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School of Education

Faculty of Humanities

The University of the Witwatersrand

The Impact of Principals' Leadership Behaviours on Teachers' Job Satisfaction in Rwanda:

A Case Study of Secondary Schools in the Gakenke District

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A Thesis submitted to the School of Education, Faculty of Humanities, of the University of the Witwatersrand in fulfilment of the requirements for the Degree of Doctor of Philosophy in Education

Johannesburg, October 2012

Declaration

I, Claudien NTAHOMVUKIYE (Student number: 416598), solemnly declare that the research report hereby submitted for the PhD degree to the University of Witwatersrand, apart from the help recognised, is my own work through the professional guidance of my supervisor whose name appears on the title page and has not been submitted before for any other academic qualifications at any University or Institution of Higher Learning. All the resources utilised or quoted have been indicated and acknowledged by a complete reference according to the required APA referencing conventions. Copyright of the thesis is furthermore ceded in favour of the University of the Witwatersrand, Johannesburg.

Claudien NTAHOMVUKIYE

October, 2012

Dedication

First and foremost, this thesis is dedicated to the Lord and Saviour, Jesus Christ. Without Him none of this would have been possible.

This thesis is also dedicated to my heartful parents, my mother **Maria MBONABAZA** and my late father **Mathias NERETSE** for the educational inspirations they instilled in me, despite all the financial difficulties and family problems they met since my tender age. All my educational achievements are largely attributed to their beliefs in the value of education. My dad and mom, your efforts were not in vain.

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Abstract

The central aim of this study was to ascertain the impact of school principals' leadership behaviours on teachers' job satisfaction at secondary schools in Rwanda. The researcher investigated perceptions of principal leadership behaviours and sought knowledge about the job satisfaction of teachers. The study also examined the relationship between the principals' leadership behaviours and teachers' job satisfaction, and the correlation between teacher job satisfaction and teacher commitment.

Methodologically, this research was a mixed-methods study that was conducted in the Gakenke District of Rwanda, focusing on public and subsidised schools. The study used sequential approaches, with the quantitative methods being implemented in the first phase and the qualitative methods following in a second phase. A combination of methods was used so as to offset the weaknesses of one of the methods employed and to draw on the strengths of both. The first phase of this study employed two kinds of questionnaires developed using Likert scales. Teachers' perceptions of their school principals' leadership behaviour were measured by a questionnaire for principal leadership designed and developed by the researcher, taking account of the Multifactor Leadership Questionnaire (MLQ). Additionally, teachers completed the Teacher Job Satisfaction Questionnaire, designed by the author, taking account of the Minnesota satisfaction questionnaire (MSQ). The two questionnaires were distributed to 112 secondary school teachers working in public and subsidised schools in the Gakenke District.

The purpose of the first phase was to describe perceived leadership behaviours of school principals and expressed job satisfaction factors of the teachers. It was also used to explore any relationship between the principal leadership behaviours and teacher job satisfaction as well as the relationship between teacher job satisfaction and teacher commitment

In the second phase, data were gathered through semi-structured interviews and document analysis in two case study schools with the purpose to delve deeper into the understanding of principals' behaviours, leading to a more complete picture of factors behind teachers' job satisfaction. Interviews were conducted with two principals and ten teachers; one principal and five teachers in each of the two schools selected based on data obtained in the first phase of this study. Teachers were selected on the basis of their length of teaching experience in their respective schools.

The quantitative data were analysed using descriptive statistics, while qualitative data were analysed using a thematic approach.

The findings from this study showed that both intrinsic and extrinsic factors influenced the teachers' job satisfaction, but teachers expressed a higher degree of satisfaction with the intrinsic than with the extrinsic factors. The results of this study also demonstrated that Herzberg et al.'s (1959) theory was not entirely applicable to the secondary school teachers in Rwanda as the presence and the absence of both intrinsic and extrinsic factors could respectively increase and decrease job satisfaction among Rwandan teachers.

The researcher also found that the principals displayed both transformational and transactional leadership behaviours and they were rated higher on transactional aspects than on transformational dimensions.

The study concludes that principals' leadership behaviours do impact on teacher job satisfaction in Rwanda. It also shows that teacher job satisfaction and teacher commitment are connected each other.

This research is the first major study of this topic in secondary schools in Rwanda. It provides an evidence-based contribution to understanding the relationship between principals' leadership behaviours and teachers' job satisfaction in Sub-Saharan Africa in general and in Rwanda, in particular. The findings from this study also serve to indicate the leadership strategies that the principals utilised, or needed to utilise, to increase both teacher job satisfaction and teacher commitment.

