from leader-dominated to follower-dominated action. Followers' level of competence and confidence will determine the most suitable leadership behaviour required (Sosik & Jung, 2010). Within the Situational Leadership Theory, leaders choose the best plan of action depending on different and individual circumstances. Different leadership styles are appropriate for different situations (Amanchukwu et al., 2015).

2.2.2.3 Transactional Leadership Theory

The Transactional Leadership Theory focuses on exchanges taking place amongst leaders and followers that are primarily based on a reward and punishment system (Charry, 2012). Structures are created by the leader in which boundaries and expectations are clearly defined for followers, as well as the consequences that are associated with meeting or not meeting these expectations (Amanchukwu et al., 2015; Lamb, 2013). Bass (2003) argues that the Transactional Leadership Theory forms the foundation for leader-follower relationships through the process of clearly defining responsibilities, negotiating contractual agreements, giving recognition when indicated and providing rewards for accomplishing desired performance according to the set-out expectations.

2.2.2.4 Transformational Leadership Theory

The Transformational Leadership Theory does not only focus on group members' performance, but also on individuals to realise their potential. Leaders with transformational leadership qualities often have high ethical and moral standards (Amanchukwu et al., 2015; Charry, 2012). The Transformational Leadership Theory refers to influencing change in the attitudes of individuals to be more committed to the mission, objectives and strategies of the organisation (Ismail, 2013). This theory provides followers with a feeling of involvement, cohesiveness and commitment. Followers are challenged to think in new and creative ways, inspiring them to accomplish more than they feel is possible, thus further enhancing performance (Bass, 2013).

2.2.2.5 Contingency Theory

The Contingency Theory, developed by Fiedler (1967), is also regarded as a situational approach to leadership. The abovementioned theory views the specific work situation as a determinant of which leadership style is most appropriate. According to this theory, no single leadership style is appropriate in all situations, however leaders have a fixed preference for either task- or relationship-oriented leadership approaches. A wide range of variables can predict the success, amongst others: the qualities of followers; situation factors; and the leadership style (Amanchukwu et al., 2015; Charry, 2012). The Contingency Theory highlights the importance of leadership style to the appropriate situation by keeping in mind task- or relationship-orientation, the quality of the leader-follower relationship, the structure of tasks and the power position (Sosik & Jung, 2010).

2.2.2.6 Skills Theory

The Skills Theory, as developed by Goleman (1995), and further refined by Mumford et al. (2000), states that acquired skills and learned knowledge are crucial factors enabling effective leadership (Wolinski, 2010). The Skills Theory does not deny the relationship between inherited traits and the ability to lead effectively, but argues that acquired skills, a developed style, and learned knowledge, are significant factors contributing to leadership performance (Amanchukwu et al., 2015). In theory, research and practice, the Skills Theory is mainly grounded on emotional intelligence and pragmatic problem-solving perspectives. Therefore, leadership effectiveness is based primarily on emotional awareness, emotional connection, social comfort and control (Sosik & Jung, 2010).

2.2.2.7 Trait Theory

The Trait Theory and the Great Man Theory is very similar, as the Trait Theory also assumes that individuals inherit specific traits or qualities which enable them to have a better match with leadership (Amanchukwu et al. 2015). Several researchers had a significant influence on the development of the Trait Theory, including Bass (1990), Judge et al. (2002) and Kirkpatrick and Locke (1991). The fixed personal characteristics forming part of Trait Theory include, amongst others being intelligent, self-confident, determined, having integrity and being sociable to be regarded as an effective leader. It is, however, crucial to note that leaders sharing similar traits behave in different manners producing very different outcomes ranging from constructive to destructive. Furthermore, leadership behaviour is ignored, as well as the traits of followers and the situation (Sosik & Jung, 2010).

2.2.2.8 Authentic Leadership Theory

The Authentic Leadership Theory emphasises the importance of leaders and followers being genuine and congruent to produce ethical, sustainable and extraordinary results (Sosik & Jung, 2010). This theory was developed by Avolio and Gardner (2005) and incorporates positive psychological states with the organisational context, as well as individuals' self-development. The aim is development-oriented to foster higher levels of positivity and self-awareness with leaders and followers. An authentic leader is one with high levels of self-awareness and self-regulation (Sosik & Jung, 2010).

2.2.2.9 Participative Leadership Theory

The Participative Leadership Theory, developed by Lewin (1939), states that the best leadership style is a leadership style that takes into account others' input and ideas (Lamb,

2013). These leaders hold qualities like encouraging participation and contributions from others to help members feel committed to and part of the decision-making process (Amanchukwu et al. 2015). A leader utilising the Participative Leadership Theory seeks to involve members, thus increasing collaboration, which leads to more successful decision-making (Lamb, 2013).

In the following section, an overview of leadership styles will be discussed.

2.2.3 Overview of leadership styles

After acknowledging different leadership theories and understanding the basis of each theory, it is however important to take note that different leadership styles exist. To gain knowledge about each leadership style's unique characteristics enables the researcher to differentiate between them in the working context.

Literature frequently refers to the following leadership styles: autocratic, democratic, laissez-faire (Lewin, 1939), transactional and transformational (Avolio & Bass, 2004; Burns, 1978). Although there are many different leadership styles, only the abovementioned leadership styles will be discussed for the purpose of this study, followed with an in-depth discussion on transactional, transformational and laissez-faire leadership styles as part of the theoretical framework presented in paragraph 2.2.4.2.

2.2.3.1 Autocratic leadership style

Firstly, the autocratic leadership style refers to leaders having complete power over followers with limited to no opportunity provided for them to make suggestions (Amanchukwu et al., 2015; Ismail, 2013). Decisions are made quickly and work gets done immediately, resulting in very high efficiency. The disadvantage, however, is that a lot of followers feel left out and consequently feels unimportant (Amanchukwu et al., 2015). More emphasis is placed on accomplishments than on individuals (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012; Schoel, Bluemke, Mueller, & Stahlberg, 2011). Followers often describe the autocratic leadership style as unpleasant and frustrating, fostering a feeling of aggression, because leaders often use their power to manipulate followers to get the work done. However, this type of leadership style is most useful during crisis situations where quick decisions and actions are required from leaders (Amanchukwu et al., 2015). In summary, it can be concluded that the autocratic leadership style refers to making decisions without the opinions of followers and having a sense of control over followers, resulting in an unpleasant work climate.

2.2.3.2 Democratic leadership style

According to Puni, Ofei and Okoe (2014) the democratic leadership style is conceptualised as a leadership style that regard all individuals as trustworthy, motivated and able to act responsibly. The democratic leadership style refers to situations where leaders create time to listen to followers and to share ideas and possibilities with them (Ismail, 2013). Democratic leaders are more flexible and responsive to followers' needs. They can motivate followers to take part in decision-making and are respectful towards them. Although they include followers in the process of decision-making, democratic leaders still make the final decision. Followers generally report having increased job satisfaction and higher productivity due to being more involved in the process. Furthermore, followers generally feel part of something meaningful and are motivated by more than mere financial rewards. During this process, the democratic leader aims at being objective and gives praise and criticism when required to do so (Ismail, 2013). Castro (2013) believes that the democratic leadership style promotes teamwork by creating a positive environment in which followers feel free to share their ideas and experiences. This is also in line with Machumu and Kaitila (2014), who state that democratic leadership can be used to enhance followers' work satisfaction by involving, caring for and appreciating followers' opinions. A democratic leadership style is not desired in situations where speed and efficiency is required, for example in a crisis (Amanchukwu et al., 2015). It is thus clear that the democratic leadership style aims at promoting participation, healthy relationships and work satisfaction.

2.2.3.3 Laissez-faire leadership style

Laissez-faire is French for "let it be" and, when applied to leadership styles, it refers to leaders allowing followers to work independently (Amanchukwu et al., 2015). A laissez-faire leadership style may be viewed as the most suitable or the least desirable leadership style, depending on the situation and/or context (Goodnight, 2011). These leaders do not take responsibility and generally avoids making decisions, while allowing followers the complete freedom to set their own deadlines and to decide on how they want to work. Although they provide followers with advice and resources, if needed, they prefer not to become involved otherwise. Followers are generally allowed ample autonomy, which can lead to increased job satisfaction and productivity with the prerequisite that followers possess the necessary motivation, skills and knowledge to do their work effectively (Amanchukwu et al., 2015). For a laissez-faire leadership style to be effective, it is required of the leader to monitor followers' performance and provide them with regular feedback. Furthermore, Ismail (2013) also indicates that another requirement for efficacy is that followers must not only be highly motivated, but also mature.

2.2.3.4 Transactional leadership style

The transactional leadership style refers to an approach based on the idea that when followers accept a job, they agree to obey their leader. Followers enter into a transaction that typically involves the organisation paying them in return for their compliance and effort. This results in a minimalistic working relationship between leaders and followers that are primarily based on this transaction, namely effort for pay. Charry (2012) compares the transactional leadership style with a system of reward and punishment. Within this context, the leader has the responsibility to develop structures within which it is abundantly clear what is expected of followers. The leader must also then plainly state what the consequences are if the expectations are met (reward) or not met (punishment) (Amanchukwu et al., 2015; Lamb, 2013). Bass (2003) illustrates the role of a transactional leader as someone who specifies expectations, clarifies responsibilities, negotiates contracts and provides recognition and reward when expected performance is achieved.

2.2.3.5 Transformational leadership style

Finally, a transformational leadership style refers to leaders who inspire enthusiasm in their teams by being energetic and motivating followers to constantly advance and challenge themselves (Amanchukwu et al., 2015). Transformational leadership implies that leaders and followers make each other strive towards higher levels of determination and motivation than they deem possible. Followers are inspired to change their perceptions, motivation and expectations to work towards common objectives by means of the strength of their vision and personalities (Mwangi, 2013). Through the process of transformational leadership, the attitudes and assumption of followers are changed in major ways and a strong commitment is fostered towards the organisations' mission, objectives and strategies (Ismail, 2013). Transformational leadership facilitates followers' development, inspiring them to think in different ways compared to what they are used to, motivating them to achieve beyond what they felt was possible and encouraging them to do so by keeping in mind their moral standards and values, which serve as a guideline for their performance (Bass, 2003).

This leadership style meets the demands of a rapidly changing world of work and the need for more adaptive and flexible leadership in response. Transformational leadership enables followers to generate creative solutions to complex problems, while concurrently developing a wide range of leadership responsibilities (Bass, 2003; Bennis, 2001). Mota (2010) considers transformational leaders as good communicators, who are credible and trustworthy and who convey a genuine sense of care towards and trust in followers with no personal motive attached. Finally, leaders who utilise a transformational leadership style motivate their followers

not only by providing transactional rewards, but also by convincing them that their own values and interests could best be realised through the aims of the organisation. They want their followers to feel valued and part of the organisations' purpose, which in turn makes the followers feel like a vital asset to the organisation (Smith & Piele, 2006).

The transactional, transformational and laissez-faire leadership styles were briefly discussed in the abovementioned section. These three styles however also form part of the FRLT and will be discussed again, but in more depth and grounded within the theory used for this study (§2.2.4.3).

2.2.4 Theoretical framework for leadership

The theoretical framework underpins the way in which the research is viewed as it explains the theory and the related aspects or concepts thereof. For the purpose of this study, two theoretical frameworks are presented, one for leadership styles and one for professional wellbeing.

In the next section, the FRLT will be discussed, seeing that it is the most prominent leadership theory currently utilised within the field of leadership (Antonakis et al., 2003; Avolio, 2005; Bass, 2008; Sosik & Jung, 2010; Van Jaarsveld, 2016).

2.2.4.1 Defining key concepts within the Full Range Leadership Theory (FRLT) Framework

- **Leader**

Within the context of leadership, a leader is conceptualised as someone who influences others in order to achieve a goal. Leaders are real people and therefore not perfect as they have their own values, beliefs and character (Antonakis et al., 2003). Furthermore, they are genetically predisposed to certain personality traits which generally remain stable over time. These personality traits include, amongst others, neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. Along with each leader's unique personality composition, they also have their own ideas and beliefs about how things are and how they should be (Sosik & Jung, 2010). In addition, leaders' family background and upbringing also influence their attitudes about themselves and about the world they live in. The combination between genetic and environmental influences shape the leaders' character and style, which the leader brings into the leadership system (Pantaléon, 2015). Leadership is all about getting things done with the help of followers and not merely for followers. Leadership is therefore regarded as a developmental process in which followers are not only viewed as a means to

accomplish certain goals, but as an end in themselves (Howell & Shamir, 2005). Effective leadership is when followers develop into self-actualising human beings realising their full leadership potential, thus transforming into leaders.

- **Follower**

A follower is described as an individual who follows a leader due to the leaders' character, abilities and vision. They consequently develop admiration and respect for the leader and attempt to imitate the leader in terms of communication, thinking and behaviour (Sosik & Jung, 2010). Seeing that followers are also humans, they are also not perfect, as is the case with leaders (Howell & Shamir, 2005). Therefore, followers will bring to the leadership system the same personal baggage that leaders bring to the leadership system. Followers ought to not only practice what the leader preaches, but should also believe in what they practice (Pantaléon, 2015). Followers work with leaders to move from what could be to what can be, from what is possible, to what is probable, to what is (Antonakis et al., 2003).

- **Situation**

A situation refers to the context and the associated circumstances and position that surround the leader and followers (Howell & Shamir, 2005). Given the context, it is important to understand that the historical context is shaped through social culture, world events and ways of thinking at specific time periods. Another element that needs to be considered to understand the situation, is competitiveness. Sometimes competition might be non-existing and at other times it might be fierce. In assessing the situation within the leadership system, it is important to account for historical, political and economic conditions (Pantaléon, 2015). In addition, the geographical context, as well as the organisational context should also be considered. Furthermore, it is important to consider how adaptive or rigid the organisation is, as well as how the organisational is structured (Antonakis et al., 2003). Within the organisational structure, it is also important to determine the role of communication to better understand the situation within the leadership system (Sosik & Jung, 2010).

2.2.4.2 The Full Range Leadership Theory (FRLT)

For the purpose of this study, the FRLT developed by Bass and Avolio (1991), was used as theoretical framework to conceptualise leadership. Prior to the development of this theory, Bass (1985) originally developed the concepts of transactional leadership and transformational leadership. Many empirical studies have been conducted which further contribute to the development of the constructs of transactional, transformational, and laissez-faire leadership styles (Antonakis et al., 2003). These research efforts led to a nine-factor model proposed by

Bass and Avolio (1991), which has been supported by a significant number of empirical research studies. The FRLT is regarded as a modern leadership theory rooted in three theoretical perspectives of leadership, namely transactional, transformational, and laissez-faire (Luo, Wang, & Marnburg, 2013; Verlage, Rowold, & Schilling, 2012). The FRLT is perhaps the most widely used comprehensive theory of leadership which includes a range of leader behaviour.

Through a wide range of studies, it is evident that the FRLT fits a variety of professions and a variety of organisational settings consisting out of different hierarchical levels (Kantse, Kääriäinen, & Kyngäs, 2009). The term “full range” refers to challenging followers as well as others’ who wish to become more effective leaders, to identify where they are on the full range of leadership spectrum and then to work on developing to a higher level (Avolio, 2005). The development of the FRLT manifested from a paradigm shift to determine how leaders influence followers to transcend beyond their self-interest for the benefit of their organisation to attain performance that can be regarded as optimal (Antonakis et al., 2003).

Within the nine-factor model, transformational leadership consists of five dimensions, namely: idealised influence: attributed; idealised influence: behaviour; inspirational motivation; intellectual stimulation; and individualised consideration. The two dimensions related to transactional leadership are contingent reward and management-by-exception: active, while the two dimensions of laissez-faire leadership is management-by-exception: passive and passive-avoidant (Witges & Scanlan, 2014). FRLT aims to explain “high-level leadership” or transformation to help followers and leaders transcend beyond the limits of resource exchange (transaction) to achieve change at a higher level driven by a utilitarian or moral motivation (Witges & Scanlan, 2014).

The FRLT suggests that elements of transactional leadership form the foundation in searching for the ability to produce transformational results. With a comprehensive understanding of the FRLT, the leader can purposefully select and implement effective transactional leadership behaviour as the basis for realising transformational leadership practices. An important consideration of FRLT is that transformational leadership is not meant to replace transactional leadership. Rather, without a foundation of transactional leadership, the attainment of transformational effects might not be possible (Witges & Scanlan, 2014). The most widely utilised survey instrument to measure the nine factors in the FRLT is the MLQ-5x (Antonakis et al., 2003).

2.2.4.3 Leadership Styles and factors related to The Full Range Leadership Theory (FRLT)

Bass and Avolio (1991) proposed three leadership styles as part of the development of the FRLT, namely transactional, transformational and laissez-faire leadership.

The importance of leadership styles of principals has especially been emphasised and studied in recent times (Avci, 2015). Rapid developments experienced in the educational environment have necessitated the implementation of more effective and efficient leadership styles in the school context (Bass, 2008; Kotter, 1996; Yukl, 2010). Furthermore, Van der Vyver (2011) emphasises that the teachers' quality of work life is directly influenced by the principal's management and leadership style. In situations where the principals' leadership style is ineffective, even the finest school programmes, most suitable resources and highly inspired teachers will become unproductive (Avci, 2015). Leadership styles should be selected and adjusted to fit individuals, groups, situations and organisations (Amanchukwu et al. 2015). In light of the above, there is therefore a pressing need to study the impact of the relationship between principal's leadership style and teacher's morale in terms of productivity and commitment (Adegbesan, 2013).

- **Transactional leadership**

Transactional leadership is a process of exchange based on fulfilling contractual obligations through setting objectives and monitoring the outcomes (Antonakis et al., 2003; Botha, 2012). Transactional contingent reward leadership clearly stipulates expectations and provides recognition when objectives are accomplished (Bass, Avolio, Jung, & Berson, 2003). It is frequently measured using two dimensions, namely contingent reward and management-by-exception: active. It is also important to note that there is a positive association between contingent reward and transformational leadership, but contingent reward is the essence of transactional leadership, demonstrating the exchange of rewards for satisfactory performance (Witges & Scanlan, 2014). Therefore, contingent reward requires clear communication from the leader regarding the tasks and limits required of the followers in exchange for praise, recognition, pay, bonuses or promotions (Bass et al., 2003; Witges & Scanlan, 2014). This leadership style does not pay attention to individual features and innovative characteristics of followers (Avci, 2015). Management-by-exception: active refers to leaders clearly specifying the compliance standards. Adherence to these standards results in rewards, whereas poor compliance leads to punishment. This leadership approach closely monitors performance and corrective actions are utilised as soon as possible to ensure compliance and to rectify deviances, mistakes and errors (Witges & Scanlan, 2014).

A transactional leadership style thus refers to an exchange process in which compliant behaviour from followers is rewarded by the leader, while poor or non-compliant behaviour is punished. In addition, transactional leadership entails close monitoring of followers' performance by the leader with a corrective focus. In the next section, the two factors related to a transactional leadership style will be discussed in detail.

Factor 1: Contingent reward

Contingent reward is an active and generally effective leader behaviour that is often displayed by politicians and by leaders in corporate settings. It is a dimension of transactional leadership in which a constructive transaction takes place, i.e. a type of implied contract between the leader and the follower (Atta & Khan, 2015). During this transaction, the leader sets clear goals for and with followers, clarifies roles and explains expectations of followers in terms of performance targets (Yahaya & Ebrahim, 2015). The leader also suggests pathways to meet performance expectations. In return, the followers commit to meet the performance expectations set by the leader. The leader actively monitors the progress of followers and provides supportive feedback as needed. If the follower meets the expectations set, the leader rewards them in line with their implied contract (Antonakis et al., 2003). However, if the followers fail to meet the expectations set, they do not receive the reward, or they might even be punished for not accomplishing the set goal. In essence, contingent reward relies on extrinsic motivation to drive followers towards a goal (a carrot-and-stick approach) (Sosik & Jung, 2010).

Factor 2: Management-by-exception: active

A leader who displays management-by-exception: active, does not wait for things to go wrong before taking action, but rather micromanages processes and takes corrective action to prevent problems or to deal with problems soon after they arise (Bodla & Nawaz, 2010). Management-by-exception: active is viewed as a corrective transaction between the leader and a follower, where the leader inclines to focus on deviations from predefined standards and fixes the problem as soon as possible (Atta & Khan, 2015). Leadership behaviour associated with management-by-exception: active includes closely monitoring work performance of followers to check for errors or focusing more on mistakes, complaints, failures and deviations from standards in the here-and-now than on the bigger picture over time (Sosik & Jung, 2010). The leader monitors and controls followers by forcing compliance with regulations and rules, as well as expectations for attaining performance standards and behavioural norms (Antonakis et al., 2003). If this factor is used too frequently or inappropriately, followers become demotivated and might even despise the leaders' leadership style. It is important to note that management-by-exception: active is extremely effective in life-or-death situations or in problem-solving contexts

where there is little room for error. It creates fear and inhibits creativity and innovation in other contexts where it is not deemed necessary or appropriate. High levels of management-by-exception: active behaviour displayed by leaders' result in lower levels of commitment and motivation amongst followers (Atta & Khan, 2015).

- **Transformational leadership**

Transformational leaders are characteristically proactive as they increase the awareness of followers for shared interests as they help followers to accomplish extraordinary objectives (Avci, 2015; Van der Vyver, 2011; Mwangi, 2013). Transformational leadership is theorised as consisting of five factors, namely: idealised influence: attributed; idealised influence: behaviour; inspirational motivation; intellectual stimulation and individualised consideration (Bass & Avolio, 1991). Idealised influence: attributed refers to the leaders' socialised charisma, whether the leader is perceived as being powerful and confident, and whether the leader is perceived as focusing on higher-order principles and ethics (Witges & Scanlan, 2014). Idealised influence: behaviour refers to the charismatic behaviour of the leader based on beliefs, values, and a sense of mission (Avci, 2015). Furthermore, inspirational motivation can be viewed as the way in which leaders energise their followers by having an optimistic view of the future, setting ambitious goals and projecting an idealised vision (Antonakis et al., 2003). It is the way the leader inspires followers to "buy in" and believe that the vision and goals set are possible (Witges & Scanlan, 2014). Intellectual stimulation encourages leaders to challenge followers to think creatively and generate solutions for complex problems (Antonakis et al., 2003). It measures the extent to which the leader challenges the followers' assumptions, take risks, and promote innovation among followers (Witges & Scanlan, 2014). Finally, individualised consideration emphasises the behaviour of the leader that contributes to the job satisfaction of followers by supporting, advising and paying attention to their personal needs. The aim is to allow followers to develop and actualise their full potential (Antonakis et al., 2003). Supporting and promoting followers' personal growth through mentoring behaviour are central transformative concepts when promoting followers' development (Avci, 2015)

Transformational leadership is thus embedded in the social construct of humanity, and emphasises the importance of the exchanges in the relationship between leader and followers. Leaders are expected to provide vision, create meaning, be role models, induce emotions, and react to the needs of individuals to establish a climate of trust (Botha, 2012). In addition, there is the broader aim of developing or transforming followers into leaders so that they can realise their full potential (Ismail, 2013). Transformational leaders motivate followers by inspiring them beyond their self-interests into an altruistic vision that supports the values and mission of the organisation (Van der Vyver, 2011). Following the discussion of the transactional leadership

style and its factors, it is also important to take note of the five different factors relating to the transformational leadership style. The first two factors (idealised influence: attributed and idealised influence: behaviour) will not be discussed as two separate factors but rather as one because of the small difference between the two.

Factor 1: Idealised influence

Idealised influence is also referred to as the humane side of transformational leadership, referring to a leaders' ability to set aside their self-interest for the greater benefit of the group. They accentuate and constantly voice the importance of collective values, beliefs, purpose, a shared mission and the potential gains of trusting one another (Gozukara, 2016). They also continuously talk about the importance of experiencing a strong sense of purpose and considering the moral and ethical consequences that accompanies decision-making. Idealised influence leaders are well respected and admired by a team of followers as it creates a sense of pride and respect amongst followers (Deinert, Homan, Boer, Voelpel, & Gutermann, 2015). Furthermore, a strong work ethic and high levels of moral behaviour, virtues and character strength are associated with idealised influence behaviour. It is easy for followers to identify strongly with leaders utilising idealised influence behaviour, consequently demonstrating increased levels of commitment and trust towards the leader with accompanied increased levels of motivation and drive (Franco & Matos, 2013). Leaders utilising idealised influence are viewed as positive role models in terms of moral, ethical and performance standards. Emphasis is placed on the importance of teamwork and the new possibilities that can be achieved through teamwork. Other attributes of idealised influence are that leaders instil pride in followers for being connected with them and receiving reassurance that obstacles will be overcome through the sense of power and confidence that the leader displays (Sosik & Jung, 2010).

Factor 2: Inspirational motivation

Inspirational motivation refers to the emotional side of transformational leadership, which emphasises leader behaviour that involves developing and articulating a vision for the future and displaying confidence that the objectives will be accomplished to realise the vision (Yahaya & Ebrahim, 2015). This vision should be optimistic and create enthusiasm amongst followers to enable them to achieve more than they thought possible in the future. The status quo is not only challenged, but regarded as unacceptable to the transformational leader utilising inspirational motivation behaviour. Inspirational leaders aim to energise their followers through means of putting in extra effort particularly in challenging situations (Franco & Matos, 2013). Collective action and team synergy are essential ingredients required to achieve the vision set by these leaders (Gozukara, 2016). Inspirational motivation behaviour create a very strong emotional

bond, fosters a sense of deep trust and a high level of commitment between leaders and followers. This manifests in followers' increased willingness to achieve at exceptionally high levels of performance, which is furthermore maintained through continuous inspirational motivation leadership behaviour (Sosik & Jung, 2010).

Factor 3: Intellectual stimulation

Very similar to the way in which inspirational motivation behaviour triggers the emotions of followers, intellectual stimulation values the rationality and intellect of followers (Sosik & Jung, 2010). Therefore, intellectual stimulation is viewed as the rational side of transformational leadership (Atta & Khan, 2015). Rationality includes the ability to consider opposing viewpoints, to conduct a systematic analysis during the process of creative problem-solving and to be innovative. In essence, intellectual stimulation refers to using imaginative methods to challenge conventional wisdom, but still being allowed the freedom to fail. Followers are encouraged to engage in unconventional ways of thinking which shifts them outside their comfort zones (Antonakis et al., 2003). By re-examining assumptions that might no longer be valid, seeking different perspectives about the same phenomenon and approaching a problem in different ways, non-traditional thinking and rethinking is stimulated. This level of thinking is clearly at a deeper level due to the willingness to question basic assumptions, policies, procedures and rules. The main aim of intellectual stimulation is to get followers to experience an increased willingness to think (Bodla & Nawaz, 2010). Along with the increased willingness to think, followers feel comfortable experimenting with new ideas or technology. A working environment in which intellectual stimulation is encouraged produces an environment of logical thinking that facilitates the further development and utilisation of followers' abilities, talents and strengths.

Factor 4: Individualised consideration

The main aim of transformational leadership is to develop followers into leaders. This refers to the nurturing side of transformation leadership known as individualised consideration, which consists of leaders spending time listening, coaching and teaching followers for the personal and professional development of followers (McClensky, 2014). Individualised consideration manifests when leaders approach others as individuals with different needs, skills and future goals, and not merely as another follower that is part of a group. Another example of individualised consideration is when leaders understand the challenges that followers face and demonstrate a willingness to support them in facing these difficulties. A two-way exchange of ideas is encouraged between leader and followers in which the leader-follower relationship is personalised (Yahaya & Ebrahim, 2015). In addition, individualism is encouraged so that creativity and initiative are stimulated amongst followers. Leaders utilising individualised

consideration leadership behaviour also listens attentively to followers' concerns. Displaying empathy, valuing individual needs and encouraging continuous development and improvement are all manifestations of individualised consideration (Sosik & Jung, 2010).

- **Laissez-faire leadership**

Laissez-faire is a French phrase for "let it be" and when this is applied to leadership styles, it refers to leaders allowing followers to work independently (Amanchukwu et al., 2015). Within the context of this leadership style, the leader either takes no action or waits for problems to arise before taking action, and therefore this type of leadership style is also described as *passive-avoidant* (Bass et al., 2003). Laissez-faire leadership consists of two dimensions, namely management-by-exception: passive and passive-avoidant. Passive-avoidant refers to a non-leadership approach seeing that no exchange exists in the relationship between the leader and followers. Management-by-exception: passive refers to leaders who only become involved after non-compliance has already happened or when mistakes have already occurred (Antonakis et al., 2003). Antonakis et al. (2003) and Breed (2008) agrees with Bass et al. (2003) that a laissez-faire leadership style is characterised by the absence of a transaction and where the leader abdicates responsibility, do not use authority and avoids decision-making (Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007; Robbins, Judge & Sanghi, 2007). It is considered active in the sense that the leader "chooses" not to act (Harland, Harrison, Jones, & Rieter-Palmon, 2005; Kurfi, 2009). This style is generally regarded as being the most passive form of leadership and mostly ineffective (Mota, 2010). Followers are allowed autonomy which might lead to increased job satisfaction and productivity, but only when the followers possess the necessary motivation, skills and knowledge to conduct their work effectively (Amanchukwu et al., 2015). Goodnight (2004) and Sudha, Shahnawaz and Farhat (2016) report that this leadership style has been demonstrated to be less effective than the transformational and transactional leadership styles.

The laissez-faire leadership style therefore refers to leaders not taking responsibility by avoiding making decisions. In this regard, laissez-faire leadership can therefore also be called an avoidant style. After describing the laissez-faire leadership style, the two factors relating to this style will be discussed in-depth.

Factor 1: Management-by-exception: passive

Leaders who make use of management-by-exception: passive behaviour, tend to wait for problems to arise or mistakes to happen before they attempt to do anything about it (Franco & Matos, 2013). The leaders' typical stance would be "if it's not broken, don't fix it" and the leader

will only intervene when standards are not met. This is also commonly referred to as in inactive form of leadership in which the followers find it difficult to identify with the leader as a role model (Sosik & Jung, 2010). The impact of management-by-exception: passive leadership behaviour is that followers do not perceive the leader as a worthy role model and consequently demonstrate little trust in the leader, experience low levels of commitment and lack motivation (Gozukara, 2016).

Factor 2: Passive-avoidant

Leaders are passive-avoidant when they fail to take responsibility and delay responding to urgent requests (Antonakis et al., 2003). These leaders become complacent and come to accept the errors and deviations of followers. Followers then maintain the status quo set by leaders and leaders do not care if followers maintain predefined performance standards and goals or not (Sosik & Jung, 2010). They generally do not follow up on urgent issues and avoid making decisions or dealing with chronic problems. Such leaders will even be absent from important meetings or find excuses for avoiding important daily work responsibilities. Passive-avoidant is also referred to as non-leadership as there is no exchange in the leader-follower relationship. Due to the lack of leadership, followers can easily become confused about their roles which often lead to increase conflict amongst followers or between leader and followers (Franco & Matos, 2013). As a result, followers become more and more detached from their leader, similar to how their leader becomes detached from them. Followers look to others to provide them with support and guidance and some might even seek other employment due to the low level of work satisfaction they experience (Sosik & Jung, 2010). Consequently, passive-avoidant behaviours are associated with the lowest level of performance and work satisfaction (Antonakis et al., 2003).