Arising from the conclusion of this study, it is recommended that school leaders and education policymakers should support policy development and practices that would help to improve the levels of teachers' job satisfaction.

KEYWORDS: Teacher job satisfaction, transformational leadership, transactional leadership, effective school principal.

.

List of Abbreviations

ADF: African Development Fund

APA: American Psychological Association

APEM: Association des Parents pour la Promotion de l'Education à Musasa

CMR: Methodiste Uni de Rushashi

DFID: Department for International Development
DTC: Distance Training Centres

EAV: Ecole Agri-Vétérinaire
ESSP: Educational Sector Strategic Plan

HIV/AIDS: Human immunodeficiency virus/Acquired immune deficiency syndrome

ICT: Information and Communication Technologies

ISEA: International Studies in Educational Administration

ISSPP: International Successful School Principalship Project

JICA: Japan International Cooperation Agency

KIE: Kigali Institute of Education
LGRP: Local Government Reform Programme

LTSFF: Long Term Strategy and Financial Framework

MINALOC: Ministry of Local Governance
MINEDUC: Ministry of Education

MLQ: Multifactor Leadership Questionnaire

MSQ: Minnesota Satisfaction Questionnaire
MTEF: Medium Term Expenditure Framework

NCSL: National College for School Leadership

NUR: National University of Rwanda

OECD: The Organisation for Economic Co-operation and Development

SFAR: Student Financing Agency of Rwanda

TJSQ: Teacher Job Satisfaction Questionnaire

UNDP: United Nations Development Programme
UNESCO: United Nations Educational, Scientific and Cultural Organization
VSO: Voluntary Service Overseas

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Chapter One: Introduction

As highlighted in UNESCO (2005: 4), education is a fundamental human right and the most powerful lever for the promotion of welfare, civic and social advancement, the progress of democracy and respect for human rights, the building of peace and the promotion of an environment that allows pluralism, knowledge, including scientific and technological knowledge and cultural diversity to prosper.

Aikman and Unterhalter (2005) say that educating a nation remains the most vital strategy for the development of society throughout the developing world. Lewin and Caillords (2001) add that competitiveness, especially in high value added and knowledge based sectors of economy, depends on knowledge, skills and competences associated with abstract reasoning, analysis, language and communication skills and the application of science and technology, which are most efficiently acquired through education schooling.

It is evident that schooling and other forms of education can, in a supporting environment, make major contributions to the complex processes of technology transfer, economic productivity, individual earnings, and reduction of poverty, development of healthy families, creation and sharing values, learning the responsibilities of citizenship, and enhancing the quality of life. Nsubuga (2003) concurs that the principal institutional mechanism for developing human capital is the formal education system of primary, secondary and tertiary training.

Vincent and Tomlinson (1997) point out that education involves the process of both learning and teaching. They add that parents are considered as their child's first teacher in their childhood learning, but they do not have the time or capability to teach their child everything they need or want to know. As a society, some of this responsibility has been passed to professional educators: teachers. Thus, the ultimate expected outcome for teachers is to prepare individuals so that ongoing societal development can occur. For this to happen, the effective teacher must retain employment in schools and teacher job satisfaction must remain at a satisfactory level to ensure this. However, Harden and Grosby (2000: 337) say that teaching is a demanding and complex task.

Sachs (2003: 89) claims that teaching is a socially responsible occupation which is highly accountable and bureaucratic, demanding intellectually, emotionally and physically, and

intensive and unrelenting. Sachs (2003) argues that, although employed to teach, teachers are engaged in a wide variety of tasks, which are additional to face-to-face teaching.

Rosenblatt (2001: 691) notes that teaching differs from other professions in several respects; the job is mostly carried out isolated from other adults, and teachers are also isolated when preparing lessons. Therefore, teachers might be different from other workers because they spend most of their time either working alone or together with young people. Hurren (2006: 381) supports this point, arguing that teaching is an extremely stressful job, in the sense that the teachers deal with overcrowded classrooms, changing educational technology, learning and behavioural problems of students, legal issues and large quantities of paperwork; all in addition to daily planning, managing, and motivating students in classroom.