2.2.4.4 Synthesis

Table 2-1 below provides a detailed summary of the nine factors of the FRLT, clearly describing the five factors of transformational leadership, the two factors of transactional leadership and the two factors related to laissez-faire leadership.

Table 2-1: The nine factors of the FRLT

Leadership style	Factors	Explanation
Transformational	(a) Idealised influence: attributed	The ability to have influence over followers as role model in values and morals.
	(b) Idealised influence: behaviour	To motivate and inspire followers to accomplish objectives through extra effort.
	(c) Inspirational motivation	The leaders' ability to communicate their vision and mission and to find the means to realise these objectives.
	(d) Intellectual stimulation	The ability to stimulate followers to think in new and creative ways, to challenge others, and to be innovative in their problem-solving.
	(e) Individualised consideration	The leaders' ability to meet followers' unique individual needs and to develop them to realise their full potential.
Transactional	(a) Contingent reward	Refers to the leader who clearly defines obligations, objectives, and tasks for followers, and stipulates reward associated when the contractual obligations are met.
	(b) Management-by-exception: active	The leader who actively checks that work standards are met.
Laissez-faire	(a) Management-by-exception: passive	The leader who passively checks that work standards are met.
	(b) Passive-avoidant	The leader who do not take responsibility, avoid making decisions and do not use authority.

(Luo et al., 2013)

2.2.5 Leadership in the context of education

Principals are regarded as front runners who can radically change themselves and apply those changes to the school as an organisation (Senge, 2000). Packard (2008) mentions that one of the most significant challenges principals face is to adapt to a constant rapidly changing global environment and being able to navigate the bureaucracies of the education context in order to lead their school effectively (Thrash, 2009). The principal, as the leader of the school, can influence teachers and can motivate them to achieve the school's goals. Haslam (2004) identifies some of the most important components of effective leadership of principals in the school context as: able to be a role model for other teachers; capable of leading many different teachers; and critical thinking skills. The abovementioned authors all highlight the influencing and motivating aspects of a principal, emphasising that the principal, as the leader of the school, cannot be considered as an individual isolated from the other teachers.

Leadership of a principal may vary from culture to culture and may change over time, also bearing in mind that principals and followers are different from each other and therefore expectations and perceptions of a principal, as a leader, will also vary (Bass & Bass, 2008; Steers, Sanchez-Runde, & Nardon, 2012). With these different perceptions, teachers entertain different thoughts about how the leadership of a principal should be. Badke-Schaub, Neumann, Lauche and Mohammed (2007) mention that a combination of these thoughts manifests in a leadership model for principals, which individual teachers develop and use to compare their principal against their model to categorise or rate them as an effective leader or not. Johnson (2008) elaborates when he indicates that teachers then think and act through these models, thus serving as basis for their perceptions, analyses, understandings, actions and feelings related to the leadership style of the principal.

It is important to emphasise that today's principals must have a wide range of leadership skills to enable them to lead schools effectively (Thrash, 2009). Del Favero (2006) highlights the importance of the appropriate selection of leadership style adopted by the principal to lead the school in the sustainable overall performance required to be regarded as effective. Leadership styles can also be described as strategic tools used to motivate followers to develop their potential and enhance their growth (Fry, 2003). The principal should have the ability, in the context of education, to adapt the most appropriate leadership style which suits the specific group for which they are responsible (Nunn, 2008). Leithwood (1994) emphasises that the instructional leadership paradigm was considered the most appropriate and popular model in the context of educational leadership during the 1980s and 1990s (as cited in Marzano, Waters, & McNulty, 2005). However, the current demand for educational reform, forces many principals to re-evaluate and change their leadership style to meet the current educational and organisational demands. Consequently, many principals are beginning to embrace transformational leadership in the school context.

Arokiasamy, Abdullah and Ismail (2015) and Arokiasamy, Abdullah, Ahmad, and Ismail (2016) studied the leadership style of principals and report that there is an increased need for principals utilising more transformational leadership behaviour to, amongst others, increase the job satisfaction of teachers. Transformational leadership is regarded as a promising form of leadership used by principals in the school context as it can result in change, resolve concerns and create new paradigms necessary in the current context of education reform (Banerji & Krishnan, 2000). Such principals support open communication which, in turn, enhances team motivation and morale. They help to build confidence amongst and within teachers, by providing the necessary opportunities for training and by encouraging the need and value of team building. According to Walker and Dimmock (2000), these principals use a participatory

leadership approach, which proactively supports change within the school, as an organisation. Within the context of transformational leadership, it appears very important for principals and teachers to have a clear vision of what they want to achieve and how they want to achieve it. Transformational leadership is regarded as a process that advocates the contribution of all parties involved and not merely a matter of one person “doing leadership” to others (Bottery, 2004).

Boseman (2008) found that, under certain circumstances, a transactional leadership style leads to effective functioning in the organisation and it renders the followers increased job satisfaction and a sense of identity, but does not give followers as much freedom and room for movement as a transformational leadership style does. Transformational leadership plays a significant role in the performance and creativity of followers as compared to transactional leadership (Boerner, Eisenbeiss, & Griesser, 2007). Furthermore, transformational leadership is also more likely to enable sustainable change within the context of the educational system (Bryman, 2007). Consequently, Lustik (2008) found that many principals in the school setting prefer transformational leadership. This is also highlighted by Avolio (2007) and Northouse (2007) when they indicate that transformational leaders are morally inspiring and capable of responding to the demands of specific situations. Wahab, Rahmat, Yusof, and Mohamed (2016) support the findings of Egan, Sarros and Santora (1995), namely that principals prefer a transformational leadership style as they find it more effective than other leadership styles. It was found that when principals are perceived as transformational leaders, the teachers perceive that they can easily share their knowledge amongst themselves (Behery, 2008).

There is already compelling evidence that the transformational leadership behaviour of principals have a meaningful impact on teachers' psychological states, such as organisational commitment, job satisfaction and teaching efficacy (Bass & Riggio, 2006; Leithwood, Jantzi, & Steinbach, 1999). Consistent with the findings from Bass and Riggio (2006), Bogler (2001) and Griffith (2004), as well as Arokiasamy et al. (2015), all found, based on review studies, that transformational leadership behaviour by a principal, results in teachers who report higher levels of job satisfaction. A significant relationship between the level of transformational leadership by principals and the level of job satisfaction of teachers has also been reported (Arokiasamy et al., 2016). The main finding from the study of Wahab et al. (2016) is that the support of knowledge-sharing among teachers was regarded as very valuable in terms of transformational leadership behaviour. Arokiasamy et al. (2016) also studied the leadership style of principals and report that there is an increased need for principals to utilise more transformational leadership skills in order to increase the job satisfaction of teachers. Transformational leadership has long been recognised as a powerful leadership model in the industrial, political and military environments

(Bass, 1985; Bass & Riggio, 2006). Wahab et al. (2016) recommend professional development programmes for principals to enhance their effectiveness as leaders in the school setting by emphasising the importance of transformational leadership behaviour. However, compelling research regarding the use of transformational leadership behaviour in the context of education management is lacking.

2.3 Professional Wellbeing

Professional wellbeing is regarded as a key factor contributing to how teachers perceive their workplace and determines work satisfaction (Fouché, 2015). This is particularly relevant in the South African context with the dynamic nature of the education system where change occurs frequently (Van der Westhuizen & Van Vuuren, 2007) and South African teachers have to cope with and adapt to these renewed demands (SA, 2015). It is not surprising then, that teaching is ranked as one of the most stressful professions worldwide (Aamir, Ullah, Habib, & Shah, 2010; Leung, Chiang, Chui, Lee, & Mak, 2010), with South Africa being no exception (Jackson & Rothmann, 2006; Milner & Khoza, 2008; Olivier & Venter, 2003).

In addition to the stress associated with the rapid changes and increased demands, teachers are also expected to fulfil specific roles to be regarded as effective within the South African education context. These seven roles are highlighted in the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) as 1) A phase, subject discipline or practice specialist; 2) A mediator of learning; 3) An interpreter and designer of learning programmes and materials; 4) An administrator, manager and leader; 5) A lifelong learner, researcher and scholar; 6) An assessor; and 7) A community, citizenship who also plays a pastoral role (SA, 2015). Against this background, teachers face diverse demands and challenges that consequently influence their wellbeing. To understand the complexity of wellbeing in general and more specifically professional wellbeing of teachers a discussion on wellbeing will follow.

2.3.1 Clarification of key concepts

To gain a better understanding of wellbeing in general and the role of professional wellbeing of teachers the concept of wellbeing, including other relevant concepts need clarification. For this study, wellbeing and professional wellbeing of teachers will be defined.

2.3.1.1 Wellbeing

General wellbeing can be defined as being psychologically, physically and emotionally healthy (Yildirim, 2015). Wellbeing manifests in a balance between the processes of engagement (investing resources) and resilience (recovering resources) (Klusmann, Kunter, Trautwein,

Lüdtke, & Baumert, 2008). Recurring everyday experiences of unpleasant emotions in response to chronic stressors typically results in negative changes in wellbeing, whereas continued experiences of pleasant emotions generally promotes wellbeing. Prolonged experiences of pleasant or unpleasant emotions cause changes in wellbeing (Spilt, Koomen, & Thijs, 2011). Baumeister, Bratslavsky, Finkenauer, and Vohs (2001) synthesised many studies and concluded that negative experiences are more powerful as they tend to have a more lasting effect on the wellbeing of individuals than the effect of positive experiences. For this study wellbeing refers to the holistic health of individuals and the focus is on affective wellbeing in particular. Affective wellbeing refers to the experience of pleasant or unpleasant emotions and the impact it has on individuals' resilience and their ability to utilise resources.

2.3.1.2 Professional wellbeing

In the context of student learning and educational quality, teachers' professional wellbeing deserves attention. Professional wellbeing refers to an individual's perception of his or her qualities needed for professional tasks. It refers to positive emotions, such as self-efficacy and job satisfaction (Aelterman et al., 2007). Butt and Retallick (2002) defines professional wellbeing as the feeling which provides individuals with the confidence they need to assume new roles, to adapt to their career changes and to accept challenges they might face as part their professional development (Yildirim, 2015). Professional wellbeing can also be defined as the "positive evaluation of various aspects of one's job, including affective, motivational, behavioural, cognitive and psychosomatic dimensions" (Van Horn et al., 2004, p. 366). Teachers are also change agents, and insight into their professional wellbeing might add to the development of intervention programs in schools (Spilt et al., 2011). Warr (1987) and Van Horn et al. (2004) highlight that professional wellbeing is reflected by the emotional and affective states of individuals. They conceptualise professional wellbeing as comprising of autonomy and aspiration (Warr, 1987, 1994). In addition, empirical evidence suggests that the pleasure-displeasure axis might account for most of the covariance between the various aspects of affective professional wellbeing (Van Horn et al., 2004). Thus, in the context of this study, professional wellbeing can be conceptualised as the affective wellbeing of teachers in schools. A full discussion of the theoretical framework used to conceptualise affective wellbeing follows in the next section.

2.3.2 Theoretical framework for professional wellbeing

In addition to the theoretical framework regarding leadership (§2.2.2), this section provides a theoretical framework for professional wellbeing. These two theoretical frameworks form the lens through which the study is viewed.

2.3.2.1 Circumplex Model of Affect

- **Historical overview**

Nowlis (1965) used self-report measures to determine that affective states consist of between six and twelve monopolar factors of affect, which are independent. These factors include, amongst others, the degree of sadness, anger, tension, elation and anxiety. In contrast, earlier research by Schlosberg (1952) stated that affective states were not independent, but rather dependent on one another in a highly systematic manner, organised in a circular arrangement, and conceptualised as two bipolar dimensions rather than six to twelve monopolar factors. This is also supported by Russell (1980) who states that affective states are best represented by a circular space with two bipolar dimensions, which he later described as the pleasure- and arousal axes (Russell, 2003). The bipolar systematic structure of affect was also found by Block (1957), Bush (1973) and Neufeld (1975; 1976).

Russel (1980) conceptualises affect as a cognitive structure with eight affect concepts on two axes, one ranging from misery to pleasure and one vertical axis ranging from sleepiness to arousal. The eight affect concepts are: misery; pleasure; sleepiness; arousal; distress; depression; contentment; and excitement. Arousal and misery is associated with distress, while sleepiness and misery is associated with depression. Arousal and pleasure is associated with excitement, while sleepiness and pleasure is associated with contentment. The eight affect concepts were produced from three different scaling techniques done on 28 words (Feldman Barrett & Russell, 1998). Three different scaling techniques yielded a remarkably, consistent picture, namely multidimensional scaling, direct circular scaling and unidimensional scaling. Multidimensional scaling is an exploratory procedure with few restraints on the resulting geometrical configuration (Posner, Russell, & Peterson, 2005). Direct circular scaling assumes a two-dimensional space with maximum values falling on the perimeter of a circle. Unidimensional scaling plots the words on the pleasure-axis and the arousal-axis. In all three scaling techniques, the words are plotted in a circular order around the perimeter of a space (Feldman Barrett & Russell, 1999). Along the pleasure-axis and arousal-axis two bipolar axes were formed, namely excitement-depression and distress-contentment (Posner et al., 2005; Russell & Feldman Barrett, 1999).

This is also in line with findings from Lundberg and Devine (1975) who found two dimensions in their multidimensional scaling technique, namely depression-elation and contented-discontented. Thayer (1978) also found two dimensions, namely excitement-depression and distress-relaxation. In a circumplex (Guttman, 1954), variables are arranged in a circular order in a geometrical space of small dimensionality. Even with the rotation of axes, the circular

configuration ensures that the variables remain intact, thus rotation becomes arbitrary (Posner et al., 2005).

- **Different circumplex models of affect**

In the following section, different circumplex models of affect, leading up to the affective wellbeing model of Warr (1990), will be discussed briefly, namely the models of Russel (1980), Watson and Tellegen (1985), Thayer (1989) and Larsen and Diener (1992). These models create the context and clearly illustrate the origin of the affective wellbeing model used in this study.

Russel (1980)

Literature indicated that the pleasure-activation model seems to have its origins in the findings of Wundt (1924) and Schlosberg (1941), and was later integrated by Russell (1980). Figure 2-1 provides a visual representation of the initial circumplex model of affect as developed by Russell (1980).



Figure 2-1: Russell (1980) – Circumplex model of affect

Watson and Tellegen (1985)

Following Russell (1980) was the model of Watson and Tellegen (1985), which distinguishes between positive affect and negative affect on two axes ranging from engagement to disengagement and from pleasantness to unpleasantness. See Figure 2-2 for a visual depiction of this model.

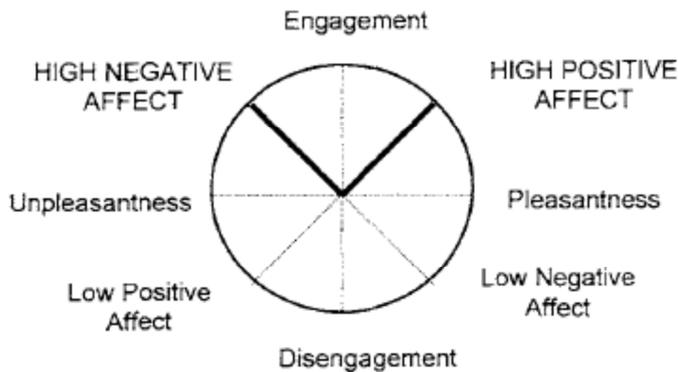


Figure 2-2: Watson and Tellegen (1985) – Circumplex model of affect

Thayer (1989)

Continuing with the development of affective models, Thayer (1989) also formulated a circumplex model of affect, also with two axes, namely tension-caltness and tiredness-energy. A visual representation of this model is presented in Figure 2-3.

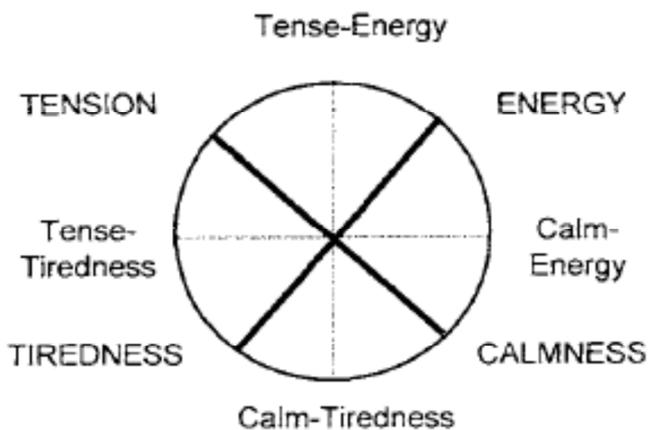


Figure 2-3: Thayer (1989) – Circumplex model of affect

Larsen and Diener (1992)

Finally, Larsen and Diener (1992) also formulated a circumplex model of affect with two axes, namely high activation to low activation and pleasant to unpleasant (§Figure 2-4).

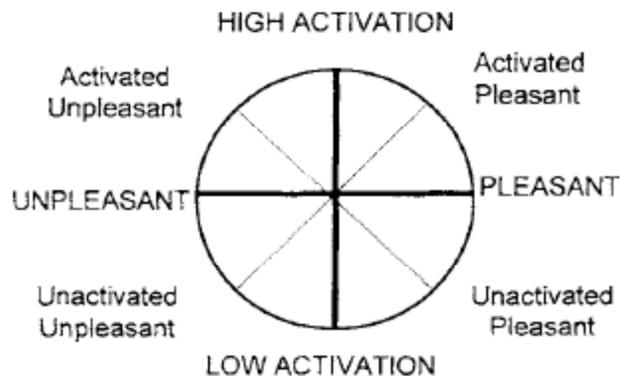


Figure 2-4: Larsen and Diener (1992) – Circumplex model of affect

- **Integration of circumplex models of affect**

The abovementioned dimensions are conceptualised in various ways: as positive and negative affect (Watson & Tellegen, 1985), as tension and energy (Thayer, 1989), or as pleasure and arousal (Larsen & Diener, 1992; Russell, 1980). Although the descriptive names differ, the two-dimensional structure is clearly consistently reported across different studies (Feldman Barrett & Russell, 1998; Feldman Barrett & Russell, 1999; Posner et al., 2005; Russell & Feldman Barrett, 1999).

Pleasure-displeasure is a dimension of experience known as hedonic tone, while activation refers to a sense of mobilisation of energy (Feldman Barrett & Russell, 1999). Watson and Tellegen (1985) propose an alternative interpretation by separating pleasantness and activation dimensions as an affective structure with two dimensions, namely positive affect and negative affect. Thayer (1989), on the other hand, refers to the two dimensions of activation as tension and energy. Affect can best be described as a space formed by two bipolar, but independent dimensions on the degree of pleasantness and the degree of activation. Affective states can be viewed as linear combinations of these two dimensions, or as varying degrees of pleasure and arousal (Posner et al., 2005). It is also important to distinguish between emotional episodes and affective feelings. Emotional episodes are conceptualised as being more complex than affect, but affective feelings of pleasantness and activation may, in return, be central to emotional experience. This implies that emotional episodes might not be possible in the absence of strong affective feelings (Feldman Barrett & Russell, 1999). As a result, affective structure may

succeed in capturing something that is necessary, but still not sufficient enough, to be regarded as emotional episodes. Emotions are not experienced as isolated or distinct entities, but rather as vague and intersecting experiences (Russell & Fehr, 1994). Correlations between emotions are addressed through the dimensionality offered within circumplex models of affect (Posner et al., 2005). The specific relationship between pleasantness and activation and other elements of emotional response, is a matter that requires further research (Feldman Barrett & Russell, 1999).

The abovementioned circumplex models of affect preceded and influenced the development of the job-related affective wellbeing model of Warr (1987; 1990) and Warr et al. (2014). This model will be discussed in detail in the following section.

2.3.2.2 Job-related affective wellbeing

Within the field of occupational health psychology, it is clear that job-related affective wellbeing has been regarded as having the same structure as general affective wellbeing (Gonçalves & Neves, 2011). Van Horn et al. (2004) emphasise that empirical studies have demonstrated that affective wellbeing is the most important aspect in professional wellbeing. Therefore, the theoretical framework used in this study to conceptualise professional wellbeing, is the job-related affective wellbeing framework of Warr (1987; 1990) and Warr et al. (2014).

Warr (1987; 1990) and Warr et al. (2014) conceptualise job-related affective wellbeing on two orthogonal dimensions, namely arousal and pleasure. According to this conceptualisation, a specific level of pleasure may be accompanied by a particular level of arousal, and a particular level of arousal may be either pleasurable or unpleasant (Warr, 1987; 1990; Warr et al., 2014). Figure 2-5 illustrates the two-dimensional view of affective wellbeing with activation indicated as the vertical dimension and pleasure indicated as the horizontal dimension. It is clear from Figure 2-5 that certain states are associated with particular levels of activation and particular levels of pleasure (Russell, 2003; Warr, 1987; 1990; Warr et al., 2014). For example, high levels of activation which are perceived as pleasant are associated with being excited, enthusiastic, energised, happy and pleased. Furthermore, low levels of activation which are perceived as pleasant, can produce states such as feeling content, relaxed, calm and tranquil. Unpleasant states accompanied by high levels of activation can produce states, such as being agitated, hostile, irritated, angry and tense. Finally, unpleasant states that are accompanied by low levels of activation can produce states, such as feeling dejected, lethargic, fatigued, gloomy and sad (De Jonge & Schaufeli, 1998).

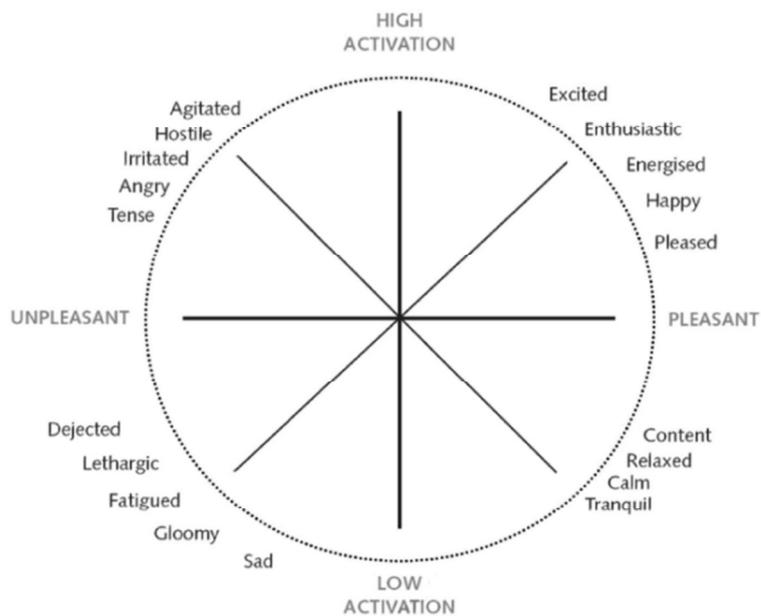


Figure 2-5: A two-dimensional view of affective wellbeing

(Russell, 2003)

To expand on these dimensions, Figure 2-6 illustrates three axes that should also be considered in the measurement of affective wellbeing, namely displeased-pleased axis, anxious-contented axis and depressed-enthusiastic axis (De Jonge & Schaufeli, 1998; Warr, 1990; Warr et al., 2014). In the occupational setting, the pleased-displeased axis is mostly operationalised as job satisfaction, job attachment and organisational commitment, while the anxious-comfortable axis is usually operationalised as job-related strain, job-related tension and job-related anxiety (De Jonge & Schaufeli, 1998; Warr, 1987). The depressed-enthusiastic axis is mostly conceptualised as fatigue, job boredom, job-related depression and occupational burnout. The arousal axis on its own is not considered to reflect wellbeing and therefore its poles are unlabelled. It is important to note that greater empirical weight is attributed to pleasure, than to arousal, with the implication that the pleasure dimension is more important than the arousal dimension in constituting affective wellbeing (De Jonge & Schaufeli, 1998). This can be seen by Figure 2-6 having an elongated shape rather than a circular shape (Warr, 1990).

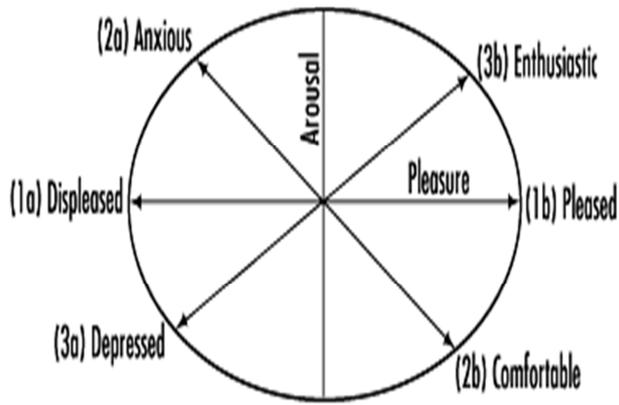


Figure 2-6: Three principal axes for the measurement of affective wellbeing (Warr, 1990)

To further expand on this theoretical framework, Warr et al. (2014) also developed the IWP Multi-Affect Indicator which is presented in Figure 2-7. The IWP Multi-Affect Indicator (Warr et al., 2014) is a circumplex that specifies feelings in terms of a displeasure-pleasure continuum and also through low-to-high mental arousal or activation. Mental arousal or activation refers to an individuals' readiness for action and energy levels (Remington, Fabrigar, & Visser, 2000). The feelings associated with the two axes (pleasure-activation) are mentioned in Figure 2-7 with descriptive labels provided for each of the quadrants, namely: anxiety, depression, enthusiasm and comfort. Anxiety is viewed as having high levels of activation with low levels of pleasure, while depression refers to low levels of both activation and pleasure. Enthusiasm is used as descriptive label to capture high levels of both activation and pleasure, while comfort is the label for low levels of activation with high levels of pleasure. Russell (1980; 2003) refers to anxiety, depression, enthusiasm and comfort as core affect and as a neurophysiological state consciously accessible as raw feelings that are non-reflective by nature. Furthermore, Russell (2003) views core affect as a blend of pleasure and arousal.

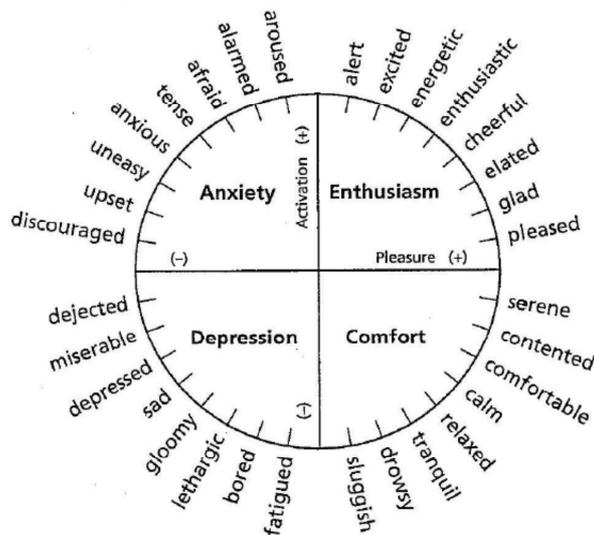


Figure 2-7: Institute of Work Psychology (IWP) Multi-Affect Indicator
(Warr et al., 2014)

In broad terms, positive affect (PA) is associated with the feelings on the right-hand side of the figure, while negative affect (NA) is associated with those feelings reported on the left-hand side of the figure (Warr et al., 2014). To be more specific, the top-left quadrant (Anxiety) is referred to as HANA (**H**igh **A**ctivation **N**egative **A**ffect). The bottom-left quadrant (Depression) is referred to as LANA (**L**ow **A**ctivation **N**egative **A**ffect), while the top-right quadrant (Enthusiasm) is referred to as HAPA (**H**igh **A**ctivation **P**ositive **A**ffect). Lastly, the bottom-right quadrant (Comfort) is referred to as LAPA (**L**ow **A**ctivation **P**ositive **A**ffect). Furthermore, it is possible to examine a selection of combined-quadrant scores, chosen as theoretically appropriate for specific research studies, for example Anxiety-Comfort dimensions or Depression-Enthusiasm dimensions (Warr et al., 2014). Combined quadrant scores can also be determined for negative affect (two left-hand quadrants) or for positive affect (two right-hand quadrants) (Gonçalves & Neves, 2011).

Table 2-2 provides a summative overview of the IWP Multi-Affect Indicator of affective wellbeing in terms of items, quadrants and axes.

Table 2-2: Items of the Institute of Work Psychology (IWP) Multi-Affect Indicator

Items	Factor (quadrant)	Factor (axis)
Tense Anxious Worried Comfortable Calm Relaxed	Anxiety Comfort	Anxiety-comfort
Depressed Melancholic Unhappy Motivated Enthusiastic Optimistic	Depression Enthusiasm	Depression-enthusiasm

(Gonçalves & Neves, 2011)

Job engagement and other proactive behaviour are found to be associated more with activated positive affect (Enthusiasm) than with the other three quadrants. Low activation negative affect (Depression) is associated with negative behaviour like effort avoidance and social withdrawal (Warr et al., 2014). It becomes clear that the different types of affects are inter-correlated and therefore it is usually desirable and recommended to use multiple regression analyses to explore multivariate patterns (Warr et al., 2014).

2.3.3 Aspects influencing the professional wellbeing of teachers

General wellbeing refers to satisfaction with life and general health (Maggiori, Johnston, Krings, Massoudi, & Rossier, 2013). An important component of general wellbeing is professional wellbeing. Rothmann (2002) and Van der Colff and Rothmann (2009) emphasise that professional wellbeing is now receiving more research attention as it is an important predictor of employee and organisational productivity (Wright & Cropanzano, 2004; Wright, Cropanzano, & Bonett, 2007). Given this function, it is not surprising that professional wellbeing is attracting the attention of principals, political role players and policy developers in the field of education management (OECD, 2009). This also clearly illustrates the potential value of increasing teachers' professional wellbeing as a preventative rather than curative management strategy.

There are various conceptualisations of professional wellbeing found in literature. According to Kalliath and Kalliath (2012) and Maggiori et al. (2013), professional wellbeing is influenced by aspects related to the context, as well as aspects related to the individual. It is important to consider both sets of aspects to adapt effectively and perform optimally in a continuously changing environment with new and frequent demands. Aspects related to the context are, amongst others, salary, work conditions, job insecurity (or unemployment), job strain, job

demands and job resources. Aspects related to the individual are, amongst others, job stress, self-esteem, depression, anxiety, social isolation, somatic complaints, self-regulation, adaptability and self-awareness (Maggiori et al., 2013). Even though it is important to be cognisant of the contextual aspects, the focus of this study is on the individual aspects related to the professional wellbeing of the teachers. Furthermore, and focused on education, Yildirim (2014) identified three main categories that have an influence on teachers' professional wellbeing, namely: individual characteristics, professional characteristics, and organisational characteristics.