The educational system in Rwanda is in a transitional stage. Since the country gained independence in 1962, it is widely accepted that many changes have taken place rapidly, including the new language policy, the introduction of ICT and political reform. These changes have affected the teachers' ability to cope with them (World Bank, 2003: 62) and also lead teachers to experience a lack of self-confidence. Several teachers reported that they are experiencing these changes as stressful, owing to the rapidity of the changes and the fact that they had not been prepared for the immense impact of these changes (World Bank, 2003: 65).

The new demands lead also to a decline in teachers' job satisfaction and many teachers want to quit teaching (Kaner & Sucuogu, 2001 cited by Korkmaz, 2007: 34). Thus, the recommendation that schools should pay more attention to teachers' job satisfaction is not surprising (Heller, Clay & Perkins, 1993: 75). A key determinant of student achievement is the quality of teachers. It is the reason why VSO (2002) urges governments to design policies and programmes aimed specifically at improving the academic and pedagogical preparation of teachers and providing incentives to strengthen their motivation and professional commitment.

The importance of teachers in determining the quality of education is being emphasized and reflected in government policies and regulations (UNDP, 2005). However, it is unfortunate to note that despite the pivotal nature of teachers' contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making, and to neglect their needs when considering new policy directions (VSO, 2002).

Although policy makers realize the central role played by the teachers in achieving quality education, the Ministry of Education in Rwanda does not mention any practical measures to motivate teachers in its Educational Sector Strategic Plan 2006-2010, while expecting to ensure the quality of teaching in secondary education (MINEDUC, 2006).

Zembylas and Papanastasiou (2003) demonstrate that policy makers need to recognize that educational quality is largely related to teacher job satisfaction. These authors, citing Hargreaves (1994) and Pollard et al. (1994), state that teacher satisfaction is often a critically ignored factor in education policy-making. Improving teachers' working lives is not an optional extra, but a central component of effective policy-making. Many scholars have emphasized the importance of the role of policy makers on teacher job satisfaction. Hean & Garrett (2001) claims that happier teachers are better teachers, thus an objective of any Ministry of Education should be to maximize teacher satisfaction and minimize dissatisfaction, not only for the benefit of teachers themselves but for the sake of students as well.

Job satisfaction is regarded as a very important issue within the educational context, especially for teachers. This is mainly due to the fact that it is connected with different aspects of their role in teaching learning process. Therefore, it is necessary that they feel satisfaction and harmony in carrying their duties to ensure effectiveness in delivering their role.

The research on teacher job satisfaction has focused mainly on the effects of exogenous variables such as the principal's leadership styles and strategies of decision making on teacher contentment. Coole (2002) notes that leadership at work in education institutions is a dynamic process where an individual is not only responsible for group tasks but also actively seeks the collaboration and commitment of all group members in achieving group goals in a particular context. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively if the students are not directed in their use or if the teachers who guide in their usage are not properly treated and trained to implement them effectively (Nsubuga, 2003:4)

Leadership is often targeted at effective performance in schools, because it does not only examine tasks to be accomplished, and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Maicibi (2005) contends that, without an appropriate leadership style, effective performance cannot be realized.

The researcher aims to establish the nature of teacher job satisfaction in Rwanda and the purpose of his study is to ascertain the relationship between principals' leadership behaviour and teacher job satisfaction in secondary schools. Findings from this study will provide guidance to school principals for improving policies and practices related to teacher job satisfaction.

Rwandan Educational Context

Introduction to Rwanda

Rwanda, also known as the "Land of a Thousand Hills" is a landlocked country located in east-Central Africa. The country is small (26,338 km2 or 10,169 sq. miles). Rwanda has a population of nearly 9 million people, a high population density of 360 people per square mile (compared with a Sub-Saharan average). The urban share of the population is only 10.5%. A large share of the population (44%) is under the age of 14. Life expectancy is only 44 years, compared with 59 in other low-income countries (Obura, 2003).

In 1962, Rwanda achieved independence from Belgium and during the 1990s, Rwanda had to address specific challenges brought by the war and the 1994 genocide, including the resettlement of three million people, a large number of orphans, a depleted skilled population, and a decimated infrastructure. The genocide severely undermined the nation's institutions, infrastructure, and social fabric (Obura, 2003).

Facing all these challenges, the government of Rwanda, in cooperation with international organizations, seeks to rebuild and to expand its educational system. Current efforts to decentralize, to implement new curricula, to improve organizational efficiency, and to address quality concerns, may help meet these challenges. In January 2006, the decentralisation initiative of the government of Rwanda abolished the twelve provinces (prefectures) and re-organized the country into five local government structures.

Unlike many African countries, all Rwandans speak the same language; "Kinyarwanda". With the 1994 Genocide, the massive population movements from neighbouring countries meant that pupils were entering the school system from different educational and linguistic backgrounds. From then until 2008, the official languages were Kinyarwanda, English and French. From the 2009 academic year, the government decided to shift from French and to adopt English as the only medium of instruction in schools. (Hategekimana et al., 2009). These authors state that French, a language that enjoyed monopolistic influence since the beginning of formal education in Rwanda, is now fading away as the government has made a determination to replace it by English. This adds another layer of complexity on how to maintain or perhaps improve the quality of instruction while teachers struggle to learn and teach in a language that is foreign to them.

Education in Rwanda

History of education in Rwanda

Indigenous literature on education is limited in Rwanda. As a result, this study draws substantially on reports and projects commissioned by official bodies such as DFID, VSO, UNESCO, WORLD BANK and on policy documents from the Ministry of Education (MINEDUC, 2003).

Rwanda's educational systems are linked to its colonial past. As noted by George (2001), education in Rwanda was informal and delivered largely through the family. Parents and relatives educated their children regarding Rwandan cultures and values throughout their childhood, in a community-based system. This method emphasized practical work skills as well as traditional storytelling and dancing. The community trained boys and girls separately and according to their future responsibilities, expecting boys to follow in their father's footsteps and become the head of the household, while teaching girls housekeeping and child rearing duties (George, 2001; McNab and Mohamed, 2006: 4)

The arrival of both colonialism and Christianity was the beginning of formal education, introduced in Rwanda in the 1900s. Colonizers, the church and, later, the government influenced education primarily to serve their own interests rather than those of the people. The Catholic Church was the first institution to undertake formal education in Rwanda. There were very few public schools until the 1950s, among them the only secondary school, founded in 1929 by Roman Catholic missionaries for elite. It was attended by the children of chiefs (Walker-Keleher, 2006: 37).

Following independence, administrative structures including a Ministry of Education were put in place and diverse laws securing the general regulation of Education were introduced (Obura, 2003). Rwanda then had 217,000 children in primary school, teaching and learning materials were in short supply and teachers were insufficiently qualified. The transition rates from primary to secondary school were 7% in 1972 and reached a level of 10% by 1992. Theoretically, primary education was free. (MINEDUC, 2003: 48)

In 1994, the genocide and refugee crisis impacted dramatically on the education system, through destruction of schools, communities, and infrastructure, and massive social displacement. Since 1994, the government and international organisations have been committed to rebuilding and enhancing the education system as a fundamental strategy for broad development (Obura, 2003).

In 1998, the Education Sector Policy was adopted. The policy mainly focused on how to bring about a solution to the real exigencies of the prevailing situation, in order to achieve a significant change in the education system after the events that shattered the country in 1994 (MINEDUC, 2003).

Within Government, and among development partners, the education sector is widely regarded as one of the few sectors to have developed a comprehensive plan within a sector-wide approach. Approaches to planning, budgeting and donor harmonisation are being emulated within other sectors. The government of Rwanda has a medium-term (three-year rolling) plan. The ESSP is derived from a Long Term Strategy and Financial Framework (LTSFF), which in turn is guided by "Vision 2020". The ESSP is directly linked to the Government's rolling three years Medium Term Expenditure Framework (MTEF).

The Education Sector Strategic Plan (ESSP) advances seven main policy goals:

• Achieve universal completion of quality primary education by 2015, and expand opportunities for all Rwandans to achieve nine years of basic education

• Provide increased opportunities for early childhood development, adult literacy, secondary and tertiary education, and children with special needs

• Improve quality, efficiency and cost-effectiveness at all levels

• Promote multilingualism, and the teaching of science and technology, with a special focus on ICT for a more adaptable labour force;

• Integrate cross-cutting issues such as respect for human rights, HIV/AIDS prevention, gender equality, environment, hygiene, and health throughout the education system

• Improve governance and transparency, and planning, management and administration capacities

• Promote research for national development in partnership with the private sector (MINEDUC, 2006:8)

Structure of the education system

There are four levels of formal education in Rwanda: pre-school (age: 3-6), primary (age: 6-12), secondary (age: 12-18), and higher education (age: 18 and over). Primary education is theoretically free, mandatory, and available to every child.