Affective wellbeing can be measured in a specific domain and is frequently applied to measure professional wellbeing (Warr, 1994). Warr's proposed dimensions of affective, work-related wellbeing includes enthusiasm–depression (measured by engagement and burnout), anxiety–comfort (measured by occupational stress), and pleasure–displeasure (measured by job satisfaction). From the confirmatory factor analysis by Daniels (2000), the same factor structure as proposed by Warr (1990), was obtained. Furthermore, Aeltermann et al. (2007), Butt and Retallick (2002) and Yildirim (2014) all concur that there is a direct relationship between professional wellbeing and positive affect.

Within the South-African context, Rothmann (2002) proposes a model with four distinct, but related factors, loading onto a single higher order factor, namely work-related wellbeing. These factors are satisfaction, occupational stress, burnout and engagement. The teaching profession is different from other professions and therefore the aspects influencing the professional wellbeing of teachers will also differ. By identifying these aspects, it assists principals to also potentially enhance teachers' professional wellbeing (Yildirim, 2014).

2.3.4 Professional wellbeing in the context of education

Within the context of education, professional wellbeing can be conceptualised as a perception that is based on past and present experiences and accomplishments and can consequently be regarded as an indicator for the future professional performance of teachers. Therefore, professional wellbeing of teachers is attracting more and more interest and attention from principals and political decision-makers, especially in the field of education management (OECD, 2009). Aeltermann et al. (2007) define professional wellbeing as the perception of an individual of possessing the necessary qualities required to perform the expected work requirements of a particular profession. Furthermore, numerous researchers regard professional wellbeing is an affective state containing dimensions such as appreciation, recognition, enthusiasm, job satisfaction and self-efficacy (Aeltermann et al., 2007; Butt & Retallick, 2002; Yildirim, 2015). Alimo-Metcalfe, Alban-Metcalfe, Bradley, Mariathan and Samele (2008)

conceptualise wellbeing at work as the levels of self-esteem, self-confidence, job-related stress, job-related emotional exhaustion and the sense of fulfilment, team spirit and team effectiveness. Professional wellbeing is also defined as individuals' feelings in the settings in which they work (Van Dierendonck, Haynes, Borrill, & Stride, 2004). Efeoğlu and Ulum (2017) conducted a study on the professional wellbeing of teachers who, on their self-report, rated self-efficacy and professional collaboration and sharing higher than recognition. They also highlight a gap in research regarding the measurement of affective wellbeing (Warr, 1990) of teachers as an important part of professional wellbeing (Efeoğlu & Ulum, 2017).

Yildirim, Arastaman, and Dasci (2016) also published an article on the professional wellbeing of teachers. Teachers in their study indicated the highest self-report rating on self-efficacy and professional cooperation and the lowest self-report rating on recognition and appreciation. This indicates that, within the context of professional wellbeing, it was found that teachers' expectations for appreciation and recognition were not met with satisfaction. Yildirim et al. (2016) indicate that the level of recognition and appreciation of achievements that teachers receive, relates to higher levels of self-esteem and increased confidence, which tends to motivate teachers to take on more responsibilities. Thus, when principals allocate responsibilities to teachers and support them in achieving these responsibilities, while providing recognition and appreciation for their accomplishments, it is likely that these teachers will also report increased productivity and performance (Yildirim et al., 2016). This is accurately summarised in the theory of expectations by Vroom (1964), and more recently also cited by Donmez (2014), which indicates that individuals expect to be appreciated and rewarded for their efforts. From the study of Yildirim et al. (2016), teachers reported that they did not receive the respect and appreciation they expected for their efforts. In addition, teachers also believed that they fulfil their professional responsibilities, but did not receive the recognition from principals for the fulfilment of their responsibilities as they expected (Yildirim et al., 2016). In the South-African context, Perumal (2016) recommends that the South African education system has a responsibility to ensure the professional wellbeing of teachers and that it should form a fundamental part of the human rights discourse. She also recommends that the professional wellbeing of teachers should form an essential part of the continuous professional development and care of all teachers.

2.4 The relationship between leadership styles and professional wellbeing

There are few empirical studies that have reported an association between leadership styles and professional wellbeing. A relationship is reported between charismatic leaders and positive emotions and moods (Bono & Ilies, 2006). Gilbreath and Benson (2004) found that leadership behaviour explained more variance than workplace factors in predicting general health of

followers. Lower levels of professional wellbeing and increased stress levels have been associated with increased absenteeism, reduced task performance, and undesirable high levels of turnover, frequent and serious accidents in the work environment, and higher apathy, increased alcoholism, and lower commitment (Sosik & Godshalk, 2000). Other individuals at work, especially those in leadership positions, can have a significant effect on the way individuals feel about their work and about themselves. Behaviour characterised by recognition, confidence, trust, and feedback, can result in higher levels of professional wellbeing amongst followers (Van Dierendonck et al., 2004). Leaders' who display a controlling, less supportive style, are unclear in describing and allocating responsibility, do not provide supportive feedback, and who exercise undue pressure, produce followers who report poor professional wellbeing (Sosik & Godshalk, 2000).

The only study found reporting a causal link between transformational leadership and professional wellbeing is a longitudinal study conducted by Van Dierendonck et al. (2004). They report a reciprocal relationship between higher levels of professional wellbeing of followers and leaders' use of more active and supportive leadership styles. Their results also indicate that this reciprocal relationship tends to become stronger over time. This relationship can be explained through leaders' behaviour that are likely to provoke emotional reactions amongst followers which, in turn, are associated with the professional wellbeing of followers'. Nielsen, Randall, Yarker, and Brenner (2008) suggest that a relationship between leadership and professional wellbeing can be explained by investigating the manner in which leadership behaviour influences followers' perceptions of their work characteristics. Transformational leaders, for example, may have a significant effect on followers' perceptions of their work characteristics seeing that personal attention is given to stimulate and encourage personal and professional development of followers through individualised consideration, enabling new and creative ways of working, encouraging innovative problem-solving, and to offer coaching and encouragement of particular behaviour in followers through an intellectually stimulating process (Nielsen, Randall et al., 2008).

Cartwright and Cooper (1997) and Offermann and Hellmann (1996) reported that increased levels of participation and delegation is associated with higher levels of professional wellbeing. Followers' experience of a meaningful environment at work, opportunities for development and role clarification mediated the relationship between transformational leadership and the professional wellbeing of followers (Nielsen, Randall et al., 2008). Furthermore, Nielsen, Randall et al. (2008) also reported a relationship between leadership and professional wellbeing of followers, but emphasised that the strength of this relationship is not maintained over a prolonged period. The mediating effect of followers' perceived work characteristics tends to

become stronger over time, but also emphasises that some leadership behaviour may produce an automatic emotional reaction amongst followers, independent of their work characteristics. The reciprocal nature of the relationship between the leaders' perceived transformational leadership style and professional wellbeing was also reported by Van Dierendonck et al. (2004). These findings indicate that the followers' level of professional wellbeing also influences the reporting of leadership behaviour, thus linking followers' professional wellbeing and leader behaviour by means of a "feedback loop". A reason for the "feedback loop" being established might be that followers with poor professional wellbeing may find it hard to participate in activities encouraged by transformational leaders, for example making independent decisions and novel problem-solving. Followers with high levels of energy and enthusiasm, and consequently high levels of professional wellbeing, may inspire leaders to lead, to develop a vision and to try to promote the development of followers. Another reason for the "feedback loop" might be that followers experiencing poor professional wellbeing may view their leaders' behaviour negatively, thus regarding their leader as unsupportive, even if the leader demonstrates high levels of transformational leadership behaviour (Van Dierendonck et al., 2004).

Kuoppala et al. (2008) conducted a study during which a systematic review and meta-analysis was conducted on 27 studies (published between 1970 and 2005), which explored the relationship between professional wellbeing and leadership. They found that there was moderate evidence that leadership is associated with professional wellbeing. The strength of evidence being moderate indicates that good leadership is associated with increased professional wellbeing. They also found that professional wellbeing was reflected by symptoms such as fatigue, anxiety, depression or work-related stress. It is thus rational to assume that leadership behaviour is more likely associated with psychological symptoms than with physical health symptoms. In contrast, weak evidence is reported regarding the association between job satisfaction and leadership, and between job performance and leadership. The main finding in the study of Kuoppala et al. (2008) was that leadership predicts professional wellbeing and the risk of sick leave as well as early retirement, all to a moderate extent and increased professional wellbeing was associated with higher levels of job satisfaction and a positive mood. They conclude that more good quality research is required to better understand and strengthen the evidence concerning the relationship between leadership and professional wellbeing.

Skakon, Nielsen, Borg, and Guzman (2010) conducted a systematic review of three decades of research regarding the association between leadership and affective wellbeing of followers (conceptualised as professional wellbeing in the context of this study and referred to as such hereafter). They included 49 articles in their analysis, published between 1980 and 2009.

Twenty of these articles focused specifically on leadership styles and professional wellbeing. Transformational leadership relates to professional wellbeing when followers' experience their job as meaningful (Arnold, Turner, Barling, Kelloway, & McKee, 2007). Hetland, Sandal, and Johnsen (2007) report a positive relationship between passive-avoidant leadership and burnout and a negative relationship between transformational leadership and burnout. Transformational leadership is associated with professional wellbeing through the impact of the working environment (Nielsen, Randall et al., 2008; Nielsen, Yarker et al., 2008). Arnold et al. (2007), Nielsen, Yarker, Randall, and Munir (2009), Nielsen, Randall et al. (2008), Nielsen, Yarker et al. (2008) and Van Dierendonck et al. (2004) all reported a positive relationship between a transformational leadership style and professional wellbeing. Several studies found a positive relationship between transformational leadership and less stress (Bono, Foldes, Vinson, & Muros, 2007; Seltzer, Numerof, & Bass, 1989; Sosik & Godshalk, 2000). Hetland et al. (2007), Kanste, Kyngäs, and Nikkilä (2007) and Seltzer et al. (1989) all found a positive relationship between a transformational leadership style and less burnout. Finally, laissez-faire leadership relates to psychological distress through the impact of poor social relationships (Skogstad et al., 2007).

Arnold (2017) also conducted a systematic review regarding the relationship between transformational leadership style and professional wellbeing. He included 40 articles in his study published between 1980 and 2015. He found that, as a whole, a transformational leadership style is positively associated with positive measures of professional wellbeing and negatively associated with negative measures of professional wellbeing. Nielsen and Munir (2009), Nyberg, Holberg, Bernin, and Alderling (2011) and Tafvelin, Armelius, and Westerberg (2011) studied the relationships between specific leadership approaches and professional wellbeing. From a 12-month longitudinal study consisting of 2 700 respondents, a significant positive relationship was reported between transformational leadership and professional wellbeing (Tafvelin et al., 2011). Transformational leadership is consistent with the servant-leadership theory, as it emphasises the importance of leaders' ability to increase followers' motivation and to envision the unexpected (Farling, Stone, & Winston, 1999). There is also some similarity between authentic leadership and transformational leadership in that authentic leadership forms the foundation within which transformational and ethical leadership can be integrated (Avolio, Gardner, Walumbwa, Luthans, & May, 2004). Seeing that the FRLT allows for the integration of various leadership styles, authentic leaders are required who can be more participative, or directive or authoritative, depending on the context and/or the situation.

Parry and Sinha (2005) mention that transformational leadership behaviours are skills and can therefore be trained. This implies that any leader can develop transformational leadership

abilities. The change in the strength of the reciprocal relationship between professional wellbeing and transformational leadership style over time is important, because followers with poor professional wellbeing may either make it more challenging for the leader to exercise transformational leadership behaviour or may find it difficult to gain from this behaviour due to their negative appraisal thereof. The implication for intervention research is thus to train leaders to exert transformational leadership behaviour. Nielsen, Randall et al. (2008) highlight that the practical implication of their findings indicates the importance of making leaders aware of the degree to which they influence followers' perceptions of work characteristics and their self-reported wellbeing. Transformational leadership behaviour may increase the professional wellbeing of followers, but only if their behaviour changes followers' perception of their work characteristics (Nielsen, Randall et al., 2008). This, in turn, supports the leader to display more of these kinds of behaviour, through a feedback loop (as already suggested). According to Nielsen, Randall et al. (2008), training leaders in transformational leadership behaviour is more cost-effective and easy to manage than applying extensive organisational changes in enhancing the professional wellbeing of followers.

2.5 Summary

In this chapter, the focus has been primarily on leadership and secondary on professional wellbeing. This chapter commenced by focusing on clarifying important key concepts within the leadership framework, after which different leadership theories and styles were discussed. Following this brief discussion, the focus moved to the theoretical framework of leadership namely, the FRLT. This theory specifically focuses on three leadership styles, each with their different factors. The three styles include the transactional, transformational and laissez-faire leadership style. After a detailed discussion of these leadership theories, styles and factors, the focus shifted to professional wellbeing. Firstly, key concepts regarding professional wellbeing were clarified, after which different circumplex models of affect was presented and discussed to provide a background to the job-related affective wellbeing model used in this study. An integration of these models was presented and the chapter concludes with a detailed discussion of the job-related affective wellbeing model, as well as a discussion on aspects relating to professional wellbeing. In chapter 3 the research design and methodology will be presented.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, a literature overview of the professional wellbeing of teachers' and principals' leadership styles was presented. To realise the research aims, a specific research design and methodology need to be followed, as will be discussed in this chapter. Chapter 3 commences with a discussion on the research paradigm, research approach and research strategy used in this study. This is followed by a discussion on the population and sampling method. Furthermore, the data collection process utilised in this study, is presented by specifically focusing on two measures, i.e. MLQ-5x and IWP Multi Affect Indicator. In the data analysis section, the statistical analysis is explained; firstly the descriptive statistics are provided, which is followed by the procedures recommended for confirming the reliability and validity and concluding with statistical approaches utilised for determining the relationship between different variables. The chapter concludes with ethical considerations.

3.2 Research design and methodology

In the following section, the research design, population and sampling methods will be discussed.

3.2.1 Research design

The research design of a study depends on the nature of the research questions the researcher wants to answer, as well as the research paradigm used. Careful consideration ought to be paid to the selection of a research design as it determines whether the researcher will be able to realise the aims of the research. In this study, a quantitative research design was used, employing a non-experimental survey design (Creswell, 2014).

3.2.1.1 Research paradigm

Within a quantitative research design, research can be conducted from either a positivistic or a post-positivistic paradigm. A positivistic paradigm accepts that an objective reality exists with known possibilities, which are studied independently of the perceptions and experiences of individuals (McMillan & Schumacher, 2010). Furthermore, Gall, Gall, and Borg (2007) emphasise that positivistic researchers do not take emotions into consideration during research, but regard an educational phenomenon as valid knowledge. Although a post-positivistic paradigm also regards the development of knowledge as focused on observations and measurement of the objective reality which exists in the world, it is acknowledged that the

absolute truth, however, can never be found (Creswell, 2014). Post-positivistic researchers view themselves as researchers who conduct research with other individuals, by learning with them, rather than to conduct research on individuals (Mertens, 2015). Therefore, for the purpose of this study, this research is conducted from a post-positivistic paradigm. Post-positivism refers to creating new knowledge with the aim focussed on changing the world and contributing towards social justice (Mertens, 2015). This type of research paradigm is very broad where theory and practice are interlinked and not seen as two separate aspects. Post-positivism requires a researcher to take a distanced overview and to have the ability to see the whole picture. The post-positivistic researcher takes in a learning role rather than a testing role. This approach enables the researcher to recognise the common humanity that connects researchers and individuals who participate in the research (Creswell, 2013a).

3.2.1.2 Research approach

This research was conducted by using a quantitative research approach. The aim of a quantitative research approach is to describe phenomena through statistics in order to answer specific questions or to address specific hypotheses (McMillan & Schumacher, 2014). Quantitative research is mainly used in descriptive studies, where the units which have been selected to take part in the research are measured on all the relevant variables at a specific time without any manipulation (Maree & Pieterse, 2007). A quantitative research design can, in short, be defined as the collection of numerical data (Mertens, 2015). Terreblanche, Durrheim and Painter (2008) indicate that quantitative research makes logical sense in situations where the researcher has prior knowledge regarding the variables being studied, and where the researcher wants to find methods to measure the variables. Quantitative research aims at testing existing theories by means of instruments measuring the variables to generate numerical data that can be analysed through statistical procedures (Creswell, 2013a). Data are gathered via a systematic and standardised manner and the results of quantitative research appear in a numerical form and are reported statistically (De Vos et al., 2011). The aim of a non-experimental design is to describe phenomena and to make predictions without manipulating the factors influencing the phenomena. Furthermore, the quantitative research design is descriptive, because the same set of statements is provided to all the participants (Fraenkel & Wallen, 2009). Standardising research reduces random error by assuring that the same conditions exist every time measures are introduced (McMillan & Schumacher, 2014).

3.2.1.3 Research strategy

Surveys are a method frequently used in non-experimental quantitative research to gather information through questionnaires regarding a specific phenomenon (Maree & Pieterse, 2007;

Mertens, 2010; Wiersma & Jurs, 2009). Surveys are used for descriptive, explanatory and exploratory purposes. This is the best approach to collect original data with the aim to describe a population which is too large to observe (Babbie & Mouton, 2012). Using questionnaires, numerical descriptions of attitudes or opinions of a population are provided, keeping in mind that the aim is to involve as many participants from the population as possible (Creswell, 2014). Therefore, for this study, surveys were used as part of the research strategy.

3.2.2 Population and sampling

In this study, teachers from quintile four and five urban primary and secondary schools with more than 200 learners within the Kenneth Kaunda District of the North-West province of South Africa, formed the study population. Within the study population, a non-probability, convenient sampling method was used. A non-probability sampling method refers to a sampling process during which a sample that is available and convenient is selected. The sample represents the characteristics the researcher aims to study (Creswell, 2012). The sample in this study consisted of teachers from 20 schools selected within the Kenneth Kaunda District of the North-West province. This sampling method is usually quick and cost effective, but does not necessarily produce representative samples (Ary, Jacobs, Sorensen & Razavieh, 2010; Mertens, 2015). The method, however, is useful in descriptive or exploratory research where the researcher aims to get an approximation of the truth by means of questionnaires (Fraenkel & Wallen, 2009). A smaller representative sample was not used as the researcher did not aim to generalise the findings obtained from this study, but merely aimed to explore the possible relationship between two variables. All teachers, including the deputy principals (also categorised as teachers) of each school were approached to take part in the research. The aim was to receive back as high a return rate of questionnaires as possible. From the 20 schools selected, the researcher obtained completed questionnaires (with the accompanying informed consent document) from 400 participants, consequently regarded as the sample.

3.3 Data collection

Data was collected by means of questionnaires administered at the selected schools in the Kenneth Kaunda District of the North-West province of South Africa. During data collection, an appointment was made with the selected schools. The purpose and procedure of the research were clearly explained. At each selected school, questionnaires were completed by the teachers. The completed questionnaires and informed consent documents were then collected. See Addendum A for the informed consent documents for participants and Addendum E for the document containing the biographical information and questionnaires. For the purpose of this study, leadership styles were measured through the use of the MLQ-5x (Avolio & Bass, 1995;

2004) (§ Addendum E1) and professional wellbeing were measured by means of the IWP Multi-Affect Indicator (Warr, 1990) (§ Addendum E2).

3.3.1 Multifactor Leadership Questionnaire (MLQ-5x)

The MLQ-5x (Avolio & Bass, 1995; 2004) consists of 45 items which evaluates nine conceptually different leadership factors and three leadership styles. The three leadership styles are transformational, transactional and laissez-faire (Alsayed, Motaghi, & Osman, 2012) (§2.2.4.2). Regarding the transformational leadership style, five leadership factors are assessed, namely: idealised influence: attributed; idealised influence: behaviour; inspirational motivation; individualised consideration; and intellectual stimulation (Baloch, Ali, & Zaman, 2014). The two leadership factors of a transactional leadership style are: contingent reward; and management-by-exception: active. There are also two leadership factors describing a laissez-faire leadership style, namely: management-by-exception: passive; and passive-avoidant. It also includes three additional scales, namely: extra effort; effectiveness; and satisfaction. The questionnaire makes use of a five-point Likert scale with response options ranging from 0 (not at all) to 4 (always) (Baloch et al., 2014). Furthermore, the original questionnaire reports good psychometric properties regarding internal consistency, reliability and concurrent and predictive validity (§3.5.1).

3.3.2 Institute of Work Psychology (IWP) Multi-Affect Indicator

The IWP Multi-Affect Indicator (Warr, 1990) consists of 12 items measured on a five-point Likert scale ranging from 1 (never) to 5 (always). The aim of this questionnaire is to measure affective wellbeing at work according to a two-factor axis ranging from anxiety-comfort to depression-enthusiasm (Warr et al., 2014). Six items measure the anxiety-comfort axis namely: tense; anxious; worried; comfortable; calm and relaxed. The remaining six items measures the depression-enthusiasm axis namely: depressed; melancholic; unhappy; motivated; enthusiastic and optimistic. The 12 items are categorised into six positive feelings and six negative feelings (Gonçalves & Neves, 2011). An advantage of this questionnaire is that it is a context-specific measure which measures the feelings individuals experience within their working environment and not feelings experienced in general, and is therefore a better predictor of work-related outcomes in comparison with context-free measures. Another advantage is that the questionnaire is based on a strongly supported theoretical model of affect, namely a circumplex model of affect (Russel, 1980). Furthermore, the IWP Multi-Affect Indicator reports good psychometric properties, especially regarding reliability (§3.5.2).

3.4 Data analysis

In terms of statistical analysis, this study mainly utilised descriptive statistics and inferential statistics. The inferential statistics include hierarchical linear models, Spearman correlations, statistical significant differences (p-values) and Cohen's effect sizes (d-values) for practical significant differences. In addition, the validity (§3.5) and reliability (§3.6) of both measures are also confirmed.

3.4.1 Descriptive statistics

Descriptive statistics refer to researchers reporting mean scores, averages and standard deviations, as is the case in this study (Maree & Pietersen, 2007; McMillan & Schumacher, 2010). Biographical information is provided in terms of frequencies and percentages according to the number of schools, type of school, gender of teachers, age of teachers, teaching experience, teaching position and gender of the principal. In addition, frequencies and percentages are also reported in the form of responses per item on each of the two questionnaires (Creswell, 2013a).

3.4.2 Inferential statistics

Inferential statistics are used to report results in the form of suggestions or predictions about the possible similarities of a sample to the population from which it was drawn (McMillan & Schumacher, 2014). To determine if there are statistical and/or practical significant differences between certain biographical variables and the principals' leadership style, and between certain biographical variables and the professional wellbeing of teachers, hierarchical linear models were used. In terms of statistical significance, p-values smaller than 0.05 ($p < 0.05$) were indicative of statistically meaningful differences. Cohen's effect sizes (d-values) were used to determine practically meaningful differences (Cohen, 1988). The following interpretation guidelines were followed to determine practical significant differences by means of Cohen's effect sizes: $d > 0.2$ (small effect: no practical significant difference); $d > 0.5$ (medium effect: practically noticeable difference); and $d > 0.8$ (large effect: practical significant difference) (Steyn, 2009).

To determine the relationship between certain biographical variables and principals' leadership styles, between certain biographical variables and the professional wellbeing of teachers, as well as between the principals' leadership styles and the professional wellbeing of teachers, Spearman correlations were calculated. Spearman correlations can vary between -1.0 and +1.0 and 0.0 in the case where there is no correlation between two variables. A correlation of +1.0 is indicative of a perfect positive correlation and -1.0 a perfect negative correlation. Regardless of

the direction of the correlation (+ or -), a value of 0.1 demonstrates a small correlation, whereas a value of 0.3 indicates a medium correlation and 0.5 a large correlation. All statistical analyses were done by the statistical consultation services at the NWU by using the SAS-program (SAS Institute Inc., 2011) and SPSS Version 24 (SPSS Inc., 2017), amongst others.

3.5 Validity

Foxcroft and Roodt (2013) describe validity as how well an instrument measures what it is meant to measure. There are different types of validity, for example: face validity; content validity; construct validity; and criterion validity (Babbie & Mouton, 2012). Seeing that the MLQ-5x and IWP Multi-Affect Indicator are standardised measures, the face, content and criterion validity has already been established. Face validity refers to whether the questionnaires *look valid* for the teachers to whom the questionnaires were administered. Face validity does not refer to what the instrument measures but, rather, what it appears to measure (Foxcroft & Roodt, 2013). Content validity means the degree to which a measure measures the full range of meanings related to a concept (De Vos et al., 2011). Criterion validity refers to the correlation coefficient between a predictor, or more than one predictor, and a criterion (Foxcroft & Roodt, 2013).

The researcher, however, deemed it necessary to determine the construct validity of both measures used in this study. Seeing that the MLQ-5x has been used in the South African context and has been referenced in numerous studies (Ackermann, Schepers, Lessing, & Dannhauser, 2010; Pillay, Viviers, & Mayer, 2003; Shokane, Stanz, & Slabbert, 2004; Van Jaarsveld, 2016), a confirmatory factor analysis was conducted in AMOS Version 24 for the current study, including goodness of fit indices, to determine the construct validity of the MLQ-5x. As the researcher could not find any South African studies using the IWP Multi-Affect Indicator, an exploratory factor analysis was conducted to establish construct validity.

3.6 Reliability

The reliability of a measure refers to the consistency with which it measures (Foxcroft & Roodt, 2013). In the current study, Cronbach-Alpha coefficients are calculated to determine the inter-item consistency of the MLQ-5x and IWP Multi-Affect Indicator.

3.6.1 Multifactor Leadership Questionnaire (MLQ-5x)

According to studies using the MLQ-5x, Cronbach-Alpha values range from 0.87 (idealised influence) to 0.91 (inspirational motivation) (Aarons, Ehrhart, & Farahnak, 2014). Ackermann et al. (2000), Shokane et al. (2004) and Pillay et al. (2013) used the MLQ-5x (Avolio & Bass, 1995;

2004) in the South African context and determined the reliability of the measure. They report Cronbach-Alpha coefficients ranging from 0.84 to 0.94 for transformational leadership, 0.44 to 0.74 for transactional leadership and 0.61 to 0.80 for laissez-faire leadership with samples ranging from 161 to 534 participants (Ackermann et al., 2000; Pillay et al., 2013; Shokane et al., 2004). Furthermore, Van Jaarsveld (2016) also used the MLQ-5x in a sample of teachers in the South African context and found MLQ-5x to be a reliable measure of principals' leadership styles (§4.4.1.1). In addition, the Cronbach-Alpha coefficients found in the current study are reported in paragraph 4.4.1.2.

3.6.2 Institute of Work Psychology (IWP) Multi-Affect Indicator

International studies demonstrate that the questionnaire has good psychometric properties in terms of reliability with Cronbach-Alphas ranging from 0.80 to 0.89 (for negative affect) and 0.75 to 0.90 (for positive affect) (Gonçalves & Neves, 2011; Warr et al., 2014). However, after conducting a comprehensive literature review, no South African studies were found in which the IWP Multi-Affect Indicator (Warr, 1990) was used. To address this limitation, the reliability of the IWP Multi-Affect Indicator was determined in the current study for the sample of teachers (§4.4.2).

3.7 Ethical considerations

In this study, ethical considerations are important to protect both the participants and the researcher. Throughout this study, the researcher adhered to all the ethical guidelines as stipulated by the NWU. Ethical permission was obtained from the Ethics Committee of the NWU (NWU-00309-17-S2 – § Addendum D) as well as from the North-West Department of Education (§ Addendum B) and the principal of each school (§ Addendum C) to collect data from the selected schools within the Kenneth Kaunda District. After ethical permission was obtained, the researcher collected the data from the selected schools.

Anonymity and Privacy

During this study, the best interest of the participants was taken into account and all participants were treated with respect. The researcher ensured this by acting in a professional way towards all participants at all times, and by treating everyone equally. To ensure honesty from the researcher at all times, accurate information was provided to participants regarding the research aim and purpose. A sealed box was provided to each school where the completed questionnaires were posted to ensure the anonymity and confidentiality of all the participants.

Relevance and Value

The findings of this study contribute to general knowledge regarding principals' leadership styles and teachers' professional wellbeing, especially regarding the relationship that exist between the principals' leadership style and its influence on the professional wellbeing of teachers. The research process acquired teachers' perceptions regarding principals' leadership styles as well as perceptions on the professional wellbeing of teachers.

Scientific Integrity

The research method and design were considered and adhered to at all times, especially regarding findings and conclusions. Experienced researchers, namely the supervisor and co-supervisor, monitored the process and progress of this study. Specific rigour was applied to ensure that the statistical analyses of the data were done correctly.

Risk of Harm and Likelihood of Benefit

Non-maleficence was of utmost importance during this research, which refers to measures taken to avoid any potential harm to participants at all times during the research process. The participants were not exposed to any risk of physical and/or emotional harm during this study. The ethical requirement of voluntary participation was adhered to, and participants were free to withdraw without penalty from the study at any point prior to the data analysis. Regarding beneficence, which entails the likelihood of benefit, this study contributes to the knowledge regarding principals' leadership styles and the professional wellbeing of teachers, especially regarding the relationship that exists between these two constructs. In addition, the findings of this study might be published as a research article.

Informed Consent

Informed consent entails informing the participants of the overall purpose and procedures of the research being conducted, as well as any potential benefits or risks that they may encounter (Brinkmann & Kvale, 2008). The participants gave voluntary consent in writing that they were willing to participate in the research. Furthermore, it was important that participants were made aware of the fact that they could withdraw at any time or at any point of the research process prior to data analysis. The participants were allowed enough time to read through the consent form and research information letter, and were granted the opportunity to ask the researcher any questions and/or voice any uncertainties that there might have been.

Distributive Justice

In this study, a convenient sampling method was used. A selection of 20 schools within the Kenneth Kaunda District was included. The researcher attempted, as far as possible, to make sure that the sample was diverse in terms of gender, age, race, ethnicity and post level.

Professional Competence

The researcher always conducted herself in a professional manner. Furthermore, the researcher consulted experts in the field on relevant aspects, if and where needed. The researcher was well prepared, objective and supervised by experienced supervisors, namely the supervisor and co-supervisor. The supervisor obtained a PhD in Education Management and is an associate professor. The co-supervisor also obtained a PhD in Education Management and is a senior lecturer. Both supervisors are bound to certain rules and regulations as research supervisors, as stipulated by the NWU.