As outlined in the Education Sector Strategic Policy (MINEDUC, 2006: 14), the government of Rwanda is committed to maximizing access to universal primary and basic education for all by 2015. To achieve universal primary education, the government must ensure that all boys and girls complete a full course of primary schooling (six years: P1 through P6).

The six-year secondary education programme in Rwanda includes two cycles; a first 3 years common core (Tronc Commun), focusing on basic skills, and a second 3 years cycle providing more academic choices. On completion of Tronc Commun, which is equivalent to American K7-9, students have to pass a national exam before they can proceed to the upper cycle. The upper cycle (Equivalent to American K10-12) consists of a diverse curriculum based on the major subject a student chooses to pursue. There are three main streams: general education, vocational training, and technical education. Acceptance at publically funded and government-assisted secondary schools is competitive; students have to pass a national exam to enter (Hategekimana at al., 2009).

Secondary education

In 2003-2004, 203,551 students were enrolled in 504 secondary schools, of which 147 (29.2%) were government owned, 139 private subsidised, and 218 private. A significant minority (13.26%) of all secondary students were on a teacher-training track that prepares primary school teachers. In 2002, there were 13 public teacher training secondary schools that offered pre- and in-service teacher training to help improve the quality of teaching staff by providing professional knowledge and skills to some of the 65% of teachers who are under-qualified (Mukamusoni, 2006; ADF, 2006).

By 2003-2004, 20% of 7,750 secondary teachers were women. This percentage is lower than in other countries. One explanation is a weak relationship between enrolment and completion rates of women in secondary and higher education (Hategekimana et al., 2009). A second justification is a shortage of employment options. Unlike in the Western nations, where people have a relatively balanced access to higher education and jobs in their areas of interests, in Rwanda women cannot yet compete on an equal footing. There is a need for a gender equitable learning environment; teaching that is student-centered with more female teachers providing role models for girls (Huggins & Randell, 2007).

Currently, in-service training of secondary teachers is concentrated at the National University of Rwanda and Kigali Institute of Education. The distance-training centres (DTC) were opened in 2001 across the country and about 500 teachers graduated in January 2007. Two colleges of

education with a 2-year cycle were created with the aim to train 2,800 teachers each year, to teach at the level of Tronc Commun (Hategekimana at al., 2009).

Educational management

The development of well-managed quality education has been strongly advocated by UNESCO (2005: 12) and has been the focus of efforts in many developing countries. According to the report of UNESCO (2005: 13), a variety of policies and programme perspectives have been developed to meet the educational needs of particular countries, helping them to move toward educational parity with the developed world. Linked to this, the Rwandan government has recently initiated a reform, which is referred to as the Local Government Reform Programme (LGRP). The reform is focusing on the improvement of efficiency and effectiveness in the delivery of education services, enhancing transparency, accountability and local community participation.

UNESCO (2005: 14) argues that a decentralised education system would be more efficient, more compatible with local priorities, and would encourage more family participation, regarded as a factor of democratization. This reform has been implemented in Rwanda, where the role of the central government is confined to policing, planning, and regulating quality assurance and performance monitoring. Most of the education management and implementation responsibilities are devolved to Districts and school levels. The local management reform of schools in many other countries (especially in developed countries) has been followed by the decentralization of power and decision- making from the central authority to the school site. Principals and teachers have received autonomy in managing schools, with the aim of improving the quality of education (Caldwell & Spinks, 1998; Henkin, 2000). In the Rwandan system, however, some principals may not perceive that they are sufficiently empowered. Others complain that their power and authority are not adequately recognized (World Bank, 2005).

Most primary and secondary schools in Rwanda are under the direction of religious missions, even though many receive state subsidies. The government pays salaries of teachers in the subsidised schools but leaves day to day management of these schools to churches and other non-government organizations. Despite the teachers' salary received from the government, subsidised schools are likely to be provided with more support as compared to public schools, and thus school principals may not be equally empowered in recognising teachers' performance. The government finances and runs only state secondary schooling. In Rwanda,

the main management networks are the state, the Catholic Church, protestant churches and independent or smaller associations of private or community schools (World Bank, 2005).

However, there are substantial differences across types of school. In state schools, there is a stronger focus on the vocational and technical streams than in other two types of school. More than half of the state schools specialise in the tronc commun cycle, compared with only a quarter of the subsidised and private schools.