Data management

Hard and electronic copies of all data are stored in the supervisor's office in a locked cabinet and password-protected computer. Only the researcher and the supervisors have access to the data. On completion of the study, the data will be transferred to a CD and deleted from the supervisors' computer. The data will be stored in a safe place for seven years, after which it will be destroyed.

3.8 Summary

In this chapter, a discussion on the research design and methodology was presented. This research was conducted from a post-positivistic research paradigm and a non-experimental quantitative survey method was used during which questionnaires were administered amongst a sample of 400 teachers from 20 schools within the Kenneth Kaunda District of the North-West province. The specific questionnaires measuring the professional wellbeing of teachers (IWP Multi-Affect Indicator) and principals' leadership styles (MLQ-5x) were discussed. The reliability and validity of the questionnaires highlight the practical application thereof for research purposes. A detailed discussion was provided regarding the sample as well as the statistical techniques used for data analysis. The chapter was concluded with a discussion on ethical considerations. The results of the empirical investigation will be presented in Chapter 4, followed by a summary of conclusions and recommendations in Chapter 5.

CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

A detailed discussion of the research design and methodology was presented in Chapter 3. This chapter presents a discussion of the results from the empirical investigation. This section initially presents descriptive statistics pertaining to biographical variables of the respondents. This is followed by results of the reliability and validity of the questionnaires, where after inferential statistics are presented.

4.2 Biographical information of respondents

The biographical information of the 400 respondents is presented in Tables 4-1 to 4-7. The tables are presented in the same sequential order as it was presented during data collection (§ Addendum E).

Table 4-1: Number of completed questionnaires per school

School	Quintile of school	Type of school	Completed questionnaires	Percentage	Cumulative Percentage
1	4	Secondary	19	4.8	4.8*
2	4	Secondary	20	5.0	9.8
3	5	Primary	19	4.8	14.5
4	4	Secondary	26	6.5	21.0
5	4	Secondary	29	7.3	28.3
6	4	Primary	14	3.5	31.8
7	4	Secondary	6	1.5	33.3
8	4	Primary	6	1.5	34.8
9	4	Primary	27	6.8	41.5
10	4	Primary	29	7.3	48.8
11	4	Secondary	14	3.5	52.3
12	4	Primary	17	4.3	56.5
13	4	Primary	13	3.3	59.8
14	4	Secondary	15	3.8	63.5
15	4	Secondary	33	8.3	71.8
16	4	Secondary	39	9.8	81.5
17	4	Secondary	11	2.8	84.3
18	4	Primary	26	6.5	90.8
19	5	Primary	20	5.0	95.8
20	5	Combined	17	4.3	100
TOTAL			400	100	

* Even though commas are used to indicate decimals in the South African context, the researcher rather used points in this study as it is more commonly used in international research

Table 4-1 indicates that 400 respondents from 20 different schools within the Kenneth Kaunda District of the North-West province completed questionnaires. School 16 clearly comprise the highest percentage of respondents (9.8%) with school 7 and 8 reporting the lowest percentage (1.5%). Even though school 16 has the highest frequency of completed questionnaires (n=39), they did not have the highest return rate of the 20 schools. School 20 reported the highest return rate of 94% (17 out of a possible 18), which is much higher than that of school 16, namely 70% (39 out of a possible 56). Furthermore, quintile four schools are the most representative in the sample (n=17), with only three quintile five schools, two of which are primary schools and one a combined school. It is thus clear that no quintile five secondary school forms part of the sample.

Table 4-2: Type of school

Type of school	Frequency	Percentage	Cumulative Percentage
Primary	9	45.0	45.0
Secondary	10	50.0	95.0
Combined	1	5.0	100
TOTAL	20	100	

Table 4-2 indicates that there is an equal distribution between primary (45%) and secondary (50%) schools. There was only one combined school in the Kenneth Kaunda District which participated in this research.

Table 4-3: Gender of teachers

Gender	Frequency	Percentage	Cumulative Percentage
Male	81	20.3	20.3
Female	319	79.8	100
TOTAL	400	100	

Table 4-3 indicates that respondents in this research consist of 20.3% males and 79.8% females, which indicates that there are more female teachers than male teachers within the Kenneth Kaunda District of the North-West province. The Department of Basic Education (2015) reports on the most recent statistics in Education in South Africa by providing national, provincial and district statistics as captured during 2013. In terms of national statistics, it is reported that there are 425 023 teachers in South Africa of which 128 731 (30.3%) are male and 296 292 (69.7%) female. A similar trend is noticed when looking at the North-West province with a total of 26 194 teachers of which 7 129 (27.2%) are male and 19 065 (72.8%) female. Finally,

when looking specifically at the Kenneth Kaunda District, it is reported that there are 5 364 teachers consisting of 1 509 (28.1%) male and 3 855 (71.9%) female teachers (Department of Basic Education, 2015). It is thus evident that the 79.8% of female respondents in this study is in line with national, provincial and district statistics as reported by the Department of Basic Education (2015).

Table 4-4: Age of teachers

Age	Frequency	Percentage	Cumulative Percentage
20-30 years	112	28.0	28.0
31-40 years	86	21.5	49.5
41-50 years	95	23.8	73.3
51 + years	107	26.8	100
TOTAL	400	100	

Table 4-4 indicates that 49.5% of teachers are between 20-40 years of age with the remaining 50.6% older than 40 years. There is an almost equal distribution across the different age groups.

Table 4-5: Teaching experience

Experience	Frequency	Percentage	Cumulative Percentage
0-5 years	95	23.8	23.8
6-10 years	80	20.0	43.8
11-15 years	46	11.5	55.3
16-20 years	39	9.8	65.0
21 + years	140	35.0	100
TOTAL	400	100	

In general, 43.8% of the teachers have less than 10 years teaching experience, with the remaining 56.2% reporting more than 10 years teaching experience. Table 4-5 indicates that 35.0% of respondents have more than 21 years of experience in teaching, from which can be deduced that teachers tend to remain in the profession for a long time. A significantly lower percentage is reported with experience between 11-15 years (11.5%) and 16-20 years (9.8%).

Table 4-6: Teaching position

Position	Frequency	Percentage	Cumulative Percentage
Teacher	314	78.5	78.5
Subject head	42	10.5	89.0
Head of department	36	9.0	98.0
Deputy principal	8	2.0	100
TOTAL	400	100	

There is an underrepresentation of deputy principals in Table 4-6 where only eight deputy principals (2.0%) are represented from the 20 different schools. A possible reason is fear of identification as reported by several deputy principals' during the data collection process (and discussion on informed consent). Seeing that principals' acted as gatekeepers and most schools only have one or two deputy principals', the deputy principals were concerned that their completed questionnaires might be accessible by the principal (in some way or the other). Most of the sample consisted of teachers (78.5%). An almost equal distribution exists between subject heads (10.5%) and heads of departments (9.0%).

Table 4-7: Gender of principal

Gender	Frequency	Percentage	Cumulative Percentage
Male	17	85.0	85.0
Female	3	15.0	100
TOTAL	20	100	

In Table 4-7 it is evident that there is a much higher representation of male principals (85.0%) than there is of female principals (15.0%). It is concerning that there is such a significant discrepancy between male and female principals. This finding differs from national statistics reported by Census (2011) indicating that were 22 547 principals in South African schools of which 14 337 (63.6%) were male and the remaining 8 210 (36.4%) female.

4.3 Validity of the questionnaires

In the following section the validity of the MLQ-5x will be determined through a confirmatory factor analysis, while an exploratory factor analysis will determine the validity of the IWP Multi-Affect Indicator.

4.3.1 Validity of the Multifactor Leadership Questionnaire (MLQ-5x): Confirmatory Factor Analysis

The factor structure of the MLQ-5x was established in the South African education context in a recent study by Van Jaarsveld (2016). The researcher, however, still deemed it necessary to conduct a confirmatory factor analysis to ensure that the factor structure remains the same within the specific sample used in this study, namely teachers in the Kenneth Kaunda District of the North-West province of South Africa. The aim of the confirmatory factor analysis is to determine if the results obtained in the current study confirms the original structure of the MLQ-5x as established by Avolio and Bass (1995; 2004). The original structure consists of three main factors, namely transformational leadership, transactional leadership and laissez-faire leadership, each with sub-scales.

See Figure 4-1 for a visual presentation of the results obtained from the confirmatory factor analysis of the MLQ-5x.

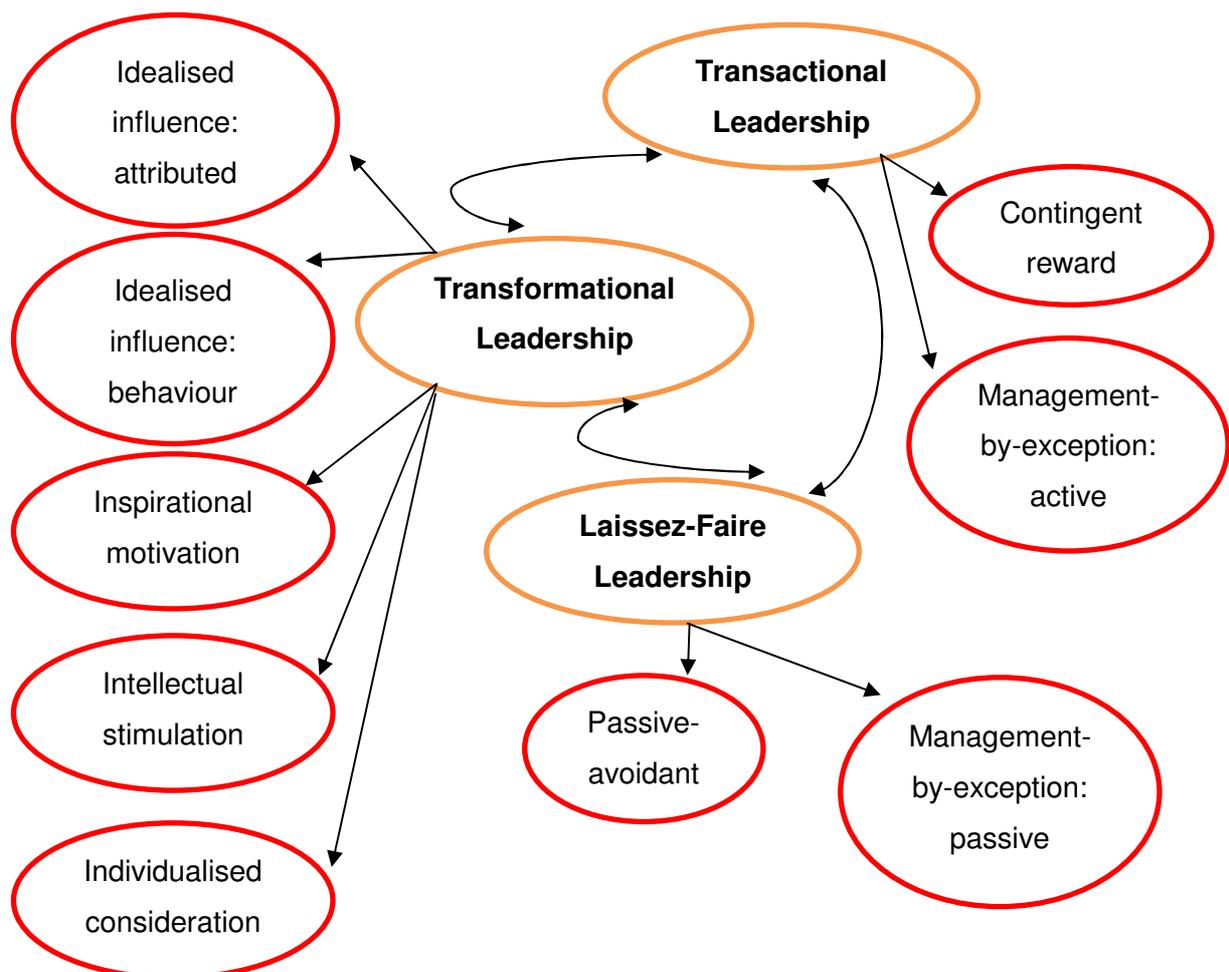


Figure 4-1: Confirmatory factor analysis of the three main factors of the Multifactor Leadership Questionnaire (MLQ-5x)

The structure found in this study, and replicating the structure found by Van Jaarsveld (2016), is:

Transformational Leadership style

Idealised influence: attributed

Idealised influence: behaviour

Inspirational motivation

Intellectual stimulation

Individualised consideration

Transactional Leadership style

Contingent reward

Management-by-exception: active

Laissez-Faire Leadership style

Management-by-exception: passive

Passive-avoidant

4.3.1.1 Standardised regression weights

Standardised regression weights can be compared to the loadings obtained from a confirmatory factor analysis, because the values obtained indicate the extent to which the items load on the corresponding main leadership styles. A standardised regression weight represents the relationship between an independent and dependent variable when the variance of the independent variable with other independent variables is controlled (Venter, 2003). The interpretation of standardised regression weights (β) is like the interpretation of correlation coefficients, seeing that values close to 1.0 indicate a positive relationship and values closer to -1.0 indicate a negative relationship. If the corresponding p-values associated with each standardised regression coefficient is smaller than 0.05 it is indicative of a statistically meaningful difference. This implies that p-values smaller than 0.05 indicate items with a good loading on the factor, while p-values larger than 0.05 are indicative of poor loadings. Table 4-8 report the standardised regression weights for the different items of the MLQ-5x.

Table 4-8: Standardised regression weights per item on the Multifactor Leadership Questionnaire (MLQ-5x)

Item	Main factor / Sub-scales	Standardised Regression Weight (β)	p-value
Transformational Leadership Style			
10	Idealised influence: attributed (0.901)	0.543	***
18		0.813	***
21		0.877	***
25		0.724	***
6	Idealised influence: behaviour (0.988)	0.253	***
14		0.725	***
23		0.731	***
34		0.702	***
9	Inspirational motivation (0.918)	0.691	***
13		0.737	***
26		0.712	***
36		0.808	***
2	Intellectual stimulation (0.982)	0.634	***
8		0.625	***
30		0.732	***
32		0.779	***
15	Individualised consideration (0.952)	0.590	***
19		0.621	***
29		0.684	***
31		0.862	***
Transactional Leadership Style			
1	Contingent reward (0.987)	0.387	***
11		0.606	***
16		0.758	***
35		0.670	***
4	Management-by-exception: active (0.545)	0.490	***
22		0.706	***
24		0.366	***
27		0.454	***
Laissez-Faire Leadership Style			
3	Management-by-exception: passive	0.732	***
12		0.853	***
17		0.049	0.356
20		0.753	***
5	Passive-avoidant	0.713	***
7		0.522	***
28		0.718	***
33		0.703	***

*** $p < 0.001$ (statistically meaningful)

Table 4-8 clearly indicates that there is only one item that did not load meaningfully on the corresponding sub-scale, namely Item 17 ($\beta=0.049$, $p=0.356$). Item 17 related to the laissez-faire leadership style and specifically management-by-exception: passive. The item states that: *The principal shows that he/she is a firm believer in “if it isn’t broken, don’t fix it”*. The reason for this might be that respondents are not familiar with the statement or that they were not sure how to respond to the statement, indicating a need to possibly revise the formulation of this item for the South African context. The same finding is reported by Van Jaarsveld (2016), also within the educational context in South Africa.

4.3.1.2 Correlations between the three main factors

In this section the correlations between the three main factors, namely transformational, transactional and laissez-faire leadership styles are discussed. Table 4-9 presents the correlations for the three main factors. From this table, it is clear that the correlations between all three the main factors of the MLQ-5x are statistically meaningful.

Table 4-9: Correlations between the three main factors of the Multifactor Leadership Questionnaire (MLQ-5x)

Leadership styles		Correlation	p-value	
Transformational	<-->	Transactional	0.977	***
Laissez-Faire	<-->	Transformational	-0.781	***
Laissez-Faire	<-->	Transactional	-0.692	***

*** $p<0.001$

$r=0.1$ (small); $r=0.3$ (medium); $r=0.5$ (large)

Correlation between Transformational and Transactional Leadership

A high positive correlation was reported between transformational and transactional leadership ($r=0.977$, $p<0.001$), indicating that the respondents in this study experienced the items related to transformational and transactional leadership as being similar in nature. This finding was also supported by the experience of American respondents, indicating that they experienced these two leadership styles as closely related (Robinson, 2010). Furthermore, this finding was also supported by literature indicating that these two leadership styles are directly related with the outcomes achieved within a work environment.

Correlation between Laissez-Faire and Transformational Leadership

When comparing laissez-faire and transformational leadership styles, a high negative correlation was reported ($r=-0.781$, $p<0.001$). The items measuring transformational leadership,

typically refer to the principal talking enthusiastically about the future, whereas the items measuring laissez-faire leadership refers to the principal being uninvolved, especially when problems arise.

Correlation between Laissez-Faire Leadership and Transactional Leadership

Finally, a high negative correlation was reported between laissez-faire and transactional leadership styles ($r=-0.692$, $p<0.001$). Typical statements in terms of transactional leadership measure, amongst others, the principal providing teachers with assistance in exchange for their efforts and specificity in terms of responsibilities and performance targets. In contrast, statements measuring laissez-faire leadership refer to principals who avoid making decisions and who are absent when problems arise. Avolio and Bass (2004) also reported a similar negative correlation between transactional and laissez-faire leadership styles.

4.3.1.3 Goodness of fit indices

To determine how well the data obtained in this study fits with the theoretical model proposed by Avolio and Bass (2004), three fit-indices are used, namely Chi-Square Statistic (CMIN/DF), Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA) models. Table 4-10 presents the results obtained in terms of these three models.

Table 4-10: Goodness of fit indices

Model	CMIN/DF	CFI	RMSEA	LO 90 (CI)	HI 90 (CI)
	2.783	0.856	0.067	0.063	0.071

CMIN = Minimum Sample Discrepancy; DF = Degrees of Freedom; CFI = Comparative Fit Index; RMSEA = Root Mean Square Error of Approximation; CI = Confidence Interval

Seeing that the Chi-Square test is commonly regarded as an overly strict indicator of model fit, Mueller (1996) recommends that the Chi-Square test statistic be divided by Degrees of Freedom (DF). The Chi-Square/Degrees of Freedom (CMIN/DF) of this model produced a value of 2.783 which is indicative of a good fit between the empirical and theoretical model (Hancock & Mueller, 2010). The Comparative Fit Index (CFI) must preferably be larger than 0.9 and a value of 0.856 is found in this study. Hancock and Mueller (2010) emphasise that a value of 0.856 is still indicative of an acceptable fit between the empirical and theoretical model when a very specific sample is used, as is the case in this study. In the Root Mean Square Error of Approximation (RMSEA) model, values lower than 0.06 are required to indicative a very good fit. Furthermore, Blunch (2008) indicated that models with RMSEA values of 0.10 and larger should not be accepted. The RMSEA-value in this study is 0.067 [0.063; 0.071] which reflects a good fit between the empirical and theoretical models (Blunch, 2008).

4.3.1.4 Synthesis

It can be concluded that, for this study, most of the items of the MLQ-5x report statistically meaningful loadings on the relevant main factors and corresponding sub-scales of the questionnaire. Only Item 17, *“If it isn’t broken, don’t fix it”*, was not statistically meaningful, seeing that a p-value of 0.356 was reported. Interestingly, Van Jaarsveld (2016) also reported the same finding as she found that only Item 17 did not produce statistical significance in the South African context. Furthermore, there is a significant high relationship between transformational and transactional leadership styles, while a laissez-faire leadership style correlates negatively with the other two leadership styles. Finally, the results of the three goodness of fit indices indicate that there is a good fit between the empirical and theoretical model and that the MLQ-5x demonstrates construct validity in the South African context (and specifically in the Kenneth Kaunda District of the North-West province).

4.3.2 Validity of the Institute of Work Psychology (IWP) Multi-Affect Indicator: Exploratory Factor Analysis

According to Kaiser’s criterion (Field, 2009), four factors were extracted which explains 82.3% of the variance. In addition the Kaiser-Meyer-Olkin (KMO) indicates a value of 0.91 which indicates that there is enough data to yield meaningful statistical analyses. Any KMO value greater than 0.80 is regarded as sufficient, which implies that the sample of 400 generated a more than sufficient amount of data.

4.3.2.1 Exploratory Factor Analysis: Institute of Work Psychology (IWP) Multi-Affect Indicator

Table 4-11 provides a summative overview of the results obtained from the exploratory factor analysis done on the IWP Multi-Affect Indicator. This table includes the item loading as well as the descriptive names given to the four extracted factors.

Table 4-11: Exploratory factor analysis of the Institute of Work Psychology (IWP) Multi-Affect Indicator for the Affective Indicators

Items	Factor 1	Factor 2	Factor 3	Factor 4
Item 1:Tense	-0.89			
Item 2: Anxious	-0.94			
Item 3: Worried	-0.76			
Item 4: Comfortable		0.92		
Item 5: Calm		0.89		
Item 6: Relaxed		0.88		
Item 7: Depressed			0.89	
Item 8: Melancholic			0.84	
Item 9: Unhappy			0.58	
Item 10: Motivated				0.93
Item 11: Enthusiastic				0.91
Item 12: Optimistic				0.92

4.3.2.2 Factor 1

From Table 4-12, it is clear that three items loaded on Factor 1, namely Items 1, 2 and 3. These items measured respondents' experience of feeling tense, anxious and worried. The IWP Multi-Affect Indicator classifies these three feelings under the anxiety quadrant, conceptualised as a high activation/low pleasure affective state. Therefore, the descriptive name for Factor 1 is Anxiety (HANA = High Activation Negative Affect).

Table 4-12: Factor 1 of the Institute of Work Psychology (IWP) Multi-Affect Indicator

Items	Factor 1	Communality
Item 1:Tense	-0.89	0.86
Item 2: Anxious	-0.94	0.87
Item 3: Worried	-0.76	0.76
Descriptive name	Anxiety (HANA = High Activation Negative Affect)	

4.3.2.3 Factor 2

Three items loaded on Factor 2, which measures respondents' experience of feeling comfortable (item 4), calm (item 5) and relaxed (item 6), as indicated in Table 4-13. In the IWP Multi-Affect Indicator, these items refer to the low activation, but highly pleasurable affective quadrant known as comfort. Furthermore, comfort is regarded as a positive affective state. Therefore, the descriptive name for Factor 2 is Comfort (LAPA = Low Activation Positive Affect).

Table 4-13: Factor 2 of the Institute of Work Psychology (IWP) Multi-Affect Indicator

Items	Factor 2	Communality
Item 4: Comfortable	0.92	0.87
Item 5: Calm	0.89	0.88
Item 6: Relaxed	0.88	0.88
Descriptive name	Comfort (LAPA = Low Activation Positive Affect)	

4.3.2.4 Factor 3

Three items loaded on Factor 3, which measures respondents' experience of feeling depressed (item 7), melancholic (item 8) and unhappy (item 9), as indicated in Table 4-14. In the IWP Multi-Affect Indicator, these items refer to the low activation and low pleasurable affective quadrant known as depression. Furthermore, depression is also regarded as a negative affective state. Therefore, the descriptive name for Factor 3 is Depression (LANA = Low Activation Negative Affect).

Table 4-14: Factor 3 of the Institute of Work Psychology (IWP) Multi-Affect Indicator

Items	Factor 3	Communality
Item 7: Depressed	0.89	0.81
Item 8: Melancholic	0.84	0.74
Item 9: Unhappy	0.58	0.65
Descriptive name	Depression (LANA = Low Activation Negative Affect)	

4.3.2.5 Factor 4

From Table 4-15, it is evident that three items loaded on Factor 4, namely Items 10, 11 and 12. These items measured respondents' experience of feeling motivated, enthusiastic and optimistic. The IWP Multi-Affect Indicator classifies these three feelings under the enthusiasm quadrant, conceptualised as a high activation and highly pleasurable affective state. Therefore, the descriptive name for Factor 4 is Enthusiasm (HAPA = High Activation Positive Affect).

Table 4-15: Factor 4 of the Institute of Work Psychology (IWP) Multi-Affect Indicator

Items	Factor 4	Communality
Item 10: Motivated	0.93	0.87
Item 11: Enthusiastic	0.91	0.90
Item 12: Optimistic	0.92	0.85
Descriptive name	Enthusiasm (HAPA = High Activated Positive Affect)	

4.3.2.6 Synthesis

It is thus clear that the factor structure and descriptive names reported in Tables 4-12 to 4-15 replicate those published for the IWP Multi-Affect Indicator (Warr, 1990; Warr et al., 2014).

4.4 Reliability of the questionnaires: Cronbach-Alpha

Kline (1999) indicates that, even though the general accepted value of 0.8 is suitable for cognitive assessments like intelligence tests, the cut-off of 0.7 is more suitable for assessments measuring ability. Clark and Watson (1995) highlight that inter-item correlations between 0.15 and 0.55 are deemed acceptable for a measuring instrument to be regarded as reliable.

4.4.1 Reliability of the Multifactor Leadership Questionnaire (MLQ-5x): Cronbach-Alpha

In the following section, the reliability of the MLQ-5x will be discussed. Firstly, the Cronbach-Alphas reported by Van Jaarsveld (2016) will be presented as an example of a recent study in the South African context. Thereafter, the Cronbach-Alphas of the current study will be presented, followed by a critical comparison between both sets of findings.

4.4.1.1 Reliability of Multifactor Leadership Questionnaire (MLQ-5x): Van Jaarsveld (2016)

Van Jaarsveld (2016) calculated the reliability of the MLQ-5x in the South African context to determine whether the items on the questionnaire have the same interpretation. These Cronbach-Alphas are reported in Table 4-16, along with inter-item correlation values, means and standard deviations.

Table 4-16: Cronbach-Alpha reliability coefficients for the main factors and the sub-scales of the Multifactor Leadership Questionnaire (MLQ-5x) reported by Van Jaarsveld (2016)

Leadership style	Facets	Cronbach Alpha	Inter-item correlation	Mean	Standard Deviation
Transformational Leadership style	Idealised influence: attributed	0.685	0.366	2.91	0.816
	Idealised influence: behaviour	0.647	0.349	2.86	0.754
	Inspirational motivation	0.790	0.484	3.12	0.689
	Intellectual stimulation	0.700	0.375	2.67	0.785
	Individualised consideration	0.603	0.286	2.60	0.846
			0.904	0.660	2.83
Transactional Leadership style	Contingent reward	0.720	0.395	2.94	0.727
	Management-by-exception: active	0.666	0.332	2.18	0.965
		0.720	0.248	2.57	0.683
Laissez-Faire Leadership style	Management-by-exception: passive	0.639	0.306	1.23	0.952
	Passive-avoidant	0.736	0.414	1.08	1.00
		0.805	0.674	1.15	0.894

For the purpose of this study, seeing that the sample was taken in the Kenneth Kaunda District of the North-West Province of South Africa, the researcher also regarded it necessary to report Cronbach-Alphas for the sample used in this study. Tables 4-17 and 4-18 present the Cronbach-Alphas, inter-item correlation values, means and standard deviations for the sub-scales, as well as for the three main factors, namely transformational, transactional and laissez-faire leadership.

4.4.1.2 Reliability of Multifactor Leadership Questionnaire (MLQ-5x): Sample

Cronbach-Alphas for the sub-scales range from 0.611 (management-by-exception: active) to 0.828 (inspirational motivation), while Cronbach-Alphas for the three main factors range from 0.455 (transactional leadership) to 0.923 (transformational leadership). The inter-item correlations for the sub-scales range from 0.283 (management-by-exception: passive) to 0.554 (inspirational motivation), while the inter-item correlations for the three main factors range from 0.295 (transactional leadership) to 0.736 (laissez-faire leadership). The highest inter-item correlation of 0.554 is obtained on transformational leadership on the inspirational motivation sub-scale, with the lowest inter-item correlation of 0.372 found in terms of idealised influence: behaviour. In terms of transactional leadership, the highest inter-item correlation value of 0.356 is reported in terms of contingent reward, while the lowest inter-item correlation is found for

management-by-exception: passive (0.283). Finally, the highest inter-item correlation is reported for laissez-faire leadership on the passive-avoidant sub-scale (0.434), with the lowest inter-item correlation of 0.324 found for management-by-exception: passive.

Table 4-17: Cronbach-Alpha reliability coefficients for the main factors and Sub-Scales of the Multifactor Leadership Questionnaire (MLQ-5x)

Leadership style	Facets	Cronbach Alpha	Inter-item correlation	Mean	Standard Deviation
Transformational Leadership style	Idealised influence: attributed	0.786	0.486	3.11	0.791
	Idealised influence: behaviour	0.628	0.372	3.12	0.680
	Inspirational motivation	0.828	0.554	3.26	0.708
	Intellectual stimulation	0.786	0.478	2.84	0.829
	Individualised consideration	0.768	0.471	2.75	0.899
			0.923	0.715	3.02
Transactional Leadership style	Contingent reward	0.670	0.356	2.91	0.784
	Management-by-exception: active	0.611	0.283	2.45	0.824
		0.455	0.295	2.68	0.647
Laissez-Faire Leadership style	Management-by-exception: passive	0.625	0.324	0.90	0.990
	Passive-avoidant	0.756	0.434	0.73	0.845
		0.842	0.736	0.81	0.855

Table 4-17 also indicate that the sub-scale means on the five-point Likert-scale range from 0.73 (passive-avoidant) to 3.26 (inspirational motivation). The highest mean score of 3.26 on transformational leadership was on the inspirational motivation sub-scale and refers to the principals being optimistic, enthusiastic and confident regarding the future and the attainment of goals. In terms of transactional leadership, the highest mean of 2.91 was obtained on the contingent reward sub-scale and refers to principals providing others with assistance, being specific in allocating responsibilities and clearly defining performance goals and rewards. The means obtained on laissez-faire leadership clearly represented the lowest values, namely 0.81, which indicates that teachers do not view their principals as passive-avoidant leaders.

4.4.1.3 Reliability of Multifactor Leadership Questionnaire (MLQ-5x): Comparison between Van Jaarsveld (2016) and the sample in the current study

It is important to note that findings reported by Van Jaarsveld (2016) is based on a population of 72 schools with a sample of 289 respondents (teachers) in KwaZulu-Natal Province, while the current study is based on a population of 20 schools with a sample of 400 respondents (teachers) in the Kenneth Kaunda District of the North-West Province.

Table 4-18: Comparison between the Cronbach-Alpha reliability coefficients and means scores of the Multifactor Leadership Questionnaire (MLQ-5x) between Van Jaarsveld (2016) and those reported for the sample in the current study

Leadership style	Facets	*Study	Cronbach Alpha	Mean
Transformational Leadership style	Idealised influence: attributed	Van Jaarsveld	0.685	2.91
		Sample	0.786	3.11
	Idealised influence: behaviour	Van Jaarsveld	0.647	2.86
		Sample	0.628	3.12
	Inspirational motivation	Van Jaarsveld	0.790	3.12
		Sample	0.828	3.26
	Intellectual stimulation	Van Jaarsveld	0.700	3.12
		Sample	0.786	2.84
	Individualised consideration	Van Jaarsveld	0.603	2.60
		Sample	0.768	2.75
	Van Jaarsveld	0.904	2.83	
	Sample	0.923	3.02	
Transactional Leadership style	Contingent reward	Van Jaarsveld	0.720	2.94
		Sample	0.670	2.91
	Management-by-exception: active	Van Jaarsveld	0.666	2.18
		Sample	0.611	2.45
	Van Jaarsveld	0.720	2.57	
	Sample	0.455	2.68	
Laissez-Faire Leadership style	Management-by-exception: passive	Van Jaarsveld	0.639	1.23
		Sample	0.625	0.90
	Passive-avoidant	Van Jaarsveld	0.736	1.08
		Sample	0.756	0.73
		Van Jaarsveld	0.805	1.15
		Sample	0.842	0.81

* Van Jaarsveld (2016) = 70 schools / 289 respondents

Sample = results obtained from the sample used in the current study = 20 schools / 400 respondents

Table 4-18 presents a comparison between the Cronbach-Alphas and mean item responses obtained in this study and those reported by Van Jaarsveld (2016). When comparing the Cronbach-Alphas obtained on transformational leadership, it is clear that similar coefficients have been reported [0.904 / 0.923 (sample)]. In terms of transactional leadership, a large difference is noted [0.720 / 0.455 (sample)]. Finally, in terms of laissez-faire leadership, similar values are reported [0.805 / 0.842 (sample)]. In terms of the sub-scales, there is a favourable comparison on most of the transformational leadership sub-scales with four of the five Cronbach-Alpha coefficients calculated for this study with greater values than those reported by Van Jaarsveld (2016). The only sub-scale, in terms of transformational leadership, where a higher value was found by Van Jaarsveld (2016), was for idealised influence: behaviour [0.657 /

0.628 (sample)]. In contrast, in terms of transactional leadership, it is clear that Van Jaarsveld (2016) reported greater Cronbach-Alpha coefficients on both of the sub-scales [0.720 / 0.670 (sample) and 0.666 / 0.611 (sample)], as well as on the main factor of transactional leadership [0.720 / 0.455 (sample)]. Finally, in terms of laissez-faire leadership, it is clear that the current study reported greater Cronbach-Alpha coefficients in terms of laissez-faire as a main factor [0.805 / 0.842 (sample)] and in terms of the passive-avoidant sub-scale [0.736 / 0.756 (sample)] as those reported by Van Jaarsveld (2016). Van Jaarsveld (2016) did, however, reported greater Cronbach-Alpha coefficients on management-by-exception: passive than those reported in the current study [0.639 / 0.625 (sample)], albeit a very slight difference.

Table 4-19: Cronbach-Alpha reliability coefficients for the Additional Scales of the Multifactor Leadership Questionnaire (MLQ-5x)

Additional scales	Cronbach Alpha	Inter-item correlation	Mean	Standard Deviation
Extra effort	0.778	0.553	3.01	0.860
Effectiveness	0.860	0.609	3.22	0.764
Satisfaction	0.876	0.791	3.20	0.877

The Cronbach-Alpha coefficients, inter-item correlation, mean response and standard deviations, obtained for the additional scales of the MLQ-5x, are presented in Table 4-19. Very high Cronbach-Alpha coefficients are reported on all three of the additional scales, with the lowest coefficient of 0.778 for extra effort and the highest coefficient of 0.876 for satisfaction. This is also accompanied by a very high coefficient of 0.860 for effectiveness. The inter-item correlations range from 0.553 for extra effort to 0.791 for satisfaction, with a value of 0.609 reported in terms of effectiveness. In terms of the mean item responses on the five-point Likert-scale, it is clear that mean item response values range from 3.01 (extra effort) to 3.20 (satisfaction) indicating that respondents are mostly in agreement with the items on the three additional scales of the MLQ-5x.

4.4.1.4 Synthesis

From the abovementioned, it is clearly illustrated that the MLQ-5x used in this study can be regarded as a valid questionnaire for measuring principals' leadership styles within the South African context.

4.4.2 Reliability of the Institute of Work Psychology (IWP) Multi-Affect Indicator: Cronbach-Alpha

The same guidelines will be followed for the interpretation of Cronbach-Alpha coefficients and inter-item correlations as used for the MLQ-5x (§4.4). Table 4-20 reports the Cronbach-Alpha coefficients, inter-item correlations, means and standard deviations found in this study for the affective indicators of the IWP Multi-Affect Indicator, while Table 4-21 presents the secondary scores of the same measure using the same format.

4.4.2.1 Cronbach Alpha: Affective Indicators

In terms of the primary scores, it is clear that very high Cronbach-Alpha coefficients are found for all four affective indicators with a range between 0.80 (depression) and 0.93 (both for comfort and enthusiasm). Anxiety, the remaining affective indicator, also produced a very high coefficient of 0.89. In terms of the mean score on the five-point Likert scale, the means for the affective indicators range from 1.45 (depression) to 3.88 (enthusiasm). It is evident that the two negative affective indicators produced similar means, namely 1.45 for depression and 1.73 for anxiety. Furthermore, the two positive affective indicators also produced similar means, namely 3.87 (comfort) and 3.88 (enthusiasm).

Table 4-20: Cronbach-Alpha reliability coefficients of the Institute of Work Psychology (IWP) Multi-Affect Indicator for the Affective Indicators

Affective Indicators	Cronbach Alpha	Mean	Standard Deviation
Anxiety (HANA = High Activation Negative Affect)	0.89	1.73	0.90
Depression (LANA = Low Activation Negative Affect)	0.80	1.45	0.69
Comfort (LAPA = Low Activation Positive Affect)	0.93	3.87	1.05
Enthusiasm (HAPA = Activated Positive Affect)	0,93	3.88	1.00

4.4.2.2 Cronbach-Alpha: Affective Indicators

From Table 4-21, it is clear that both negative and positive affect report high and very similar Cronbach-Alpha coefficients of 0.78 and 0.77 respectively. There is, however a noticeable difference in the mean item responses of these secondary scales, with negative affect yielding lower mean scores (1.59) and positive affect yielding higher mean scores (3.87).

Table 4-21: Cronbach-Alpha reliability coefficients of the Institute of Work Psychology (IWP) Multi-Affect Indicator for the Secondary Scores

Secondary scores	Cronbach Alpha	Mean	Standard Deviation
Negative affect	0.78	1.59	0.73
Positive affect	0.77	3.87	0.92

These findings also correlate well with the four-quadrant approach to the IWP Multi-Affect Indicator along the two axes of activation and pleasure (§2.3.2.1 – figure 2-3).

4.4.2.3 Synthesis

Given the very high Cronbach-Alphas reported in Tables 4-20 and 4-21, it is evident that the IWP Multi-Affect Indicator is reliable within the South African context. This is an important finding seeing that the researcher could not find existing studies reporting the reliability of the IWP Multi-Affect Indicator.

4.5 Descriptive statistics of the Multifactor Leadership Questionnaire (MLQ-5x) and Institute of Work Psychology (IWP) Multi-Affect Indicator

Table 4-22 to 4-26 present the descriptive statistics pertaining to the questionnaires, the MLQ-5x and IWP Multi-Affect Indicator, used during the empirical investigation. Mean item responses, standard deviations and the item distribution in terms of frequency (n) and percentages (%) on the MLQ-5x are presented in Tables 4-22 to 4-25, followed by the results of the IWP Multi-Affect Indicator presented in the same format in Table 4-26.

4.5.1 Descriptive statistics of Multifactor Leadership Questionnaire (MLQ-5x)

The descriptive statistics for the MLQ-5x are presented in four tables, one table for each of the three main factors of the MLQ-5x and one table for the additional scales. All four tables follow the same format, namely the distribution of respondents' responses on the five-point Likert-scale in terms of frequencies and percentages, followed by the mean score and standard deviation. All four tables are also sorted in terms of mean scores, from the highest mean score obtained to the lowest mean score obtained (thus in descending order). Additionally, the items are colour-coded to indicate the grouping of items according to the various sub-scales (also indicated underneath each table). Table 4-22 presents the findings in terms of transformational leadership, while Table 4-23 presents the findings for transactional leadership and Table 4-24 for laissez-faire leadership. Finally, Table 4-25 presents the descriptive statistics obtained for the three additional scales, namely: extra effort; effectiveness; and satisfaction.

Table 4-22: Descriptive statistics for Transformational Leadership on the Multifactor Leadership Questionnaire (MLQ-5x)

TRANSFORMATIONAL LEADERSHIP Item	0 Not at all		1 Once in a while		2 Sometimes		3 Fairly often		4 Always		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
13. The principal talks enthusiastically about what needs to be accomplished.	6	1.50	7	1.80	39	9.80	123	30.80	225	56.30	3.39	0.85
36. The principal expresses confidence that goals will be achieved.	2	0.50	5	1.30	47	11.80	145	36.30	201	50.30	3.35	0.77
14. The principal specifies the importance of having a strong sense of purpose.	5	1.30	9	2.30	50	12.50	113	28.30	223	55.80	3.35	0.87
9. The principal talks optimistically about the future.	4	1.00	13	3.30	39	9.80	146	36.50	198	49.50	3.30	0.85
23. The principal considers the moral and ethical consequences of decisions.	9	2.30	11	2.80	52	13.00	127	31.80	201	50.30	3.25	0.94
25. The principal displays a sense of power and confidence.	6	1.50	13	3.30	54	13.50	131	32.80	196	49.00	3.25	0.91
21. The principal acts in ways that builds others' respect for them.	3	0.80	27	6.80	60	15.00	131	32.80	179	44.80	3.14	0.96
34. The principal emphasises the importance of having a collective sense of mission.	1	0.30	13	3.30	74	18.50	158	39.50	154	38.50	3.13	0.84
19. The principal treats others as individuals rather than just as members of a group.	14	3.50	23	5.80	59	14.80	115	28.80	189	47.30	3.11	1.08
29. The principal considers an individual as having different needs, abilities, and aspirations from others.	12	3.00	20	5.00	62	15.50	124	31.00	182	45.50	3.11	1.04
18. The principal goes beyond self-interest for the	12	3.00	24	6.00	66	16.50	111	27.80	187	46.80	3.09	1.07

TRANSFORMATIONAL LEADERSHIP Item	0 Not at all		1 Once in a while		2 Sometimes		3 Fairly often		4 Always		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
good of the group.												
26. The principal articulates a compelling version of the future.	12	3.00	19	4.80	71	17.80	152	38.00	146	36.50	3.00	1.00
31. The principal helps others to develop their strengths.	21	5.30	18	4.50	64	16.00	140	35.00	157	39.30	2.99	1.10
10. The principal instils pride in others for being associated with him/her.	19	4.80	22	5.50	75	18.80	128	32.00	156	39.00	2.95	1.11
2. The principal re-examines critical assumptions to questions whether they are appropriate.	12	3.00	19	4.80	86	21.50	154	38.50	129	32.30	2.92	1.00
30. The principal gets others to look at problems from many different angles.	16	4.00	28	7.00	82	20.50	152	38.00	122	30.50	2.84	1.06
8. The principal seeks differing perspectives when solving problems.	19	4.80	34	8.50	76	19.00	146	36.50	125	31.30	2.81	1.11
32. The principal suggests new ways of looking at how to complete assignments.	12	3.00	42	10.50	83	20.80	144	36.00	119	29.80	2.79	1.07
6. The principal talks about his/her most important values and beliefs.	16	4.00	44	11.00	79	19.80	138	34.50	123	30.80	2.77	1.12
15. The principal spends time teaching and coaching.	111	27.80	61	15.30	85	21.30	82	20.50	61	15.30	1.80	1.43

Idealised influence: attributed
 Idealised influence: behaviour
 Inspirational motivation
 Intellectual stimulation
 Individualised consideration

4.5.1.1 Descriptive statistics of the Multifactor Leadership Questionnaire (MLQ-5x): Transformational Leadership

The abovementioned table clearly illustrates that 20 items measure transformational leadership and its five sub-scales. The content of these items measure, amongst others: vision; aims; optimism; enthusiasm; support; and problem-solving. Items 10, 18, 21 and 25 measure idealised influence: attributed, while items 6, 14, 23 and 34 measure idealised influence: behaviour. Furthermore, inspirational motivation is measured by items 9, 13, 26 and 36 and intellectual stimulation is measured by items 2, 8, 30 and 32. Lastly, items 15, 19, 29 and 31 measure individualised consideration. Table 4-22 reports the frequencies in terms of responses on a five-point Likert scale as well as means and standard deviations for items relating to transformational leadership. The table is presented in descending order in terms of mean scores obtained on the items. In the following section, a short discussion is presented on the three items with the highest mean scores and the three items with the lowest mean scores.

The principal talks enthusiastically about what needs to be accomplished (Item 13)

Respondents are most in agreement with item 13, as clearly indicated by the highest mean score in Table 4-22 of 3.39. The majority of teachers (87.1%) agree that the principals talk with enthusiasm about what needs to be accomplished.

The principal expresses confidence that goals will be achieved (Item 36)

Table 4-22 illustrates that both item 14 and item 36 have the same mean score of 3.35. Item 36, however, has a higher percentage of respondents in agreement with the statement (86.6%) than item 14 (84.1%). Therefore, item 36 is regarded as the item with the second highest agreement indicating that respondents perceive principals as having confidence in realising goals.

The principal specifies the importance of having a strong sense of purpose (Item 14)

Item 14 also reports a high mean score of 3.35 indicating that respondents perceive principals as demonstrating a strong sense of purpose with 84.1% agreeing with this statement.

The principal suggests new ways of looking at how to complete assignments (Item 32)

Even though the third lowest mean score of 2.79 was obtained on item 32 on the five-point Likert scale, the majority of respondents (65.8%) are still in agreement with this statement. This indicates that respondents mainly perceive principals as open to exploring new ways of completing tasks. Only 13.5% of the respondents did not agree with the statement, indicating a very low percentage of respondents perceiving principals as traditional and rigid.

The principal talks about his/her most important values and beliefs (Item 6)

In terms of item 6, only 15% of respondents disagree with the statement, even though the second lowest mean score of 2.77 is reported on the five-point Likert scale. Furthermore, the majority of respondents (65.3%) agree with the statement, which is indicative of the perception that principals talk about their most important values and beliefs.

The principal spends time teaching and coaching (Item 15)

Finally, the lowest mean score of 1.80 was reported on item 15 with 43.1% of respondents disagreeing with this statement. It can be deduced that a high percentage of teachers perceive that principals do not spend time teaching and coaching. This finding is also supported by only 35.8% of teachers agreeing with the statement.

Synthesis: Transformational Leadership

Respondents mostly agreed with items indicating that they perceive principals as talking enthusiastically, being confident in achieving goals and demonstrating a strong sense of purpose. On the same five-point Likert scale, the three items with the lowest mean scores measured principals' openness to explore new ways of completing tasks, voicing important values and beliefs and spending time teaching and coaching. Of these three items, the only item reflecting a majority disagreement was found in terms of item 15 indicating that respondents perceive principals as not spending a lot of time on teaching and coaching.

Table 4-23: Descriptive statistics for Transactional Leadership on the Multifactor Leadership Questionnaire (MLQ-5x)

TRANSACTIONAL LEADERSHIP Item	0 Not at all		1 Once in a while		2 Sometimes		3 Fairly often		4 Always		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
35. The principal expresses satisfaction when others meet expectations.	1	0.30	16	4.00	38	9.50	127	31.80	218	54.50	3.36	0.83
11. The principal discusses in specific terms who is responsible for achieving performance targets.	14	3.50	21	5.30	72	18.00	157	39.30	136	34.00	2.95	1.02
22. The principal concentrates his/her full intention on dealing with mistakes, complaints, and failures.	17	4.30	33	8.30	79	19.80	141	35.30	130	32.50	2.84	1.10
16. The principal makes clear what one can expect to receive when performance goals are achieved.	32	8.00	35	8.80	82	20.50	138	34.50	113	28.30	2.66	1.20
1. The principal provides others with assistance in exchange for their efforts.	48	12.00	26	6.50	71	17.80	129	32.30	126	31.50	2.65	1.31
4. The principal focus attention on irregularities, mistakes, exceptions and deviations.	40	10.00	45	11.30	89	22.30	120	30.00	106	26.50	2.52	1.27
27. The principal directs my attention towards failures to meet standards.	41	10.30	56	14.00	130	32.50	112	28.00	61	15.30	2.24	1.18
24. The principal keeps track of all mistakes.	58	14.50	59	14.80	104	26.00	107	26.80	72	18.00	2.19	1.30

Contingent reward

Management-by-exception: active

4.5.1.2 Descriptive statistics of the Multifactor Leadership Questionnaire (MLQ-5x): Transactional Leadership

Table 4-23 illustrates the mean item responses and the standard deviations of the MLQ-5x regarding transactional leadership. It consists of eight items with a five-point Likert scale ranging from 0 to 4.

The principal expresses satisfaction when others meet expectations (Item 35)

Item 35 in Table 4-23 clearly indicates the highest mean score of 3.36. The majority of teachers (86.3%) agree that principals show satisfaction when their expectations are met.

The principal discusses in specific terms who is responsible for achieving performance targets (Item 11)

The second highest mean score of 2.95 was found on item 11. Respondents mostly agreed with a percentage of 73.3% that they perceive the principal as someone who let teachers know who is responsible for achieving performance targets.

The principal directs my attention towards failures to meet standards (Item 27)

The second lowest mean score of 2.24 was obtained on item 27 on the five-point Likert-scale even though 43.30% of respondents agreed with this statement. This indicates that respondents perceive that principals direct their attention towards their failures to meet the required standards within the work context.

The principal keeps track of all mistakes (Item 24)

Finally, regarding the lowest mean score obtained, a mean score of 2.19 was reported on item 24. Only 29.30% of respondents disagreed with this statement, indicating that a high percentage of respondents (44.80%) agreed that their principals keep track of all mistakes made, with the remaining percentage indicating a neutral response (“sometimes”).

Synthesis: Transactional Leadership

Respondents mostly agreed with items indicating that they perceive principals as expressing their satisfaction when expectations are met and discussing teachers’ responsibility for specific performance targets. On the same five-point Likert scale, the two items with the lowest mean scores measured principals waiting for a problem to become chronic or for things to go wrong before they act. It is clear in both items 20 and 12 that the majority of respondents perceive principals as taking immediate action when a problem arises and do not wait for a problem to become chronic.

Table 4-24: Descriptive statistics for Laissez-Faire Leadership on the Multifactor Leadership Questionnaire (MLQ-5x)

LAISSEZ-FAIRE LEADERSHIP Item	0 Not at all		1 Once in a while		2 Sometimes		3 Fairly often		4 Always		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
17. The principal shows that he/she is a firm believer in "If it isn't broke, don't fix it".	92	23.00	39	9.80	101	25.30	100	25.00	68	17.00	2.03	1.40
3. The principal fails to interfere until problems become serious.	190	47.50	64	16.00	72	18.00	57	14.30	17	4.30	1.12	1.26
20. The principal demonstrates that problems must become chronic before he/she takes action.	221	55.30	59	14.80	71	17.80	38	9.50	11	2.80	0.90	1.16
28. The principal avoids making decisions.	247	61.80	60	15.00	42	10.50	33	8.30	18	4.50	0.79	1.19
33. The principal delays responding to urgent questions.	230	57.50	74	18.50	53	13.30	35	8.80	8	2.00	0.79	1.09
5. The principal avoids getting involved when important issues arise.	258	64.50	54	13.50	40	10.00	37	9.30	11	2.80	0.72	1.14
12. The principal waits for things to go wrong before taking action.	254	63.50	70	17.50	36	9.00	32	8.00	8	2.00	0.68	1.06
7. The principal is absent when needed.	268	67.00	64	16.00	38	9.50	19	4.80	11	2.80	0.60	1.02

Passive-avoidant

Management-by-exception: passive

4.5.1.3 Descriptive statistics of the Multifactor Leadership Questionnaire (MLQ-5x): Laissez-Faire Leadership

Table 4-24 reports the mean item responses and the standard deviations of the MLQ-5x regarding laissez-faire leadership. It consists of eight items with a five-point Likert scale ranging from 0 to 4.

The principal shows that he/she is a firm believer in “If it isn’t broke, don’t fix it” (Item 17)

On the five-point Likert scale, item 17 indicates the highest mean score of 2.03. A high percentage of respondents (42.0%) agreed with this statement. Therefore, respondents felt that the principal do not spend time and effort on issues that are not yet defined as problems. Furthermore, 32.8% of respondents disagreed with this statement.

The principal fails to interfere until problems become serious (Item 3)

The second highest mean score of 1.12 was reported on item 3. The majority of respondents (63.5%) disagreed with the statement indicating that the principal fails to interfere until problems escalate. A low percentage of 18.6% of respondents agreed with this statement.

The principal waits for things to go wrong before taking action (Item 12)

In Table 4-24, it is clear that the second lowest mean score of 0.68 was obtained on item 12. Respondents are in strong disagreement with this statement as supported by 81.0% of respondents indicating response options in this range. Only 10.0% of respondents agreed with this statement. It can be deduced that principals do not assume a passive role and wait for things to go wrong before they act, but rather assumes an active and preventative role.

The principal is absent when needed (Item 7)

The lowest mean score presented on item 7 in Table 4-24 with a mean score of 0.60, was where 83% of respondents disagreed with this statement. Respondents clearly perceive the principal as being available when needed. A very low percentage of 7.6% of respondents agreed that the principal is absent when needed.

Synthesis: Laissez-Faire Leadership

Respondents mostly agreed with items indicating that they perceive principals as active in decision-making and available when needed. On the same five-point Likert scale, the items with the lowest mean scores measured whether principals wait for things to go wrong before they act and whether the principal is absent when needed. It is clear that respondents perceive principals as available and they act when necessary.

Table 4-25: Descriptive statistics for the Additional Scales on the Multifactor Leadership Questionnaire (MLQ-5x)

ADDITIONAL SCALES	0		1		2		3		4			
	Not at all		Once in a while		Sometimes		Fairly often		Always			
Item	n	%	n	%	n	%	n	%	n	%	Mean	SD
43. The principal is effective in meeting organisational requirements.	2	0.50	11	2.80	31	7.80	135	33.80	221	55.30	3.41	0.79
45. The principal leads a group to be effective.	6	1.50	10	2.50	48	12.00	120	30.00	216	54.00	3.33	0.89
41. The principal works with others in a satisfactory way.	2	0.50	16	4.00	42	10.50	142	35.50	198	49.50	3.30	0.85
42. The principals heighten others' desire to succeed.	12	3.00	23	5.80	52	13.00	133	33.30	180	45.00	3.12	1.03
44. The principal increases others' willingness to try harder.	7	1.80	17	4.30	60	15.00	152	38.00	164	41.00	3.12	0.94
38. The principal uses methods of leadership that is satisfying.	9	2.30	24	6.00	57	14.30	137	34.30	173	43.30	3.10	1.01
37. The principal is effective in meeting others' job-related needs.	6	1.50	26	6.50	57	14.30	152	38.00	159	39.80	3.08	0.97
40. The principal is effective in representing others to higher authority.	8	2.00	23	5.80	66	16.50	145	36.30	158	39.50	3.06	0.99
39. The principal gets others to do more than is expected to do.	23	5.80	28	7.00	84	21.00	144	36.00	121	30.30	2.78	1.13

Extra effort

Effectiveness

Satisfaction

4.5.1.4 Descriptive statistics of the Multifactor Leadership Questionnaire (MLQ-5x): Additional Scales

Table 4-25 presents the mean item responses and the standard deviations of the MLQ-5x regarding the three additional scales. It consists of nine items with a five-point Likert scale ranging from 0 to 4.

The principal is effective in meeting organisational requirements (Item 43)

The highest mean score of 3.41 was obtained in item 43. The majority of respondents agreed with this statement (89.1%). Only 8.3% of the respondents disagreed and was of the opinion that the principal did not meet organisational requirements.

The principal leads a group to be effective (Item 45)

Item 45 reported the second highest mean score of 3.33. A high percentage (84%) of respondents agreed that principals lead groups to be effective. Furthermore, a very low percentage of only 4% disagreed with this statement.

The principal is effective in representing others to higher authority (Item 40)

The second lowest mean score of 3.06 was reported on item 40. Respondents strongly agreed with this statement with a percentage of 75.8%. Only 7.8% of respondents disagreed; these respondents perceive principals as not representing others to a higher authority.

The principal gets others to do more than is expected to do (Item 39)

Item 39 reports the lowest mean score of 2.78. The majority of respondents (66.3%) agreed on this statement. Only 12.8% of respondents disagreed, indicating that they perceive the principal as not getting teachers to do more than what is expected.

4.5.1.5 Synthesis

Figure 4-2 provides a visual overview of the respondents' scores on the three main factors of the MLQ-5x.

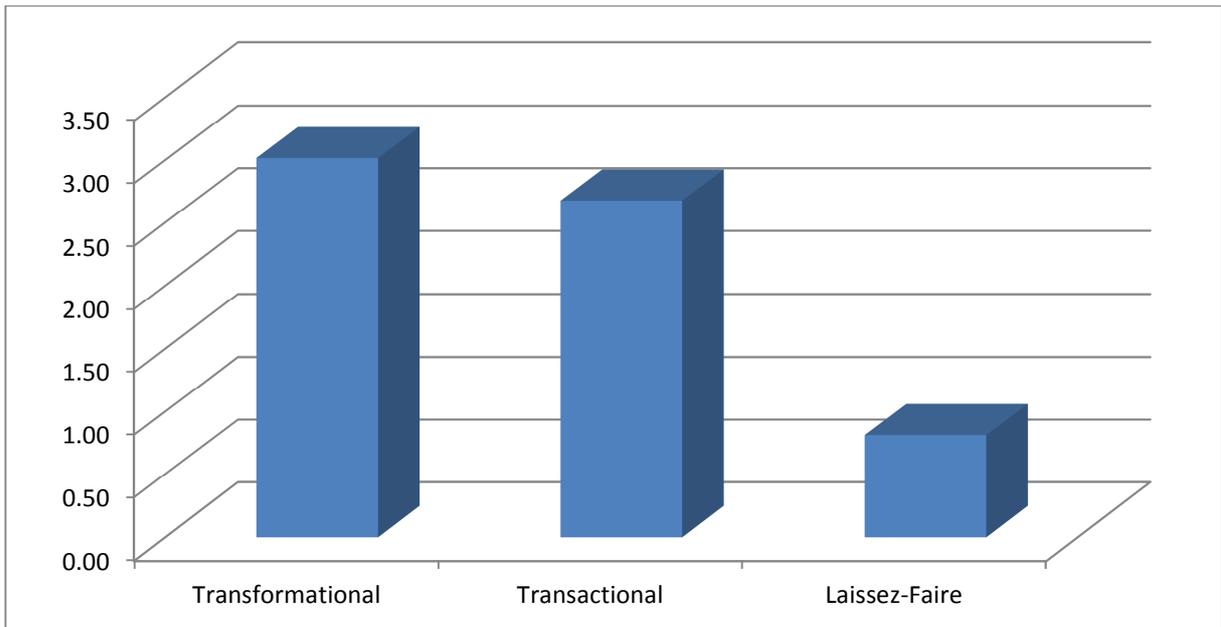


Figure 4-2: Visual overview of scores obtained on the three main factors of the Multifactor Leadership Questionnaire (MLQ-5x)

From Figure 4-2 it is clear that the highest mean score of 3.02 was reported on transformational leadership, followed by a mean score of 2.68 for transactional leadership and the lowest mean score of 0.81 on laissez-faire leadership.

Figure 4-3 provides an overview of the scores obtained on the three additional scales.

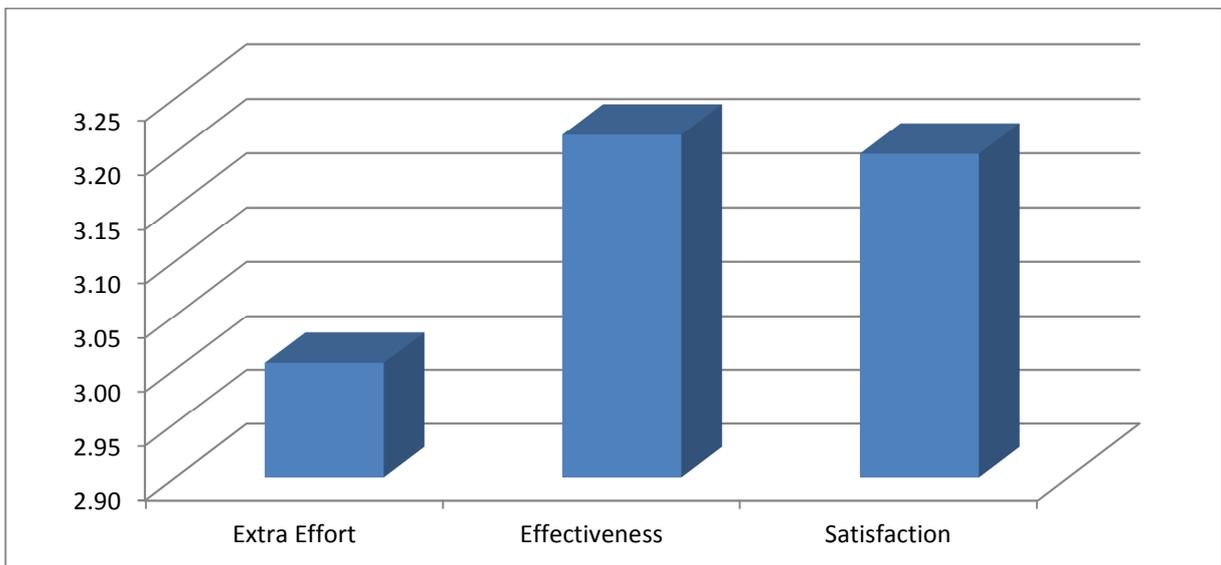


Figure 4-3: Visual overview of scores obtained on the three additional scales of the Multifactor Leadership Questionnaire (MLQ-5x)

As clearly illustrated in Figure 4-3, effectiveness was the additional scale with the highest mean score of 3.22, with satisfaction reporting the second highest mean score of 3.20 and extra effort as the lowest mean score of 3.01.

4.5.2 Descriptive statistics of the Institute of Work Psychology (IWP) Multi-Affect Indicator

Table 4-26 illustrates the mean scores and standard deviations reported for the IWP Multi-Affect Indicator. It consists of 12 items on a five-point Likert scale with response options ranging from 1 to 5.

Table 4-26: Descriptive statistics for the Institute of Work Psychology (IWP) Multi-Affect Indicator

Item	1 Never 0-20%		2 Some of the time 20-40%		3 Half of the time 40- 60%		4 Most of the time 60-80%		5 Always 80-100%		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
4. Comfortable	14	3.50	40	10.00	43	10.80	143	35.80	160	40.00	3.99	1.11
10. Motivated	14	3.50	33	8.30	70	17.50	146	36.50	137	34.30	3.90	1.08
12. Optimistic	10	2.50	42	10.50	68	17.00	147	36.80	133	33.30	3.88	1.07
5. Calm	13	3.30	47	11.80	48	12.00	162	40.50	130	32.50	3.87	1.09
11. Enthusiastic	9	2.30	48	12.00	65	16.30	150	37.50	128	32.00	3.85	1.07
6. Relaxed	19	4.80	58	14.50	56	14.00	144	36.00	123	30.80	3.74	1.18
1. Tense	208	52.00	117	29.30	42	10.50	25	6.30	8	2.00	1.77	1.00
3. Worried	212	53.00	117	29.30	40	10.00	20	5.00	11	2.80	1.75	1.01
2. Anxious	230	57.50	111	27.80	28	7.00	23	5.80	8	2.00	1.67	0.97
9. Unhappy	237	59.30	111	27.80	32	8.00	16	4.00	4	1.00	1.60	0.87
7. Depressed	302	75.50	49	12.30	32	8.00	14	3.50	3	0.80	1.42	0.84
8. Melancholic	313	78.30	47	11.80	29	7.30	11	2.80	0	0.00	1.35	0.73

Positive affect

Negative affect

A summative overview of the distribution on item responses regarding the IWP Multi-Affect Indicator is also provided in Table 4-26 where frequencies (n) and percentages (%) are reported on the 12 items. It is evident that there is a clear distinction between positive affect and negative affect. The highest mean score of 3.99 is reported on item 4 (comfortable) of positive affect. The lowest mean score is reported on item 8 (melancholic) of negative affect with a very low mean score of 1.35. Furthermore, it is clear that all the items measuring positive affect (items 4, 10, 12, 5, 11, 6) have a mean score not lower than 3.74 – which are regarded as very high. Whereas all the items measuring negative affect (item 1, 3, 2, 9, 7, 8) report very low mean scores with the highest mean score being 1.77. When reporting on the positive affect, item 4 reports the highest percentage (75.8%) of respondents stating that they feel comfortable at work most of the time. Secondly, as evident in item 10, respondents feel highly motivated with an agreed percentage of 70.8%. Thirdly respondents agreed with a percentage of 70.1% that they feel optimistic when at work. Concerning negative affect, item 9 reported a very high percentage (87.1%) of respondents stating that they are not unhappy at work. Item 7 indicated that 87.8% of respondents are not depressed when working. Lastly item 8 indicated that the majority of respondents (90.1%) do not feel melancholic while at work.

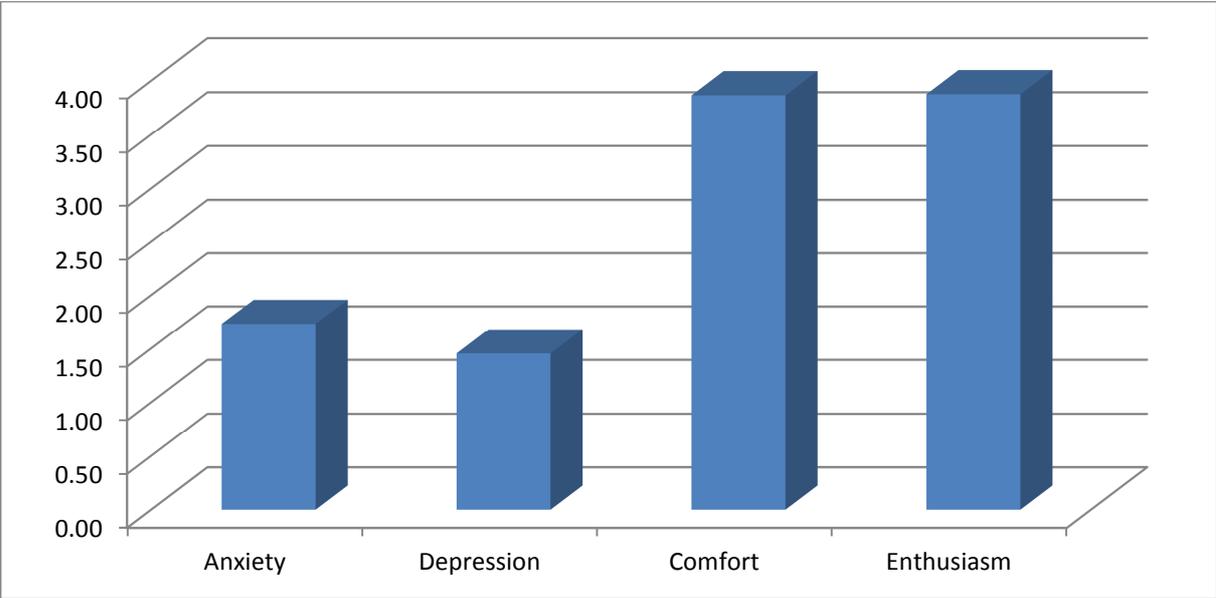


Figure 4-4: Visual overview of scores obtained on Institute of Work Psychology (IWP) Multi-Affect Indicator: Affective Indicators

Figure 4-4 presents a visual overview of the scores obtained on the affective indicators of the IWP Multi-Affect Indicator, while Figure 4-5 presents the secondary scores obtained, namely scores on positive and negative affect.

From Figure 4-4 it is clear that the highest mean score of 3.88 was reported for enthusiasm, closely followed by a mean score of 3.87 for comfort. This is followed by a low mean score of 1.73 for anxiety and the lowest mean score of 1.45 on depression.

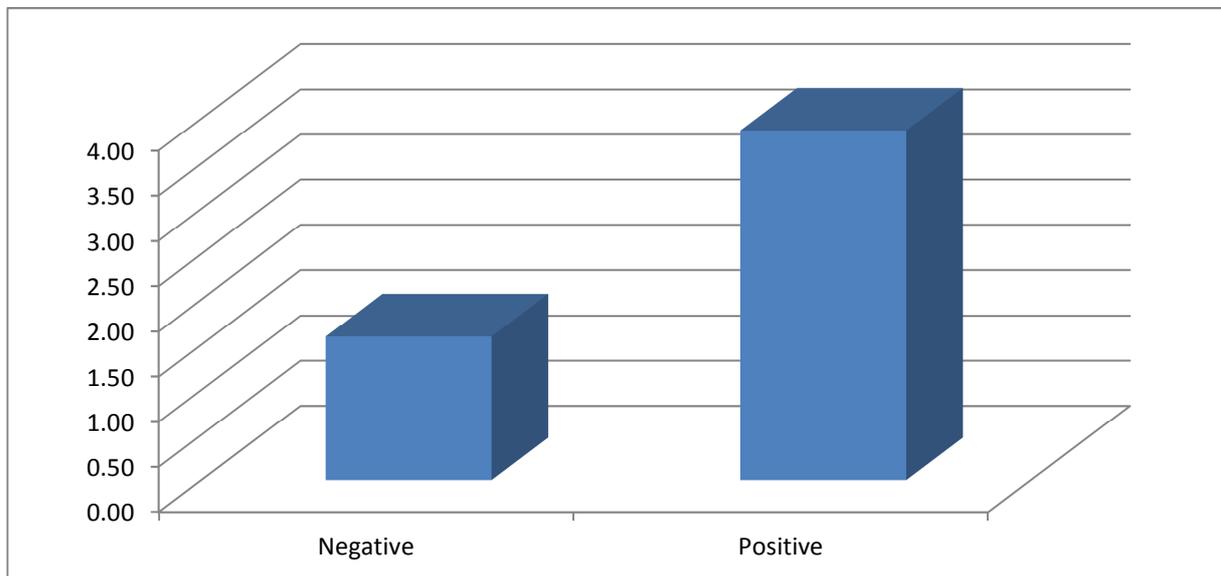


Figure 4-5: Visual overview of scores obtained on Institute of Work Psychology (IWP) Multi-Affect Indicator: Secondary Scores

Regarding the secondary scores obtained on the IWP Multi-Affect Indicator, it is clear from Figure 4.5 that the highest mean score of 3.87 was reported for positive affect, with the lowest mean score of 1.59 reported for negative affect.

4.6 Relationship between the biographical variables, leadership style of principals' and the professional wellbeing of teachers

In the following section, a discussion will follow regarding the relationship between the biographical variables, leadership style of principals' and the professional wellbeing of teachers.

4.6.1 Introduction

In order to determine the relationship between the biographical variables and the leadership style of principals, as well as between the biographical variables and the professional wellbeing of teachers, Spearman correlations for ordinal data is used. Spearman correlations can vary between -1.0 and +1.0 and 0.0 in the case where there is no correlation between two variables. A correlation of +1.0 is indicative of a perfect positive correlation and a value of +0.30 indicates a low positive correlation. A perfect negative correlation between two variables is indicated by a value of -1.0, whereas a low negative correlation is indicated by a value of -0.3 (Cohen, Manion,

& Morrison, 2011). A nominal scale is used in this study to distinguish between the biographical variables, example gender, age and years of experience.

Hierarchical linear models are used to determine the relationship between the biographical variables and the professional wellbeing of teachers and between the biographical variables and the leadership style of the principals. Furthermore, hierarchical linear models are also used to determine the relationship between the professional wellbeing of teachers and the leadership style of the principals. During this analysis, p-values ($p < 0.05$) are used to determine statistical significant differences between variables. Where differences between two variables are quantified, Cohen's effect size is used to indicate practical significant differences through d-values. A d-value of 0.2 (small effect) is indicative of no real difference between the variables, while a d-value of 0.5 (medium effect) is indicative of a noticeable difference between the variables and a d-value of 0.8 (large effect) is indicative of a clear difference in practice between variables.

4.6.2 Relationship between the biographical variables and principals' leadership style

In the following section, the relationship between the biographical variables and principals' leadership style will be discussed, presented in the same order found in the biographical information section of the questionnaire used during data collection (§ Addendum E). Firstly, the relationship between the type of school and the principals' leadership style is presented in Table 4-27 followed by the relationship between the gender of the respondents and the leadership style of principals in Table 4.28. Furthermore, the relationship between the age, teaching experience and teaching position and principals' leadership styles will be presented in Table 4.29. Finally, Table 4.30 presents the relationship between the gender of the principal and principals' leadership style.

4.6.2.1 Relationship between the type of school and principals' leadership style

Table 4-27 reports the hierarchical linear models for the relationship between the type of school and the leadership style of the principal. This is presented in terms of means, p-values and effect size (d-values). It is clear that there are no statistical significant differences between the type of school and the leadership style of principals with p-values ranging from 0.077 to 0.696. The lowest p-value of 0.077 is reported for individualised consideration, which is one of the sub-scales of transformational leadership.

Table 4-27: Hierarchical linear models for the type of school and the leadership style of the principal

	MEAN SCORES			Mean Square Error	Variance between schools	p-value	EFFECT SIZE (d)		
	Primary School (1)	Secondary School (2)	Combined School (3)				1 with 2 (Primary – Secondary)	1 with 3 (Primary – Combine)	2 with 3 (Secondary – Combine)
TRANSFORMATIONAL	3.14	2.93	3.40	0.353	0.131	0.347	0.31	0.37	0.67
Idealised influence: attributed	3.22	3.02	3.52	0.501	0.140	0.387	0.25	0.37	0.62
Idealised influence: behaviour	3.22	3.03	3.24	0.386	0.085	0.438	0.28	0.03	0.31
Inspirational motivation	3.33	3.22	3.53	0.340	0.137	0.696	0.15	0.28	0.43
Intellectual stimulation	2.96	2.78	3.19	0.535	0.168	0.553	0.21	0.28	0.49
Individualised consideration	2.98	2.59	3.52	0.623	0.168	0.077	0.43	0.60	1.04
TRANSACTIONAL	2.74	2.61	3.05	0.374	0.046	0.233	0.20	0.48	0.68
Contingent reward	3.04	2.82	3.16	0.529	0.095	0.337	0.28	0.15	0.44
Manage-by-exception: active	2.44	2.41	2.94	0.643	0.034	0.198	0.03	0.61	0.64
LAISSEZ FAIRE	0.67	0.89	0.48	0.599	0.148	0.433	0.26	0.22	0.47
Manage-by-exception: passive	0.76	0.97	0.51	0.826	0.181	0.508	0.21	0.25	0.45
Passive-avoidant	0.58	0.82	0.46	0.604	0.114	0.352	0.28	0.15	0.43
ADDITIONAL SCALES									
Extra effort	3.13	2.93	3.29	0.575	0.178	0.558	0.23	0.19	0.42
Effectiveness	3.38	3.10	3.49	0.417	0.166	0.337	0.37	0.13	0.51
Satisfaction	3.31	3.13	3.59	0.611	0.190	0.555	0.20	0.31	0.51

p<0.05 = statistical significant differences;

d = 0.2 (small effect); d = 0.5 (medium effect); d = 0.8 (large effect)

Effect sizes: primary and secondary schools

When comparing primary and secondary schools in terms of the principals' leadership style, the largest effect size is reported of 0.43 for individualised consideration. No medium or large effect sizes are reported, indicating no practical significant differences found between the type of school and the leadership style of principals.

Effect sizes: primary and combined schools

A medium effect size is reported in terms of individualised consideration ($d=0.60$, $p=0.077$). Therefore, it can be derived that respondents in combined schools (3.52) perceive principals as demonstrating more individualised consideration than those principals in primary schools (2.98). A medium effect size is also reported in terms of management-by-exception: active ($d=0.61$, $p=0.198$), with combined schools (2.94) reporting higher mean scores than primary schools (2.44) that indicates a possible difference in practice regarding this sub-scale of transactional leadership. However, it is important to note that there is only one combined school in this sample indicating that this finding should be viewed cautiously and one should not generalise.

Effect sizes: secondary and combined schools

A medium effect size is reported in terms of transformational leadership ($d=0.67$; $p=0.347$) as a main factor as well as in terms of two of the sub-scales thereof, namely a medium effect size for idealised influence: attributed ($d=0.62$; $p=0.387$) and a large effect size for individualised consideration ($d=1.04$; $p=0.077$), indicating a practical significant difference between secondary and combined schools in this regard. In regard to transformational leadership, it is clear that secondary schools (2.93) report lower mean scores than combined schools (3.40). Furthermore, in terms of idealised influence: attributed, secondary schools (3.02) also reported lower mean scores than combined schools (3.52). Finally, secondary schools (2.59) reported lower mean scores in terms of individualised consideration compared to combined schools (3.52).

In terms of transactional leadership, medium effect sizes are found for transactional leadership ($d=0.68$; $p=0.233$) as a main factor, as well as on the management-by-exception: active ($d=0.64$; $p=0.198$) sub-scale. Regarding transactional leadership, secondary schools (2.61) reported lower mean scores than combined schools (3.05). Secondary schools (2.41) also reported lower mean scores than combined schools (2.94) in terms of management-by-exception: active. It is thus clear that respondents in combined schools report higher mean scores on the five-point Likert scale than respondents in secondary schools in terms of transformational leadership (and sub-scales) and transactional leadership (and sub-scales). Again, it is important to keep in mind that only one combined school took part in this study and

findings should be viewed carefully as to not generalise this finding to the types of schools within the Kenneth Kaunda District of the North-West province of South Africa.

No medium to large effect sizes are found in terms of laissez-faire leadership or any of the sub-scales. When comparing means between secondary and combined schools, it is clear that secondary schools reported higher mean responses on the five-point Likert scale for items related to laissez-faire leadership (and sub-scales).

Regarding the additional scales, two of the three scales reported medium effect sizes, namely effectiveness ($d=0.51$; $p=0.337$) and satisfaction ($d=0.51$; $p=0.555$). Secondary schools (3.10) reported lower mean scores than combined schools (3.49) in terms of effectiveness. Finally, in terms of satisfaction, it is clear that secondary schools (3.13) also reported lower mean scores than combined schools (3.59).

4.6.2.2 Relationship between the gender of the respondents and principals' leadership style

Table 4-28 presents the hierarchical linear models in terms of the relationship between the gender of the respondents and the principals' leadership style. For this purpose, p-values are presented to indicate statistical significant differences and Cohen's effect size (d-values) is used to indicate practical significant differences. For further interpretation, mean scores for male and female respondents are also reported for the items related to the three different leadership styles, their nine sub-scales and for the three additional scales (based on a five-point Likert scale).

Table 4-28: Hierarchical linear models for the relationship between the gender of respondents and the principals' leadership style

	Gender of respondents		MSE	Variance between schools	p-value	Effect size (d)
	Male	Female				
TRANSFORMATIONAL	3.01	3.06	0.353	0.132	0.523	0.07
Idealised influence: attributed	3.05	3.16	0.501	0.139	0.244	0.13
Idealised influence: behaviour	3.09	3.13	0.386	0.083	0.620	0.06
Inspirational motivation	3.28	3.28	0.390	0.127	0.906	0.01
Intellectual stimulation	2.91	2.87	0.536	0.162	0.668	0.05
Individualised consideration	2.70	2.84	0.623	0.206	0.175	0.15
TRANSACTIONAL	2.66	2.70	0.375	0.050	0.640	0.06
Contingent reward	2.89	2.95	0.530	0.096	0.574	0.07
Manage-by-exception: active	2.43	2.45	0.645	0.040	0.837	0.03
LAISSEZ FAIRE	0.84	0.76	0.599	0.145	0.387	0.10
Manage-by-exception: passive	0.91	0.84	0.827	0.173	0.511	0.08
Passive-avoidant	0.78	0.68	0.604	0.116	0.330	0.11
ADDITIONAL SCALES						
Extra effort	3.01	3.05	0.576	0.170	0.735	0.04
Effectiveness	3.20	3.26	0.418	0.169	0.527	0.07
Satisfaction	3.10	3.27	0.609	0.178	0.095	0.19

p<0.05 = statistical significant differences

d = 0.2 (small effect); d = 0.5 (medium effect); d = 0.8 (large effect)

MSE=Mean Square Error

Table 4-28 indicates that there are no statistical significant differences found between the gender of the respondents and principals' leadership style. The p-values range from 0.095 to 0.906, with effect sizes (d-values) ranging from 0.01 to 0.19. It is thus clear that the gender of respondents does not have a statistical and/or practical significance in terms of respondents' perception of principals' leadership styles.

4.6.2.3 Relationship between respondents' age, teaching experience, teaching position and principals' leadership style

Table 4-29 presents the relationship between respondents' age, teaching experience, teaching position and principals' leadership style. The table presents the Spearman correlations obtained, where p=0.05(*) and p=0.01(**) reflect statistical significant differences and where r=0.1 reflects small correlations, r=0.3 indicates medium correlations and r=0.5 indicates large correlations.

Table 4-29: Results of the Spearman correlations between respondents' age, teaching experience and teaching position and principals' leadership style

Leadership style	Respondents' Age	Teaching Experience	Teaching Position
TRANSFORMATIONAL	0.058	0.068	0.063
Idealised influence: attributed	0.034	0.053	0.058
Idealised influence: behaviour	0.058	0.077	0.061
Inspirational motivation	0.036	0.021	0.015
Intellectual stimulation	0.018	0.034	0.046
Individualised consideration	0.103*	0.106*	0.078
TRANSACTIONAL	0.022	-0.004	-0.052
Contingent reward	0.060	0.056	0.020
Management-by-exception: active	-0.003	-0.039	-0.100*
LAISSEZ-FAIRE	-0.107*	-0.131**	-0.078
Management-by-exception: passive	-0.167**	-0.181**	-0.105*
Passive-avoidant	-0.009	-0.040	-0.038
ADDITIONAL SCALES			
Extra effort	0.100*	0.090	0.062
Effectiveness	0.115*	0.100*	0.042
Satisfaction	0.051	0.043	0.021

*correlation is significant at the 0.05 level (2-tailed)

**correlation is significant at the 0.01 level (2-tailed)

r=0.1 (small); r=0.3 (medium); r=0.5 (large)

Correlation between respondents' age, teaching experience and management-by-exception: passive

A small negative correlation is reported between the respondents' age and management-by-exception: passive ($r=-0.167$; $p<0.01$) and between the teaching experience of respondents' and management-by-exception: passive ($r=-0.181$; $p<0.01$). Management-by-exception: passive is a sub-scale of laissez-faire leadership and is measured by four items all referring to principals' not becoming involve unless a problem becomes chronic and/or serious. It thus seems that with an increase in the age of the teachers and in an increase in teaching experience, there is a decrease in their perception of principals being passive in dealing with problems. This implies that they view their principals as active in the management of problems.

Correlation between teaching experience and Laissez-Faire Leadership

A small negative correlation is also reported between the teaching experience of respondents and laissez-faire leadership ($r=-0.131$; $p<0.01$). Laissez-faire leadership refers to principals avoiding involvement and decision-making, delaying responses to urgent questions and who are unavailable when needed. Therefore, this correlation indicates that with an increase in

teaching experience, there is a decreased perception that principals avoid taking action, making decisions and being responsive.

It is clear that all three of the abovementioned correlations were found in terms of laissez-faire leadership (and one of the sub-scales thereof).

4.6.2.4 Relationship between the gender of the principal and principals' leadership style

Table 4-30 presents the relationship between the gender of the principal and the principals' leadership style by presenting the p-values and effect sizes (d), as well as the means obtained on a five-point Likert scale.

Table 4-30: Hierarchical linear models for the leadership style of principals and the gender of the respondents

	GENDER OF PRINCIPALS					
	Male	Female	MSE	Variance between schools	p-value	Effect size (d)
TRANSFORMATIONAL	3.00	3.30	0.353	0.129	0.240	0.43
Idealised influence: attributed	3.08	3.45	0.501	0.131	0.165	0.46
Idealised influence: behaviour	3.11	3.17	0.386	0.088	0.787	0.08
Inspirational motivation	3.24	3.54	0.389	0.123	0.234	0.42
Intellectual stimulation	2.84	3.14	0.535	0.158	0.283	0.37
Individualised consideration	2.75	3.21	0.623	0.194	0.145	0.51
TRANSACTIONAL	2.66	2.87	0.375	0.048	0.227	0.33
Contingent reward	2.91	3.09	0.529	0.099	0.462	0.22
Manage-by-exception: active	2.42	2.67	0.643	0.036	0.175	0.30
LAISSEZ FAIRE	0.80	0.60	0.599	0.149	0.475	0.23
Manage-by-exception: passive	0.88	0.65	0.826	0.177	0.452	0.23
Passive-avoidant	0.72	0.55	0.604	0.120	0.502	0.20
ADDITIONAL SCALES						
Extra effort	2.98	3.38	0.575	0.162	0.181	0.46
Effectiveness	3.20	3.50	0.417	0.169	0.301	0.39
Satisfaction	3.18	3.57	0.611	0.172	0.187	0.45

p<0.05 = statistical significant differences

d = 0.2 (small effect); d = 0.5 (medium effect); d = 0.8 (large effect)

MSE=Mean Square Error

Table 4-30 indicates that no statistical significant differences were found between the gender of the principal and the principals' leadership style. The p-values range from 0.145 to 0.787, with the effect size ranging from 0.08 to 0.51. It is also clear that only one sub-scale yielded a

practical significant difference ($d=0.51$), namely individualised consideration. This sub-scale forms part of transformational leadership and refers to principals' treating teachers as having individual differences and needs and focusing on developing teachers' unique strengths. Female principals (3.21) reports higher mean scores than male principals (2.75) regarding individualised consideration. This implies that there is a difference in practice in that teachers perceive female principals as more focused on individualised consideration than male principals.

4.6.3 Relationship between the biographical variables and the professional wellbeing of teachers

In the following section, the relationship between the biographical variables and the professional wellbeing of teachers will be discussed, presented in the same order found in the biographical information section of the questionnaire used during data collection. Table 4-31 presents the relationship between the type of school and the professional wellbeing of teachers, while Table 4-32 reports the relationship between the gender of respondents and the professional wellbeing of teachers. This is followed by the relationship between respondents' age, teaching experience and teaching position and professional wellbeing of teachers in Table 4-33. This section concludes with Table 4-34 presenting the relationship between the gender of the principals and the professional wellbeing of teachers.

4.6.3.1 Relationship between the type of school and the professional wellbeing of teachers

Table 4-31 reports the hierarchical linear model for the professional wellbeing of teachers and the type of school. The table indicates the different types of schools as well as the means, p-values and effect sizes (d-values). The p-values indicate statistical significance, while the effect sizes refer to practical significance.

Table 4-31: Hierarchical linear models for the professional wellbeing of teachers and the type of school

	MEAN SCORES			Mean Square Error	Variance between schools	p-value	EFFECT SIZE (d)		
	Primary School	Secondary School	Combined School				1 with 2 (Primary – Secondary)	1 with 3 (Primary – Combined)	2 with 3 (Secondary – Combined)
Anxiety	1.69	1.73	1.61	0.760	0.077	0.937	0.04	0.09	0.13
Depression	1.38	1.51	1.20	0.446	0.037	0.333	0.20	0.26	0.45
Comfort	3.91	3.90	4.26	0.992	0.147	0.758	0.01	0.32	0.33
Enthusiasm	4.01	3.86	4.24	0.831	0.215	0.696	0.15	0.22	0.37
Negative affect	1.53	1.62	1.40	0.485	0.060	0.699	0.12	0.17	0.29
Positive affect	3.96	3.89	4.25	0.718	0.179	0.752	0.08	0.30	0.38

p<0.05 = statistical significant differences

d = 0.2 (small effect); d = 0.5 (medium effect); d = 0.8 (large effect)

From Table 4-31 it is clear that no statistical significant differences were found between the type of school and the professional wellbeing of teachers. The p-values range from 0.333 to 0.937, with the effect sizes ranging from 0.01 to 0.45. Thus, it is also clear that only small effect sizes were reported, with no effect size greater than $d=0.5$. The largest effect size ($d=0.45$) is reported for depression as experienced by teachers in secondary and combined schools. Teachers in secondary schools (1.51) obtained higher mean scores than teachers in combined schools (1.20) regarding their experience of depression.

4.6.3.2 Relationship between the gender of respondents and the professional wellbeing of teachers

Table 4-32 reports the hierarchical linear model for the relationship between the gender of respondents and the professional wellbeing of teachers. To determine this relationship, p-values are reported to determine statistical significant differences ($p<0.05$), while Cohen’s effect sizes (d-values) are reported to determine practical significant differences ($d>0.5$).

Table 4-32: Hierarchical linear models for the relationship between the gender of respondents and the professional wellbeing of teachers

	Gender of respondents		Mean Square Error	Variance between schools	p-value	Effect size (d)
	Male	Female				
Anxiety	1.78	1.69	0.761	0.062	0.406	0.10
Depression	1.65	1.38	0.437	0.036	0.002	0.39
Comfort	3.81	3.95	0.991	0.131	0.261	0.13
Enthusiasm	3.85	3.96	0.831	0.197	0.311	0.12
Negative affect	1.71	1.53	0.481	0.052	0.044	0.24
Positive affect	3.83	3.96	0.718	0.161	0.230	0.14

$p<0.05$ = statistical significant differences
 $d = 0.2$ (small effect); $d = 0.5$ (medium effect); $d = 0.8$ (large effect)

Statistical significant differences between gender of respondents and depression

When comparing depression between male and female respondents, it is clear that a statistical significant difference ($d=0.39$, $p=0.002$) is found with male respondents (1.65) reporting higher mean scores than female respondents (1.38). This implies that male teachers in this study experience slightly higher levels of depression ($p=0.002$) than female teachers, but this does not reflect a meaningful difference in practice ($d=0.39$).

Statistical significant differences between gender of respondents and Negative Affect

Furthermore, a statistical significant difference ($d=0.24$; $p=0.044$) is also found in terms of gender of respondents and negative affect with male respondents (1.71) reporting higher mean scores than female respondents (1.53). However, this difference is not found to be meaningful in practice ($d=0.24$), as only a small effect size is reported.

4.6.3.3 Relationship between respondents' age, teaching experience, teaching position and the professional wellbeing of teachers

Table 4-33 presents the Spearman correlations between certain biographical variables and the professional wellbeing of teachers. In particular, the table presents the relationship between respondents' age, teaching experience, teaching position and the professional wellbeing of teachers.

Table 4-33: Results of the Spearman correlations between respondents' age, teaching experience, teaching position and the professional wellbeing of teachers

Professional wellbeing	Respondents' Age	Teaching Experience	Teaching Position
AFFECTIVE INDICATORS			
Anxiety	-0.132**	-0.146**	-0.135**
Depression	0.001	-0.008	-0.063
Comfort	0.115*	0.170**	0.148**
Enthusiasm	0.128*	0.137**	0.076
SECONDARY SCORES			
Negative affect	-0.099*	-0.114*	-0.124*
Positive affect	0.125*	0.163**	0.112*

*correlation is significant at the 0.05 level (2-tailed)

**correlation is significant at the 0.01 level (2-tailed)

$r=0.1$ (small); $r=0.3$ (medium); $r=0.5$ (large)

Table 4-33 presents the Spearman correlations between certain biographical variables and the professional wellbeing of teachers. In particular, the table presents the relationship between respondents' age, position and experience and the professional wellbeing of teachers.

Correlation between respondents' age and the professional wellbeing of teachers

A small negative correlation ($r=-0.132$; $p<0.01$) was found between respondents' age and anxiety. This implies that respondents report a decrease in anxiety with an increase in age.

Correlation between teaching experience and the professional wellbeing of teachers

Four statistically meaningful correlations are found between teaching experience and professional wellbeing. Firstly, a small negative correlation ($r=-0.146$; $p<0.01$) is found between anxiety and teaching experience. This indicates that with an increase in teaching experience, respondents experience a decrease in anxiety. Secondly, a small positive correlation ($r=0.170$; $p<0.01$) is reported between teaching experience and comfort, with the implication that respondents experience an increase in comfort with an increase in teaching experience. Thirdly, a small positive correlation ($r=0.137$; $p<0.01$) is also reported between enthusiasm and teaching experience, meaning that respondents experience an increase in enthusiasm with an increase in teaching experience. Finally, in terms of the additional scales, a small positive correlation ($r=0.163$; $p<0.01$) is also reported between positive affect and teaching experience. This reflects that with an increase in teaching experience, respondents report an increase in positive affect.

Correlation between teaching position and the professional wellbeing of teachers

From Table 4-33 it is evident that a small positive correlation ($r=-0.135$; $p<0.01$) is reported between teaching position and anxiety, and a small positive correlation ($r=0.148$; $p<0.01$) is reported between teaching position and comfort. This implies that higher levels in terms of teaching position are associated with lower levels of anxiety, for example, a deputy principal will experience less anxiety than a head of department. Furthermore, higher levels in terms of teaching position are also associated with higher levels of comfort. It can be concluded that a higher level in teaching position leads teachers to be more comfortable and less anxious.

4.6.3.4 Relationship between the gender of the principal and the professional wellbeing of teachers

Table 4-34 presents the relationship between the gender of the principal and the professional wellbeing of teachers.

Table 4-34: Hierarchical linear models for the professional wellbeing of teachers and the gender of the principal

	GENDER OF PRINCIPAL		Mean Square Error	Variance between schools	p-value	Effect size (d)
	Male	Female				
Anxiety	1.73	1.59	0.761	0.066	0.547	0.15
Depression	1.46	1.28	0.446	0.037	0.284	0.26
Comfort	6.85	4.34	0.993	0.108	0.079	0.47
Enthusiasm	3.89	4.24	0.831	0.194	0.284	0.34
Negative affect	1.59	1.44	0.485	0.054	0.418	0.21
Positive affect	3.88	4.29	0.719	0.148	0.154	0.45

p<0.05 = statistical significant differences

d = 0.2 (small effect); d = 0.5 (medium effect); d = 0.8 (large effect)

From Table 4-34 it is clear that no statistical significant differences were found between the gender of the principal and the professional wellbeing of teachers with p-values ranging from 0.079 to 0.547. Furthermore, no practical significant differences are also found as effect sizes range from 0.15 to 0.47. The largest effect size (d=0.47; p=0.079) is found in terms of comfort with male principals (6.85) reporting higher mean scores than female principals (4.34). This indicates that teachers in this study experience higher levels of comfort with a male principal than with a female principal. This difference in terms of comfort (p=0.079), is not indicative of a difference in practice (d=0.47).

4.6.4 Relationship between the principals' leadership style and the professional wellbeing of teachers

In the following section, the relationship between the principals' leadership style and the professional wellbeing of teachers are discussed. In the discussion, the relationship is presented in terms of the different leadership styles and their relation to professional wellbeing. For example, the discussion will start with transformational leadership and the relationship with all the affective indicators of professional wellbeing, namely: anxiety, depression, comfort and enthusiasm. This is followed by a discussion of the relationship between transformational leadership and the secondary scales, namely: positive affect and negative affect. The same format is used for transactional leadership and laissez-faire leadership, after which the results pertaining to the three additional scales (extra effort, effectiveness and satisfaction) are also presented.

Table 4-35 reports the relationship between the principals' leadership style and the professional wellbeing of teachers in terms of Spearman's correlations.

Table 4-35: Results of the Spearman correlation between principals' leadership styles and the professional wellbeing of teachers

	ANX	DEPR	COMF	ENTH	- AFF	+ AFF
Leadership style						
TRANSFORMATIONAL	-0.354**	-0.426**	0.456**	0.639**	-0.432**	0.608**
Idealised influence: attributed	-0.336**	-0.423**	0.410**	0.557**	-0.412**	0.539**
Idealised influence: behaviour						
Inspirational motivation	-0.261**	-0.323**	0.323**	0.500**	-0.323**	0.456**
Intellectual stimulation						
Individualised consideration	-0.299**	-0.334**	0.378**	0.595**	-0.348**	0.540**
	-0.286**	-0.365**	0.409**	0.561**	-0.362**	0.538**
	-0.342**	-0.381**	0.444**	0.578**	-0.407**	0.566**
TRANSACTIONAL	-0.187**	-0.259**	0.269**	0.364**	-0.256**	0.349**
Contingent reward	-0.312**	-0.356**	0.369**	0.495**	-0.365**	0.478**
Manage-by-exception: active	-0.004	-0.060	0.075	0.121*	-0.051	0.109*
LAISSÉZ-FAIRE	0.315**	0.375**	-0.333**	-0.471**	0.370**	-0.439**
Manage-by-exception: passive	0.314**	0.346**	-0.313**	-0.467**	0.361**	-0.423**
Passive-avoidant	0.264**	0.367**	-0.309**	-0.427**	0.326**	-0.405**
ADDITIONAL SCALES						
Extra effort	-0.303**	-0.355**	0.364**	0.572**	-0.366**	0.516**
Effectiveness						
Satisfaction	-0.335**	-0.398**	0.421**	0.598**	-0.402**	0.564**
	-0.364**	-0.442**	0.451**	0.581**	-0.437**	0.572**

*correlation is significant at the 0.05 level (2-tailed)

**correlation is significant at the 0.01 level (2-tailed)

r=0.1 (small); r=0.3 (medium); r=0.5 (large)

(ANX=ANXIETY; DEPR=DEPRESSION; COMF=COMFORT; ENTH=ENTHUSIASM; - AFF=NEGATIVE AFFECT;

+ AFF=POSITIVE AFFECT)

4.6.4.1 Correlation between Transformational Leadership and professional wellbeing

Correlation between Transformational Leadership and Anxiety

A medium negative correlation ($r=-0.354$; $p<0.01$) is found between transformational leadership and anxiety. Regarding the sub-scales, small to medium negative correlations were reported for all of the sub-scales of transformational leadership and anxiety. Small negative correlations were reported on idealised influence: behaviour ($r=-0.261$; $p<0.01$), inspirational motivation ($r=-0.299$; $p<0.01$) and intellectual stimulation ($r=-0.286$; $p<0.01$). Medium negative correlations were found regarding idealised influence: attributed ($r=-0.336$; $p<0.01$) and individualised

consideration ($r=-0.342$; $p<0.01$). Thus, teachers who perceive their principal as practicing a transformational leadership style, experience lower levels of anxiety.

Correlation between Transformational Leadership and Depression

A medium negative correlation ($r=-0.426$; $p<0.01$) was reported between transformational leadership and depression. Medium negative correlations were found on all the sub-scales of transformational leadership and depression, namely idealised influence: attributed ($r=-0.423$; $p<0.01$), idealised influence: behaviour ($r=-0.323$; $p<0.01$), inspirational motivation ($r=-0.334$; $p<0.01$), intellectual stimulation ($r=-0.365$; $p<0.01$) and individualised consideration ($r=-0.381$; $p<0.01$). It is thus clear that a transformational leadership style results in teachers experiencing lower levels of depression.

Correlation between Transformational Leadership and Comfort

A medium positive correlation ($r=0.456$; $p<0.01$) was found between transformational leadership and comfort. Regarding the sub-scales, medium positive correlations are reported for all of the sub-scales of transformational leadership and comfort. Medium positive correlations are reported on idealised influence: attributed ($r=0.410$; $p<0.01$), idealised influence: behaviour ($r=0.323$; $p<0.01$), inspirational motivation ($r=0.378$; $p<0.01$), intellectual stimulation ($r=0.409$; $p<0.01$) and individualised consideration ($r=0.444$; $p<0.01$). Thus, teachers experience higher levels of comfort when principals use a transformational leadership style.

Correlation between Transformational Leadership and Enthusiasm

A high positive correlation ($r=0.639$; $p<0.01$) was found between transformational leadership and enthusiasm. Regarding the sub-scales, large positive correlations are reported for all of the sub-scales of transformational leadership and enthusiasm. Large positive correlations are reported on idealised influence: attributed ($r=0.557$; $p<0.01$), idealised influence: behaviour ($r=0.500$; $p<0.01$), inspirational motivation ($r=0.595$; $p<0.01$), intellectual stimulation ($r=0.561$; $p<0.01$) and individualised consideration ($r=0.578$; $p<0.01$). Thus, teachers who perceive their principal as practicing a transformational leadership style, experience higher levels of enthusiasm.

Correlation between Transformational Leadership and Negative Affect

A medium negative correlation ($r=-0.432$; $p<0.01$) was found between transformational leadership and negative affect. Regarding the sub-scales, medium negative correlations were reported for all of the sub-scales of transformational leadership and negative affect. Medium negative correlations were reported on idealised influence: attributed ($r=-0.412$; $p<0.01$), idealised influence: behaviour ($r=-0.323$; $p<0.01$), inspirational motivation ($r=-0.348$; $p<0.01$),

intellectual stimulation ($r=-0.362$; $p<0.01$) and individualised consideration ($r=-0.407$; $p<0.01$). It is evident that there is a decrease in negative affect with an increased use of transformational leadership style.

Correlation between Transformational Leadership and Positive Affect

A high positive correlation ($r=0.608$; $p<0.01$) was found between transformational leadership and positive affect. Regarding the sub-scales, medium to large positive correlations were reported for all of the sub-scales of transformational leadership and positive affect. A medium positive correlation was reported on idealised influence: behaviour ($r=-0.456$; $p<0.01$). Large positive correlations were reported on all of the other sub-scales, namely idealised influence: attributed ($r=0.539$; $p<0.01$), inspirational motivation ($r=0.540$; $p<0.01$), intellectual stimulation ($r=0.538$; $p<0.01$) and individualised consideration ($r=0.566$; $p<0.01$). It is clear that a high level of positive affect is experienced by teachers when principals practice a transformational leadership style.

Synthesis

From the abovementioned, it can be concluded that high levels of transformational leadership are associated with low levels of anxiety and depression and high levels of comfort and enthusiasm. It was also clear that enthusiasm produced the largest effects size. Principals practicing a transformational leadership style results in teachers experiencing high positive affect and low negative affect.

4.6.4.2 Correlation between Transactional Leadership and professional wellbeing

Correlation between Transactional Leadership and Anxiety

A small negative correlation ($r=-0.187$; $p<0.01$) was found between transactional leadership and anxiety. Regarding the sub-scales, small to medium negative correlations were reported for the sub-scales of transactional leadership and anxiety. A small negative correlation was found regarding management-by-exception: active ($r=-0.004$; $p>0.05$). A medium negative correlation is reported on contingent reward ($r=-0.312$; $p<0.01$). Thus, teachers who perceive their principal as practicing a transactional leadership style, and contingent reward in particular, experience lower levels of anxiety.

Correlation between Transactional Leadership and Depression

A small negative correlation ($r=-0.259$; $p<0.01$) was found between transactional leadership and depression. Regarding the sub-scales, small to medium negative correlations were reported for the sub-scales of transactional leadership and depression. A small negative correlation was reported on management-by-exception: active ($r=-0.060$; $p>0.05$). A medium negative

correlation was found regarding contingent reward ($r=-0.356$; $p<0.01$). Thus, teachers who perceive their principal as practicing a transactional leadership style, and contingent reward in particular, experience lower levels of depression.

Correlation between Transactional Leadership and Comfort

A small positive correlation ($r=0.269$; $p<0.01$) was found between transactional leadership and comfort. Regarding the sub-scales, small to medium positive correlations were reported for the sub-scales of transactional leadership and comfort. A small positive correlation was reported on management-by-exception: active ($r=0.075$; $p>0.05$). A medium positive correlation was found regarding contingent reward ($r=0.369$; $p<0.01$). Thus, teachers who perceive their principal as practicing a transactional leadership style, and contingent reward in particular, experience higher levels of comfort.

Correlation between Transactional Leadership and Enthusiasm

A medium positive correlation ($r=0.364$; $p<0.01$) was found between transactional leadership and enthusiasm. Regarding the sub-scales, small to medium positive correlations were reported for the sub-scales of transactional leadership and enthusiasm. A small positive correlation was reported on management-by-exception: active ($r=0.121$; $p>0.05$). A medium positive correlation was found regarding contingent reward ($r=0.495$; $p<0.01$). Thus, teachers who perceive their principal as practicing a transactional leadership style, and contingent reward in particular, experience higher levels of enthusiasm.

Correlation between Transactional Leadership and Negative Affect

A small negative correlation ($r=-0.256$; $p<0.01$) was found between transactional leadership and negative affect. Regarding the sub-scales, small to medium negative correlations were reported for the sub-scales of transactional leadership and negative affect. A small negative correlation was reported on management-by-exception: active ($r=-0.051$; $p>0.05$). A medium negative correlation was found regarding contingent reward ($r=-0.365$; $p<0.01$). Thus, teachers who perceive their principal as practicing a transactional leadership style, and contingent reward in particular, experience lower levels of negative affect.

Correlation between Transactional Leadership and Positive Affect

A medium positive correlation ($r=0.349$; $p<0.01$) was found between transactional leadership and positive affect. Regarding the sub-scales, small to medium positive correlations were reported for the sub-scales of transactional leadership and positive affect. A small positive correlation was reported on management-by-exception: active ($r=0.109$; $p>0.05$). A medium positive correlation was found regarding contingent reward ($r=0.478$; $p<0.01$). Thus, teachers

who perceive their principal as practicing a transactional leadership style, and contingent reward in particular, experience higher levels of positive affect.

Synthesis

It is thus clear that with an increased use of transactional leadership style by principals, teachers experience a decrease in anxiety and depression and an increase in comfort and enthusiasm. The largest effect size was reported for enthusiasm, with positive affect reporting the second largest effect size. Teachers experience an increase in positive affect and a decrease in negative affect when principals practice a transactional leadership style.

4.6.4.3 Correlation between Laissez-Faire Leadership and professional wellbeing

Correlation between Laissez-Faire Leadership and Anxiety

A medium positive correlation ($r=0.315$; $p<0.01$) was found between laissez-faire leadership and anxiety. Regarding the sub-scales, small to medium positive correlations were reported for the sub-scales of laissez-faire leadership and anxiety. A small positive correlation was reported on passive-avoidant ($r=0.264$; $p<0.01$). A medium positive correlation was found regarding management-by-exception: passive ($r=0.314$; $p<0.01$). Thus, teachers who perceive their principal as practicing a laissez-faire leadership style, experience higher levels of anxiety.

Correlation between Laissez-Faire Leadership and Depression

A medium positive correlation ($r=0.375$; $p<0.01$) was found between laissez-faire leadership and depression. Regarding the sub-scales, medium positive correlations were reported for the sub-scales of laissez-faire leadership and depression. Medium positive correlations were found on management-by-exception: passive ($r=0.346$; $p<0.01$) and passive-avoidant ($r=0.367$; $p<0.01$). Thus, teachers who perceive their principal as practicing a laissez-faire leadership style, experience higher levels of depression.

Correlation between Laissez-Faire Leadership and Comfort

A medium negative correlation ($r=-0.333$; $p<0.01$) was found between laissez-faire leadership and comfort. Regarding the sub-scales, medium negative correlations were reported for the sub-scales of laissez-faire leadership and comfort. Medium negative correlations were found on management-by-exception: passive ($r=-0.313$; $p<0.01$) and passive-avoidant ($r=-0.309$; $p<0.01$). Thus, teachers who perceive their principal as practicing a laissez-faire leadership style, experience lower levels of comfort.

Correlation between Laissez-Faire Leadership and Enthusiasm

A medium negative correlation ($r=-0.471$; $p<0.01$) was found between laissez-faire leadership and enthusiasm. Regarding the sub-scales, medium negative correlations were reported for the sub-scales of laissez-faire leadership and enthusiasm. Medium negative correlations were found on management-by-exception: passive ($r=-0.467$; $p<0.01$) and passive-avoidant ($r=-0.427$; $p<0.01$). Thus, teachers who perceive their principal as practicing a laissez-faire leadership style, experience lower levels of enthusiasm.

Correlation between Laissez-Faire Leadership and Negative Affect

A medium positive correlation ($r=0.370$; $p<0.01$) was found between laissez-faire leadership and negative affect. Regarding the sub-scales, medium positive correlations were reported for the sub-scales of laissez-faire leadership and negative affect. Medium positive correlations were found on management-by-exception: passive ($r=0.361$; $p<0.01$) and passive-avoidant ($r=0.326$; $p<0.01$). Thus, teachers who perceive their principal as practicing a laissez-faire leadership style, experience higher levels of negative affect.

Correlation between Laissez-Faire Leadership and Positive Affect

A medium negative correlation ($r=-0.439$; $p<0.01$) was found between laissez-faire leadership and positive affect. Regarding the sub-scales, medium negative correlations were reported for the sub-scales of laissez-faire leadership and positive affect. Medium negative correlations were found on management-by-exception: passive ($r=-0.423$; $p<0.01$) and passive-avoidant ($r=-0.405$; $p<0.01$). Thus, teachers who perceive their principal as practicing a laissez-faire leadership style, experience lower levels of positive affect.

Synthesis

Teachers experience higher levels of anxiety and depression in combination with lower levels of comfort and enthusiasm when principals tend more towards a laissez-faire leadership style. This results in teachers experiencing higher levels of negative affect and lower levels of positive affect with an increase use of a laissez-faire leadership style by principals.

4.6.4.4 Correlation between the Additional Scales and professional wellbeing

In the following section, the relationship between the additional scales of the MLQ-5x and the professional wellbeing of teachers, as measured by the IWP Multi-Affect Indicator, will be discussed. This discussion commences with a discussion on the relationship between extra effort and professional wellbeing where after a discussion on effectiveness and professional wellbeing follows. The section is concluded with a discussion of the relationship between satisfaction and professional wellbeing.

4.6.4.4.1 Correlation between Extra Effort and professional wellbeing

Correlation between Extra Effort and Anxiety, Depression and Negative Affect

Medium negative correlations were found between extra effort and anxiety ($r=-.303$; $p<0.01$), depression ($r=-0.355$; $p<0.01$) and negative affect ($r=-0.366$; $p<0.01$). It is thus indicated that with an increase in extra effort scores, there is a decrease in anxiety, depression and negative affect.

Correlation between Extra Effort and Comfort, Enthusiasm and Positive Affect

A medium positive correlation was reported between extra effort and comfort ($r=0.364$; $p<0.01$). Large positive correlations were found between extra effort and enthusiasm ($r=0.572$; $p<0.01$) and extra effort and positive affect ($r=0.516$; $p<0.01$). This implies that with an increase in extra effort scores, an increase is also found in respondents' experience of comfort, and even more so, an increase in enthusiasm and positive affect.

Synthesis

It is clear that with an increase in the score obtained on extra effort on the MLQ-5x, there is an association with a decrease in anxiety and depression, and an increase in comfort and enthusiasm. The largest effect size was reported in terms of enthusiasm, which was followed by positive affect. Furthermore, the higher the score on extra effort, the lower the levels of negative affect experienced by teachers.

4.6.4.4.2 Correlation between Effectiveness and professional wellbeing

Correlation between Effectiveness and Anxiety, Depression and Negative Affect

Medium negative correlations were found between effectiveness and anxiety ($r=-.335$; $p<0.01$), depression ($r=-0.398$; $p<0.01$) and negative affect ($r=-0.402$; $p<0.01$). It is thus indicated that with an increase in effectiveness scores, there is a decrease in respondents' experiences of anxiety, depression and negative affect.

Correlation between Effectiveness and Comfort, Enthusiasm and Positive Affect

A medium positive correlation was reported between effectiveness and comfort ($r=0.421$; $p<0.01$). Large positive correlations were found between effectiveness and enthusiasm ($r=0.598$; $p<0.01$) and effectiveness and positive affect ($r=0.564$; $p<0.01$). This implies that with an increase in effectiveness scores, an increase is also found in respondents' experience of comfort, and even more so, an increase in respondents' experiences of enthusiasm and positive affect.

Synthesis

Increased experiences of comfort and enthusiasm and decreases experiences of anxiety and depression are associated with higher scores on effectiveness. Furthermore, higher scores on positive affect and lower scores on negative affect is also associated with higher scores on effectiveness. The largest effect size was reported in terms of enthusiasm, followed by positive affect.

4.6.4.4.3 Correlation between Satisfaction and professional wellbeing

Correlation between Satisfaction and Anxiety, Depression and Negative Affect

Medium negative correlations were found between satisfaction and anxiety ($r=-0.364$, $p<0.001$), depression ($r=-0.442$; $p<0.01$) and negative affect ($r=-0.437$; $p<0.01$). It is thus indicated that with an increase in satisfaction scores, there was a decrease in respondents' experiences of anxiety, depression and negative affect.

Correlation between Satisfaction and Comfort, Enthusiasm and Positive Affect

A medium positive correlation was reported between satisfaction and comfort ($r=0.451$; $p<0.01$). Large positive correlations were found between satisfaction and enthusiasm ($r=0.581$; $p<0.01$) and satisfaction and positive affect ($r=0.572$; $p<0.01$). This implies that with an increase in satisfaction scores, an increase was also found in respondents' experience of comfort, and even more so, an increase in respondents' experiences of enthusiasm and positive affect.

Synthesis

It is thus indicated that with an increase in satisfaction scores, there is a decrease in respondents' experiences of anxiety, depression and negative affect. Also, with an increase in satisfaction scores, an increase is also reported in respondents' experience of comfort, and even more so, an increase in respondents' experiences of enthusiasm and positive affect. The largest effect size is obtained on positive affect, followed by enthusiasm.

4.6.4.5 Conclusion

Regarding the relationship between the leadership style of the principal and the professional wellbeing of teachers, clear findings and trends were reported. The more the principal practices a transformational or transactional leadership style, the lower the teachers' experiences of anxiety and depression and the higher their experiences of comfort and enthusiasm. It is thus clear that a higher score on transformational and/or transactional leadership is associated with higher scores on positive affect and lower scores on negative affect. In contrast, higher scores on anxiety and depression in combination with lower scores on comfort and enthusiasm are

associated with principals tending more towards a laissez-faire leadership style. Therefore, higher scores on laissez-faire leadership are also associated with a decrease in positive affect and an increase in negative affect. In all cases, enthusiasm reported the largest effect sizes, with positive affect as the second largest effect sizes.

4.7 Summary

In this chapter, the results of the empirical investigation were discussed. Initially, biographical information of the respondents was presented in terms of frequencies and percentages. This was followed by a discussion of the validity and reliability of the MLQ-5x and IWP Multi-Affect Indicator. In terms of validity, confirmatory factor analyses were used to determine if the items load similarly in the South African context. Seeing that the MLQ-5x has already been used in the South-African context and proven to be valid, confirmatory factor analysis was conducted and supported through goodness of fit indices. As the researcher could not find South African studies utilising the IWP Multi-Affect Indicator, the validity was determined by means of exploratory factor analysis. The findings clearly indicated that the MLQ-5x and IWP Multi-Affect Indicator are valid measures to use in the South-African context. In addition, Cronbach-Alphas were calculated for both the MLQ-5x and IWP Multi-Affect Indicator and both measures were regarded as reliable. Seeing that both the MLQ-5x and IWP Multi-Affect Indicator are deemed to be valid and reliable measures, the researcher proceeded to determine descriptive statistics of the response to the items of both measures on the sample of 400 respondents that took part in this study. The descriptive statistics were reported in terms of means, standard deviations, frequencies and percentages of the respondents' responses on the items based on a five-point Likert scale. Finally, this chapter concluded with a detailed reporting on the relationship between the biographical variables, the leadership style of the principal and the professional wellbeing of teachers. These relationships were determined by means of hierarchical linear models through the use of Spearman correlations, p-values (statistical significance) and Cohen's effect sizes (practical significance). A discussion of the most important findings of this study and recommendations for future research is presented in Chapter 5.

CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, the results of the empirical investigation were presented. In this chapter, a summary of all the chapters are provided in which the most important aspects of each chapter are highlighted. The summary is followed by a discussion on the most important findings from this study. Thereafter, recommendations are made with the aim to contribute in a positive manner towards principals' utilising different leadership styles to enhance the professional wellbeing of teachers. This chapter ends with the conclusion, implications of the findings and suggestions for future research.

5.2 Summary

In chapter 1, the background of the study (§1.2) was provided by emphasising the high level of stress teachers experience, which results in the poor level of wellbeing of teachers, as well as the poor performance of learners in South Africa in comparison with other countries. The unique challenges of the teaching profession were discussed, with the implication that principals are encouraged to use specific leadership styles in order to assist teachers to cope with these challenges. This was followed by the problem statement and motivation for this study (§1.3). Key concepts related to leadership and professional wellbeing (§1.4) were defined, which included the following: leadership (§1.4.1), educational leadership (§1.4.2), leadership styles (§1.4.3), principal (§1.4.4), wellbeing (§1.4.5) and professional wellbeing of teachers (§1.4.6). A preliminary literature review (§1.5) was presented to contextualise leadership and professional wellbeing in the educational setting. Also, as part of the preliminary literature review (§1.5), a discussion on leadership theories (§1.5.3) and principals' leadership styles (§1.5.4) were presented. The research questions (§1.6) and purpose of the study (§1.7) were presented as well as the five research objectives (§1.7) pertaining to this study. A brief discussion regarding the theoretical perspective (§1.8), as well as the research design and methodology (§1.9) were presented. It was indicated that a non-experimental quantitative survey design was used, based on a post-positivistic paradigm (§1.9.1). The sampling strategy (§1.9.2) and the method of data collection (§1.10) were discussed. This was followed by a discussion on the method of data analysis (§1.11) and the validity and reliability (§1.12) of the questionnaires used. The chapter concluded with a discussion on ethical considerations (§1.13) and the expected contribution of the study (§1.14) was indicated.

Chapter 2 presented an in-depth literature study of leadership and professional wellbeing. Firstly, the concept of leadership was presented (§2.2) by unpacking the key concepts pertaining to leadership (§2.2.1), namely leadership (§2.2.1.1), educational leadership (§2.2.1.2), leadership styles (§2.2.1.3) and principal (§2.2.1.4). This was followed by an overview of leadership theories (§2.2.2) and leadership styles (§2.2.3). In terms of leadership theories, the Great Man Theory (§2.2.2.1), Situational Theory (§2.2.2.2), Transactional Theory (§2.2.2.3), Transformational Theory (§2.2.2.4), Contingency Theory (§2.2.2.5), Skills Theory (§2.2.2.6), Trait Theory (§2.2.2.7), Authentic Leadership Theory (§2.2.2.8) and Participative Theory (§2.2.2.9) were discussed. Regarding the leadership styles, the autocratic leadership style (§2.2.3.1), democratic leadership style (§2.2.3.2), laissez-faire leadership style (§2.2.3.3), transactional leadership style (§2.2.3.4) and transformational leadership style (§2.2.3.5) were discussed. This was followed by the theoretical framework used to conceptualise leadership, namely the FRLT (§2.2.4), in which the concepts leader, follower and situation were defined (§2.2.4.1), as well as the leadership styles and factors related to the FRLT (§2.2.4.3). Hereafter, leadership was contextualised in the context of education (§2.2.5). The second concept, professional wellbeing, was presented next, commencing with the clarification of key concepts (§2.3.1), namely wellbeing (§2.3.1.1) and professional wellbeing (§2.3.1.2). Hereafter, the theoretical framework used to conceptualise professional wellbeing (§2.3.2), namely the Job-Related Affective Wellbeing Model, was discussed in detail (§2.3.2.2). In order to contextualise this model, a brief historical overview of the circumplex model of affect (§2.3.2.1) preceded the theoretical model. This was followed by a discussion of aspects influencing the professional wellbeing of teachers (§2.3.3), and a section in which professional wellbeing was contextualised in the field of education. This chapter concluded with a theoretical discussion on the relationship between leadership styles and the professional wellbeing of teachers.

The research design and methodology were discussed in detail in chapter 3. The chapter started with a discussion on the research design (§3.2.1), paradigm (§3.2.1.1), approach (§3.2.1.2) and strategy (§3.2.1.3) after which the population and sampling strategy (§3.2.2) was presented. The researcher used a non-experimental quantitative survey research design grounded in a post-positivistic paradigm. In the data collection section (§3.3), the two measures used in this study were introduced, namely MLQ-5x (§3.3.1) for measuring leadership and the IWP Multi-Affect Indicator (§3.3.2) for measuring professional wellbeing. The statistical techniques used for descriptive and inferential statistics were presented in the data analysis section (§3.4). The descriptive statistics used in this study were frequencies, percentages, mean scores, averages and standard deviations (§3.4.1). In terms of the inferential statistics, statistical and/or practical significance was determined through the use of hierarchical linear models and Spearman correlations (§3.4.2). Statistical significant differences were interpreted

according to p-values and practical significant differences were interpreted by means of Cohen's effect size (d-values) (§3.4.2). This was followed by a discussion on the validity (§3.5) and reliability (§3.6) of both measures used. In terms of validity, a confirmatory and/or an exploratory factor analysis was conducted (§3.5), while reliability was established through calculating Cronbach Alpha coefficients (§3.6). The chapter concluded with a detailed discussion on ethical considerations (§3.7).

Chapter 4 presented the results of the empirical investigation by commencing with a presentation of the descriptive statistics pertaining to the biographical information (§4.2) and the validity (§4.3) and reliability (§4.4) of both the MLQ-5x and the IWP Multi-Affect Indicator. The validity of the MLQ-5x was established through confirmatory factor analysis with standardised regression weights, correlations and goodness of fit indices (§4.3.1), while an exploratory factor analysis were used to establish the validity of the IWP Multi-Affect Indicator (§4.3.2). Cronbach Alpha coefficients were used to confirm the reliability of the MLQ-5x (§4.4.1) and IWP Multi-Affect Indicator (§4.4.2) followed by the descriptive statistics in terms of item responses on both measures (§4.5). The chapter concluded with a discussion of the empirical results pertaining to the relationship between the biographical variables, leadership style of principals' and the professional wellbeing of teachers (§4.6).

The final chapter, chapter 5, presents a summary of each chapter (§5.2), as well as the findings of the literature review done in chapter 2 and the findings from the empirical investigation in chapter 4 (§5.3). This is followed by recommendations (§5.4) directed at the Department of Higher Education / Teacher Training Institutions (§5.4.1), the Department of Basic Education (§5.4.2) and at school level (§5.4.3). Recommendations for future research are also provided (§5.5). Finally, a discussion on the limitations of this study is presented (§5.6) and a conclusion that summarises the implication of this study (§5.7).

5.3 Findings of the research

The researcher aimed to answer the following main research question, namely: *What is the relationship between the professional wellbeing of teachers and the principals' leadership style?*

In answering the main research question, five research objectives were formulated, and will be answered in the following section through the use of the literature review and empirical investigation.

5.3.1 Findings from the literature review

The first two research objectives were answered by means of a literature review, as will be presented next.

5.3.1.1 Findings related to research objective one

Research objective one focused on aspects influencing professional wellbeing as identified by means of a literature review. According to the literature review, aspects influencing professional wellbeing can be divided into aspects related to the context and aspects related to the individual (§2.3.3). Aspects related to the context include, amongst others: salary; work conditions; job security; job strain; job demands; and job resources. Aspects related to the individual include, amongst others: job stress; burnout; job satisfaction; job engagement; self-esteem; depression; anxiety; social isolation; somatic complaints; self-regulation; adaptability; and self-awareness. In the context of education, these aspects can also be categories into individual-, professional- and organisational characteristics. Furthermore, in the context of this study, the Job-Related Affective Wellbeing Model of Warr (1990; 1994) and Warr et al. (2014) was used to conceptualise individual professional wellbeing (§2.3.2.2) as affective states ranging from positive affect (enthusiasm-comfort) to negative affect (depression-anxiety).

5.3.1.2 Findings related to research objective two

The focus of research objective two was to identify the characteristics of laissez-faire, transactional and transformational leadership styles through a literature review (§2.2.3).

- **Laissez-Faire Leadership Style**

In terms of a laissez-faire leadership style (§2.2.3.3 and §2.2.4.3.3), in the literature review it was indicated that this style is characterised as one where leaders allows followers to work on their own. These leaders prefer to be uninvolved, they avoid making decisions and they avoid taking responsibility. They wait for problems to arise before they act and therefore these leaders are viewed as passive-avoidant as they practice a non-leadership approach.

- **Transactional Leadership Style**

Regarding a transactional leadership style (§2.2.3.4 and §2.2.4.3.1), the literature review indicated that these leaders establish a contractual obligation with followers in which objectives are clearly set and outcomes rigorously monitored. Followers agree to obey a leader when they accept a job. This leadership style is based on a transactional system of reward-and-punishment for followers. These leaders clarify responsibilities, specify expectations and

communicate clearly. However, there is a disregard for individual characteristics of and innovation from followers.

- **Transformational Leadership Style**

Finally, in terms of the transformational leadership style (§2.2.3.5 and §2.2.4.3.2), leaders practicing this style of leadership, inspire enthusiasm amongst followers by being energetic and motivated. A strong commitment is fostered by followers towards the organisation's mission and objectives. These leaders encourage the personal and professional development of followers, which enables followers to generate creative and innovative ideas and solutions. Transformational leaders are characterised as being credible, trustworthy, confident, and they demonstrate a genuine sense of care towards followers. They support followers in their professional and personal lives and do so through effective communication. These leaders want followers to feel valued and see them as vital assets for the organisation. They are proactive in their leadership approach and aim to help followers achieve extraordinary goals.

5.3.2 Findings from the empirical investigation

Three of the research objectives were answered by means of an empirical investigation. In the following section the findings related to research objectives three, four and five will be presented.

5.3.2.1 Findings related to research objective three

The aim of the third research objective was to determine how the leadership style of principals is perceived by teachers. From the descriptive statistics obtained on the MLQ-5x and as reported in the empirical investigation (§4.5.1 – figure 4-2), it is clear that respondents in the sample perceived selected principals as primarily practicing a transformational leadership style, followed by a transactional leadership style. This is in line with Arokiasamy et al. (2015), Arokiasamy et al. (2016), Egan et al. (1995) and Wahab et al. (2016) who also found in their respective studies that principals in general mainly utilised a transformational leadership style. Furthermore, Bryman (2007) and Lustik (2008) reported that transformational leadership is preferred by principals in the school setting. Behery (2008) also highlights that teachers are more open to share knowledge amongst them when principals are perceived as utilising a transformational leadership style. Bass and Riggio (2006), Bogler (2001), Griffith (2004) and Leithwood et al. (1999) emphasise the overwhelming evidence that principals' transformational leadership behaviours influences teachers' psychological states (including their professional wellbeing).

5.3.2.2 Findings related to research objective four

The focus of research objective four was to determine how teacher professional wellbeing is perceived by teachers themselves. The descriptive statistics reported on the IWP Multi-Affect Indicator in the empirical investigation (§4.5.2 – figure 4-4) indicate that the highest mean scores were obtained on comfort and enthusiasm, with the lowest mean scores on anxiety and depression. Seeing that comfort and enthusiasm refer to positive affect states and anxiety and depression to negative affect states, it is also clear from figure 4-5 that higher mean scores were obtained on positive affect than on negative affect. Thus, the respondents in this study mainly perceived their professional wellbeing as positive. This implies that the self-reported level of professional wellbeing of teachers, who took part in this study, was high. This further emphasises the respondents' experience of positive affect at work in general. Seeing that the researcher could not find any research publications, locally and internationally, regarding the professional wellbeing of teachers as determined by the IWP Multi-Affect Indicator, the findings in this study can be regarded as novel research in this field.

5.3.2.3 Findings related to research objective five

Finally, research objective five aimed to determine how the leadership style of the principal relates to the professional wellbeing of teachers (§4.6.4).

- **Relationship between Transformational Leadership Style and professional wellbeing**

In terms of the transformational leadership style (§4.6.4.1), medium negative correlations were found regarding anxiety and depression, with a medium positive correlation for comfort and a high positive correlation for enthusiasm. Consequently, in terms of negative affect, a medium negative correlation was found, while a high positive correlation was reported in terms of positive affect. Principals' use of a transformational leadership style is associated with lower levels of anxiety and depression (negative affect) and higher levels of comfort and enthusiasm (positive affect). The largest effect sizes were reported for enthusiasm. This relationship between transformational leadership and professional wellbeing is also supported by Arnold et al. (2007), Nielsen, Randall et al. (2008) and Van Dierendonck et al. (2004). In addition, Bono et al. (2007), Seltzer et al. (1989) and Sosik and Godshalk (2000) reported a positive relationship between increased transformational leadership and less stress. A negative relationship was also reported between transformational leadership and burnout (Hetland et al., 2007; Kanste et al., 2007; Seltzer et al., 1989). Arnold (2017), from a systematic review, found that transformational leadership is positively associated with professional wellbeing. This positive

relationship between transformational leadership and professional wellbeing is also supported by Tafvelin et al. (2011).

- **Relationship between Transactional Leadership Style and professional wellbeing**

Results obtained in terms of the relationship between the transactional leadership style and professional wellbeing (§4.6.4.2) reported small negative correlations for anxiety and depression, with a small positive correlation for comfort and a medium positive correlation for enthusiasm. Consequently, in terms of negative affect, a small correlation was found, while a medium correlation was found for positive affect. Principals' use of a transactional leadership style is thus associated with lower levels of anxiety and depression (negative affect) and higher levels of comfort and enthusiasm (positive affect). The largest effect sizes were reported for enthusiasm. In general, there is a lack of research regarding the relationship between transactional leadership style and professional wellbeing, as the researcher could not find any studies regarding this relationship.

- **Relationship between Laissez-Faire Leadership Style and professional wellbeing**

When determining the correlation between the laissez-faire leadership style and professional wellbeing (§4.6.4.3), medium positive correlations were reported in terms of anxiety and depression, and medium negative correlations were reported for comfort and enthusiasm. Consequently, a medium positive correlation was reported for negative affect, with a medium negative correlation found in terms of positive affect. Principals' use of a laissez-faire leadership style is therefore associated with lower levels of comfort and enthusiasm (positive affect) and higher levels of anxiety and depression (negative affect). The relationship between increased levels of laissez-faire leadership and decreased professional wellbeing is also supported by Hetland et al. (2007) who also found a positive relationship between passive-avoidant leadership and burnout. Skogstad et al. (2007) also found a relationship between laissez-faire leadership and psychological distress.

5.4 Recommendations

5.4.1 Recommendation to the Department of Higher Education / Teacher Training Institutions

Recommendation 1

It is recommended that the Department of Higher Education / Teacher Training Institutions develop and implement short courses or adapt current courses, like the Advanced Diploma in School Leadership for student teachers, in-service teachers and prospective principals, focusing

on the characteristics and impact of transformational and transactional leadership styles. During these short courses, specific emphasis should be placed on equipping teachers and prospective principals with knowledge and skills about the characteristics of transformational and transactional leadership styles and the impact that this has on the professional wellbeing of teachers.

Motivation

The increased use of transformational and transactional leadership styles will enhance the professional wellbeing of teachers and will also increase the effectiveness of schools as organisations (§2.3.4). Leadership behaviour is based on skills and can therefore be developed and adapted through the necessary training. The implication is that any leader can develop leadership abilities from different leadership styles (§2.4).

5.4.2 Recommendations to the Department of Basic Education

Recommendation 2

It is recommended that the Department of Basic Education organises professional development opportunities in the form of workshops, discussion forums and seminars to make principals aware of the necessity to focus more on transformational and transactional leadership styles and the influence it has on the professional wellbeing of teachers.

Motivation

Looking at the findings of the over-arching research question, it is clear that there is a relationship between the principals' leadership style and the professional wellbeing of teachers (§4.6.4). The increased use of both transformational and transactional leadership styles by principals, relates to increase levels of professional wellbeing (and positive affect) among teachers (§4.6.4.1 and §4.6.4.2). Therefore, these workshops will not only empower principals but will also enhance the professional wellbeing of teachers which, in turn, can manifest in improved learner performance (§1.5.2). Furthermore, the literature review indicated that principals tend to focus more on contextual aspects related to the professional wellbeing of teachers, and tend to neglect the individual aspects like job-related affective wellbeing (§2.3.3).

5.4.3 Recommendations to schools

Recommendation 3

The School Governing Bodies (SGB) and principals can use existing measures like the IWP Multi-Affect Indicator (§2.3.2.2) to determine teachers' level of professional wellbeing.

Interventions can be put into place when low levels of professional wellbeing are reported amongst teachers.

Motivation

By using the IWP Multi-Affect Indicator or other measures measuring professional wellbeing, teachers, principals and SGBs are enabled to actively monitor teachers' professional wellbeing over time and, in doing so, also increase teachers' self-reflective skills. This monitoring process will also make teachers more aware of certain individual factors that influence their professional wellbeing at work (§4.6.4). The SGBs and principals will be made aware of different areas where teachers need additional support to enhance their professional wellbeing as part of their professional growth.

Recommendation 4

It is recommended that SGBs should consider determining prospective principals' leadership styles when the new appointment of a principal is made. The SGB can, for example, use psychometric tests measuring, amongst others, leadership styles. If the SGB decides to consider the leadership style of principal candidates during the process of appointment, they will be in a better position to identify the most suitable candidate who shows promise to facilitate and influence the professional wellbeing of teachers.

Motivation

The results of the psychometric tests can be used in the process of making an appointment to also consider the impact that the principal candidates' leadership style might have on the professional wellbeing of teachers (§4.6.4). In this study, it was found that transformational and transactional leadership styles result in lower levels of negative affect and higher levels of positive affect (§4.6.4.1 and §4.6.4.2). Consequently, an increase in the use of a transformational or transactional leadership style will also result in increased levels of professional wellbeing which is further directly related to teachers remaining in the profession. In contrast, principals' increase use of a laissez-faire leadership style results in lower levels of positive affect and higher levels of negative affect (§4.6.4.3).

Recommendation 5

It is also strongly recommended that principals strive towards combining characteristics of transformational and transactional leadership styles in their own leadership style.

Motivation

A combination of transformational and transactional leadership styles shows promise, not only in terms of leadership effectiveness, but also in terms of the association with other individual

aspects related to the professional wellbeing of teachers (§4.6.4). When the principal succeeds in combining characteristics of these two leadership styles, it will result in increased job satisfaction amongst teachers, which will in turn relate positively with the effectiveness of the school as an organisation (§2.2.5).

5.5 Recommendations for future research

It is recommended that future research explores the use and the development of instruments that measure leadership styles other than the three leadership styles measured by the MLQ-5x to enable the consideration of many other leadership styles. More international and South African studies focusing on the relationship between the principals' leadership style and the professional wellbeing of teachers is recommended, as this will shed more light on the generalisability of the findings from this study, which is currently only focused on the Kenneth Kaunda District of the North-West Province of South Africa. It would be interesting to determine if the current findings are also supported by research findings in other districts and provinces within South Africa and how this compares to the international context.

5.6 Limitations of this study

The sample only included 20 quintile four and five primary, secondary and combined schools that were conveniently selected within the Kenneth Kaunda District of the North-West province, therefore no generalising of the findings can be done. Another limitation is that only one combined school formed part of this study, also limiting the generalisability of the findings to other combined schools. All these limitations can be overcome by using probability sampling techniques in future research.

5.7 Conclusion

In this study, it was found that principals utilising a combination of transformational- and transactional leadership styles contribute to the professional wellbeing of teachers. The relationship between these leadership styles and teacher wellbeing implicates that the use of these two leadership styles results in teachers reporting positive job-related affective wellbeing. Literature indicates that teachers experiencing positive job-related affective wellbeing tend to remain in the profession due to their experience of enhanced professional wellbeing. Furthermore, with the stability of teachers remaining in the profession due to experiencing positive professional wellbeing, it also results in improved learner performance. Creating a school climate in which teachers can flourish and experience high levels of professional wellbeing will help to reach one of the aims of the Department of Basic Education, namely to

“contribute towards improving quality of life and building a peaceful, prosperous and democratic South Africa”.

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ADDENDUM A: PERMISSION - PARTICIPANT



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PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves teachers from primary and secondary schools. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The relationship between the professional wellbeing of teachers and principals' leadership styles.

PROJECT SUPERVISOR: Prof. L.N. Conley

CO-SUPERVISOR: Dr CP van der Vyver

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MEMBER OF PROJECT TEAM MEd-Student: Mrs. T. Kok

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This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the Department of Basic Education as well as the school principal.

What is this research about?

The aims of this research are:

- To determine through the use of literature the aspects that influence professional wellbeing.
- To determine through the use of literature, the characteristics of laissez-faire, transactional and transformational leadership styles.
- To determine how principals leadership styles are perceived by teachers.
- To determine how teachers professional wellbeing is perceived by teachers;
- To determine the perceptions of teachers on how the leadership style of the principal relate to the professional wellbeing of teachers.

Participants

Only principals, deputy principals and teachers will be considered;

Only participants working at schools with more than 200 learners will be considered;

Only participants working at urban primary and secondary schools within the Dr. Kenneth Kaunda District of the North West Province of South Africa will be considered.

What is expected of you as participant?

You will be expected to complete two questionnaires, one measuring the leadership styles of principals and one measuring the professional wellbeing of teachers. The researcher will visit your school and explain the procedures in detail and you will have the opportunity to ask any questions after which you will receive the opportunity to give informed consent to take part in the study. You will receive one week to complete the questionnaires and will be expected to post the completed questionnaires in a sealed box which the researcher will provide to your school. The whole process will take approximately 30 min of your time.

Benefits to you as participant

No remuneration will be offered to you as participant. The indirect benefit of the study is to provide principals with new knowledge through the results of the current study regarding the relationship between teachers' professional wellbeing and principals' leadership styles. The results can empower principals to use a combination of appropriate leadership styles to further enhance the professional wellbeing of teachers.

Risks involved for participants

None.

Confidentiality and protection of identity

Sealed boxes are provided to schools to ensure that your privacy is respected through anonymity. Furthermore, confidentiality is ensured by the researcher only gathering general biographical information and no identifying details requested. Hard and electronic copies of all data will be stored in the supervisors' office in a locked cabinet and password protected computer. Only the researcher and the supervisor will have access to the data. Once the study is completed, the data will be transferred to a CD and deleted from the supervisors' computer. The data will be stored in a safe place for seven years, after which it will be destroyed.

Dissemination of findings

After the successful completion of the study, the results can be e-mailed to you upon request.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY PARTICIPANT:

By signing below, I agree to take part in a research study entitled:

The relationship between the professional wellbeing of teachers and principals' leadership styles.

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/2017

Signature of participant

Signature of witness

ADDENDUM B: PERMISSION - DISTRICT



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

School for Education Studies

Tel: 0182994752

Fax: 0182852080

Email: Lloyd.Conley@nwu.ac.za

The District Director
Dr. Kenneth Kaunda district
North West Department of Basic Education

Dear Mr. Motara / Dr. Bungane

PERMISSION TO DO RESEARCH IN THE DR. KENNETH KAUNDA DISTRICT

I herewith wish to request the permission of the North-West Department of Basic Education to conduct research in the Dr. Kenneth Kaunda district.

This research will not impact on teaching time as the questionnaires can be completed after normal school hours.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The relationship between the professional wellbeing of teachers and the leadership styles of principals.

PROJECT SUPERVISOR: Prof. L.N. Conley

CO-SUPERVISOR: Dr CP van der Vyver

ADDRESS: Room 209, Building C6, North-West University, Potchefstroom, 2520

CONTACT NUMBER: 018 299 4752 / 072 244 8927

MEMBER OF PROJECT TEAM MEd-Student: Mrs. T. Kok

ADDRESS: 26 Segootsane str, Potchefstroom, 2531

CONTACT NUMBER: 079 365 3082

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, and will be conducted according to the ethical guidelines of this committee.

What is this research about?

The aims of this research are:

- To determine through the use of literature the aspects that influence professional wellbeing.
- To determine through the use of literature, the characteristics of laissez-faire, transactional and transformational leadership styles.
- To determine how principals leadership styles are perceived by teachers.
- To determine how teachers perceive their own professional wellbeing;
- To determine the perceptions of teachers on how the leadership style of the principal relate to the professional wellbeing of teachers.

Participants

Only principals, deputy principals and teachers will be considered;

Only participants working at schools with more than 200 learners will be considered;

Only participants working at urban primary and secondary schools within the Dr. Kenneth Kaunda District of the North West Province of South Africa will be considered.

What is expected of participants?

The participants will be expected to complete two questionnaires, one measuring the leadership styles of principals and one measuring the professional wellbeing of teachers. The researcher will visit the school and explain the procedures in detail and they will have the opportunity to ask any questions after which they will receive the opportunity to give informed consent to take part in the study. The participants will receive one week to complete the questionnaires and will be expected to post the completed questionnaires in a sealed box which the researcher will provide to the school. The whole process will take approximately 30 min of their time.

Benefit to participants

No remuneration will be offered to the participants. The indirect benefit of the study is to provide principals with new knowledge through the results of the current study regarding the relationship between teachers' professional wellbeing and principals' leadership styles. The results can empower principals to use a combination of appropriate leadership styles to further enhance the professional wellbeing of teachers.

Risks involved for participants

None.

Confidentiality and protection of identity

Sealed boxes are provided to schools to ensure that the participants' privacy is respected through anonymity. Furthermore, confidentiality is ensured by the researcher only gathering general biographical information and no identifying details requested. Hard and electronic copies of all data will be stored in the supervisors' office in a locked cabinet and password protected computer. Only the researcher and the supervisor will have access to the data. Once the study is completed, the data will be transferred to a CD and deleted from the supervisors' computer. The data will be stored in a safe place for seven years, after which it will be destroyed.

Dissemination of findings

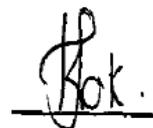
After the successful completion of the study, the results can be e-mailed to the participants upon request.

We trust that you will consider our request favourably.

Yours sincerely



Prof. L.N. Conley
Supervisor



Mrs. T. Kok
M.Ed student



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tihabololo ya Metshameko

NORTH WEST PROVINCE

8 O.R. Tambo Street, Potchefstroom
Private Bag X1256,
Potchefstroom 2520
Tel.: (018) 299-8216
Fax: (018) 294-8234
Enquiries: Mr H. Motara
e-mail: hmotara@nwpg.gov.za

**DR KENNETH KAUNDA DISTRICT
OFFICE OF THE DISTRICT DIRECTOR**

Enquiries: Mphiliso Tyatya	Tel:(018) 299 8307/ e-mail : ptyatya@nwpg.gov.za	Contact 082 317 4656
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09 May 2017

To: University of the North West
Potch Campus
Faculty of Education Science

Attention: Prof. L.N. Conley
o.b.o. Mrs. T. Kok

From: Mr. H. Motara
District Director

**PERMISSION TO CONDUCT RESEARCH:
"RELATIONSHIP BETWEEN THE PROFESSIONAL WELLBEING OF TEACHERS AND THE
LEADERSHIP STYLES OF PRINCIPALS"**

We refer to your correspondence undated correspondence regarding your request for permission to conduct research under the above-stated topic in urban primary and secondary schools around Dr. Kenneth Kaunda District.

Accordingly, permission is hereby granted for you to conduct the research as per your request, subject to the following provisions.

- That the onus to contact your target schools about your request and this subsequent letter of permission rests with your good self.
- Considering that the research work will involve school Principals, Deputy Principals and Educators, it is requested that you ensure that the general functionality of affected schools is not compromised by the research project.
- That your research findings must be made available to the Department of Education & Sport Development in Dr. Kenneth Kaunda District upon request.
- That the principle of confidentiality will be observed in its strictest terms, in relation to information sourced from the research work conducted.

With our best wishes

Thanking you

Mr. H. Motara
District Director
Dr. Kenneth Kaunda District



"Towards Excellence in Education and Sport Development"

ADDENDUM C: PERMISSION - PRINCIPAL



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

School for Education Studies

Tel: 0182994752

Fax: 0182852080

Email: Lloyd.Conley@nwu.ac.za

The Principal

PERMISSION TO DO RESEARCH AT YOUR SCHOOL

I herewith wish to request your permission to conduct research at your school.

Approval has already been obtained from the Department of Basic Education (Dr. Kenneth Kaunda District). Kindly see attached a copy of the approval letter.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The relationship between the professional wellbeing of teachers and the leadership styles of principals.

PROJECT SUPERVISOR: Prof. L.N. Conley

CO-SUPERVISOR: Dr CP van der Vyver

ADDRESS: Room 209, Building C6, North-West University, Potchefstroom, 2520

CONTACT NUMBER: 018 299 4752/ 072 244 8927

MEMBER OF PROJECT TEAM MEd-Student: Mrs. T. Kok

ADDRESS: 26 Segootsane str, Potchefstroom, 2531

CONTACT NUMBER: 079 365 3082

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University, and will be conducted according to the ethical guidelines of this committee.

What is this research about?

The aims of this research are:

- To determine through the use of literature the aspects that influence professional wellbeing.
- To determine through the use of literature, the characteristics of laissez-faire, transactional and transformational leadership styles.
- To determine how principals leadership styles are perceived by teachers.
- To determine how teachers perceive their own professional wellbeing;
- To determine the perceptions of teachers on how the leadership style of the principal relate to the professional wellbeing of teachers.

Participants

Only deputy principals and teachers will be considered;

Only participants working at schools with more than 200 learners will be considered;

Only participants working at urban primary and secondary schools within the Dr. Kenneth Kaunda District of the North West Province of South Africa will be considered.

What is expected of participants?

Participants will be expected to complete two questionnaires, one measuring the leadership styles of principals and one measuring the professional wellbeing of teachers. The researcher will visit the school and explain the procedures in detail and they will have the opportunity to ask any questions after which they will receive the opportunity to give informed consent to take part in the study. The participants will receive one week to complete the questionnaires and will be expected to post the completed questionnaires in a sealed box which the researcher will provide to their school. The whole process will take approximately 30 min of their time.

Benefit to participants

No remuneration will be offered to participants. The indirect benefit of the study is to provide principals with new knowledge through the results of the current study regarding the relationship between teachers' professional wellbeing and principals' leadership styles. The results can

empower principals to use a combination of appropriate leadership styles to further enhance the professional wellbeing of teachers.

Risks involved for participants

None.

Confidentiality and protection of identity

Sealed boxes are provided to schools to ensure that participants privacy is respected through anonymity. Furthermore, confidentiality is ensured by the researcher only gathering general biographical information and no identifying details requested. Hard and electronic copies of all data will be stored in the supervisors' office in a locked cabinet and password protected computer. Only the researcher and the supervisor will have access to the data. Once the study is completed, the data will be transferred to a CD and deleted from the supervisors' computer. The data will be stored in a safe place for seven years, after which it will be destroyed.

Dissemination of findings

After the successful completion of the study, the results can be e-mailed to participants upon request.

We trust that you will consider our request favourably.

Yours sincerely



Prof. L.N. Conley
Supervisor



Mrs. T. Kok
M.Ed student

I herewith give permission to conduct research at our school.

The Principal

ADDENDUM D: ETHICS APPROVAL



ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the Ethics Committee of the Faculty of Education Sciences (ESREC) on 04/05/2017 after being reviewed at the meeting held on 23/03/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: The relationship between the professional wellbeing of teachers and principals' leadership styles	
Study Leader/Supervisor: Prof L Conley	
Student: T Kok	
Ethics number:	N W U - 0 0 3 9 0 - 1 7 - A 2
	<small>Institution Study Number Year Status</small>
	<small>(Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation)</small>
Application Type: Single Study	
Commencement date: 2017-03-23	Expiry date: 2018-11-23
Risk:	NA

Special conditions of the approval (if applicable):

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

General conditions:

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

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

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

Yours sincerely

Prof LA Du Plessis
Digitally signed by
Prof LA Du Plessis
Date: 2017.09.22
09:43:46 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM E: BIOGRAPHICAL INFORMATION

Please complete the following items by making a cross (X) next to the appropriate response.

1. SCHOOL	
Primary	1
Secondary	2
Combination	3
2. GENDER	
Male	4
Female	5
3. AGE	
20-30 years	6
31-40 years	7
41-50 years	8
51+ years	9
4. TEACHING EXPERIENCE	
0-5 years	10
6-10 years	11
11-15 years	12
16-20 years	13
21+ years	14
5. TEACHING POSITION	
Teacher	15
Subject head	16
Head of department	17
Deputy principal	18
6. GENDER OF PRINCIPAL	
Male	19
Female	20

**ADDENDUM E1: MULTIFACTOR LEADERSHIP QUESTIONNAIRE
(MLQ-5X)**

Directions

This questionnaire is designed to help you describe your principals' leadership style as you perceive it. Please answer all the items on the questionnaire by making a cross (X) in the appropriate response options by using the rating scale indicated.

Use the following rating scale

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Always

Item	0	1	2	3	4
1. The principal provides others with assistance in exchange for their efforts	0	1	2	3	4
2. The principal re-examines critical assumptions to question whether they are appropriate	0	1	2	3	4
3. The principal fails to interfere until problems become serious	0	1	2	3	4
4. The principal focus attention on irregularities, mistakes, exceptions and deviations	0	1	2	3	4
5. The principal avoids getting involved when important issues arise	0	1	2	3	4
6. The principal talks about his/her most important values and beliefs	0	1	2	3	4
7. The principal is absent when needed	0	1	2	3	4
8. The principal seeks differing perspectives when solving problems	0	1	2	3	4
9. The principal talks optimistically about the future	0	1	2	3	4
10. The principal instils pride in others for being associated with him/her	0	1	2	3	4
11. The principal discusses in specific terms who is responsible for achieving performance targets	0	1	2	3	4

0	1	2	3	4	
Not at all	Once in a while	Sometimes	Fairly often	Always	
12. The principal waits for things to go wrong before taking action	0	1	2	3	4
13. The principal talks enthusiastically about what needs to be accomplished	0	1	2	3	4
14. The principal specifies the importance of having a strong sense of purpose	0	1	2	3	4
15. The principal spends time teaching and coaching	0	1	2	3	4
16. The principal makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17. The principal shows that he/she is a firm believer in "If it isn't broke, don't fix it"	0	1	2	3	4
18. The principal goes beyond self-interest for the good of the group	0	1	2	3	4
19. The principal treats others as individuals rather than just as members of a group	0	1	2	3	4
20. The principal demonstrates that problems must become chronic before he/she takes action	0	1	2	3	4
21. The principal acts in ways that builds others' respect for them	0	1	2	3	4
22. The principal concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23. The principal considers the moral and ethical consequences of decisions	0	1	2	3	4
24. The principal keeps track of all mistakes	0	1	2	3	4
25. The principal displays a sense of power and confidence	0	1	2	3	4
26. The principal articulates a compelling vision of the future	0	1	2	3	4
27. The principal directs his/her attention towards failures to meet standards	0	1	2	3	4
28. The principal avoids making decisions	0	1	2	3	4

0	1	2	3	4	
Not at all	Once in a while	Sometimes	Fairly often	Always	
29. The principal considers an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30. The principal gets others to look at problems from many different angles	0	1	2	3	4
31. The principal helps others to develop their strengths	0	1	2	3	4
32. The principal suggests new ways of looking at how to complete assignments	0	1	2	3	4
33. The principal delays responding to urgent questions	0	1	2	3	4
34. The principal emphasises the importance of having a collective sense of mission	0	1	2	3	4
35. The principal expresses satisfaction when others meet expectations	0	1	2	3	4
36. The principal expresses confidence that goals will be achieved	0	1	2	3	4
37. The principal is effective in meeting others' job-related needs	0	1	2	3	4
38. The principal uses methods of leadership that is satisfying	0	1	2	3	4
39. The principal gets others to do more than is expected to do	0	1	2	3	4
40. The principal is effective in representing others to higher authority	0	1	2	3	4
41. The principal works with others in a satisfactory way	0	1	2	3	4
42. The principals heightens others' desire to succeed	0	1	2	3	4
43. The principal is effective in meeting organisational requirements	0	1	2	3	4
44. The principal increases others' willingness to try harder	0	1	2	3	4
45. The principal leads a group that is effective	0	1	2	3	4

ADDENDUM E2: IWP MULTI-AFFECT INDICATOR

Directions

Please indicate by making a cross (X) below for the appropriate response how often you have felt the following emotions **during the past month while interacting with the school principal.**

	I have felt:	Never 0-20%	Some of the time 20-40%	Half of the time 40-60%	Most of the time 60-80%	Always 80-100%
1	Tense	1	2	3	4	5
2	Anxious	1	2	3	4	5
3	Worried	1	2	3	4	5
4	Comfortable	1	2	3	4	5
5	Calm	1	2	3	4	5
6	Relaxed	1	2	3	4	5
7	Depressed	1	2	3	4	5
8	Melancholic*	1	2	3	4	5
9	Unhappy	1	2	3	4	5
10	Motivated	1	2	3	4	5
11	Enthusiastic	1	2	3	4	5
12	Optimistic	1	2	3	4	5

***Melancholic:** A feeling of sadness with no obvious cause.

ADDENDUM F: LANGUAGE EDITORS LETTER



Words: Language practitioner *Notes:* Pianist/Organist

2017-11-08

Certificate

This certificate confirms that the editing of the dissertation:
The relationship between the professional wellbeing of teachers and principals' leadership styles
by Tanya Kok (20712308)
for the degree Magister Educationis in Education Management at the Potchefstroom Campus of the North-West University
was done by Salome Coertze (Freelance language practitioner).

Qualifications:

BMus Performing Art (UP)
PG HED (Unisa)
BMus Hons (UP)
BA Languages (RAU)
BA Hons in Applied Language Studies (UP)
PG Diploma in Translation (Unisa)
MA General Linguistics (SU)
TOEFL Certificate (NWU)

Member of:

SATI & Prolingua



Salome Coertze

PO Box 2308, Montana Park, 0159

082 394 3602

counterpoint@gmail.co.za

ADDENDUM G: LETTER FROM STATISTICAL CONSULTATION SERVICES



Private Bag X6001, Potchefstroom
South Africa 2520

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

Statistical Consultation Services
Tel: +27 18 285 2447
Fax: +27 0 87 231 5294
Email: monique.vandeventer@nwu.ac.za

23 October 2017

Re: Dissertation, Ms T Kok, student number 20712308

We hereby confirm that the Statistical Consultation Services of the North-West University analysed the data involved in the study of the above-mentioned student and assisted with the interpretation of the results. However, any opinion, findings or recommendations contained in this document are those of the author, and the Statistical Consultation Services of the NWU (Potchefstroom Campus) do not accept responsibility for the statistical correctness of the data reported.

Kind regards

A handwritten signature in black ink, appearing to read 'SM Ellis', is written over a thin horizontal line.

Prof SM Ellis (Pr. Sci. Nat)

Associate Professor: Statistical Consultation Services