In conclusion, the education system in Rwanda remains inadequate for the current and rapidly expanding population of children. Teacher shortages, lack of supplies, rapid population growth, and limited school facilities, continue to impact negatively on the educational system. The biggest challenge Rwanda faces is the supply of teachers. In 1998, in primary schools, the number of students per teacher stood at 57, and it climbed to a high of 74 in 2007. In 2008, the student-teacher ratio had dropped to 66 to 1 but it remains at a level that continues to compromise student learning (Hategekimana et al., 2009). In addition, a World Bank (2003) analysis found that more than half (52%) of primary schools have classrooms in poor conditions. While Rwanda has made great progress in achieving near-universal primary education, the same cannot be said for secondary schools. From 1996 to 2004, secondary enrolment grew at a rate of 20% per year, but the overall enrolment rate remains at just 14%. The student- teacher ratio in secondary schools is much lower than in primary school. The number of students per teacher in private schools was 16.7 in 2008, while in public schools it was 18.7. There are still many teachers who do not meet the government's qualification criteria, and the ratio of students to qualified teachers across primary schools is 49:1 (Hategekimana at al., 2009) even though the pupil- teacher ratios are set to be reduced to 47 by 2012 and further to 45 by 2015 (MINEDUC, 2006)

The Gakenke District

Rwanda is divided into five provinces and subdivided into 30 districts, including Gakenke District. In terms of its administrative structure, Gakenke is one of five districts in the Northern Province with 19 sectors. Covering approximately an area of 722.4 Km2, Gakenke has a population of nearly 316,025 people, with a very high population density of 473 people per square mile (compared with other districts).

Gakenke is a rural district and its economy is based on agriculture. The social conditions are very poor for many of its inhabitants. In 2006, 64.7% of the total population were living below the poverty line and 37.9 % were extremely poor (MINALOC, 2008).

The District has 10 secondary schools including 3 subsidised (Ecole secondaire de Janja, Ecole secondaire de Buhuga, Ecole secondaire de Rwankuba), 4 public (Ecole secondaire de Nyarutovu, CMUR Rushashi, EAV Rushashi, Ecole secondaire de Cyabingo) and 3 private schools (Ecole secondaire de Muhondo, Ecole Secondaire APEM, Ecole Secondaire de Nkunduburezi). Rwanda realises that human resources are the key to economic growth and poverty reduction and that quality and relevant basic education is the foundation of human resources and citizenship in the country. Thus, from 2009, the Rwanda educational system is committed to achieving 9 years basic education. This program started in Gakenke District within 14 school centres. The students who are not graded in the National selection process are now admitted in day schools which are supposed to be within the proximity of their homes.

Gakenke District does not have any vocational schools or post-secondary education

In the field of education, the Gakenke District is facing the following main challenges:

- Lack of sufficient and qualified teachers at all levels, mainly for language and science;
- A big number of HIV/AIDS and genocide orphans and handicapped and traumatized children.
- Rapid population growth,
- Illiteracy of the population
- Short supplies of instructional materials and school equipment,
- Limited school facilities
- Inadequate and insufficient classrooms
- A large number of children who remain in economic or social circumstances that make educational attendance difficult.
- Low transition rate from P6 especially from girls (MINALOC, 2008).

This is the challenging context within the study was undertaken. The next section outlines the conceptual framework for the study.

Conceptual Framework

This study is guided by theoretical frameworks pertaining to certain aspects of the work experiences of some secondary school teachers, namely teacher job satisfaction and principal leadership, key topics for this study. The expected outcomes of teacher satisfaction include a desire to remain in the teaching profession, the intent to remain with the school, increased job commitment, and improved attendance. The literature on teacher job satisfaction provides a broad base for understanding the concept, its importance as a subject of study and the factors influencing it. In addition, since the study is aimed at ascertaining the relationship between school principal leadership behaviour and teacher job satisfaction, the literature on school leadership will be used for determining and suggesting the significant role of principal leadership in improving the teachers' job satisfaction.

Conceptualizing job satisfaction

Evans (1998: 7) suggests conceptualizing job satisfaction in terms of its two constituents: job fulfilment and job comfort. The former is related to the extent to which the individual feels comfortable in his/her job and is based on the assumption that achievements enhance both job-related and achievement-related satisfaction. The latter relates to the degree to which one is satisfied with the conditions and circumstances of the job. She continues saying that both job comfort and job fulfilment are determined by the individual's evaluation of the diverse conditions and circumstances into which his/her job may be compartmentalised. Agreeing that both comfort and fulfilment are components of job satisfaction, Evans (1998: 11) offers the following definition. "Job satisfaction is a state of mind encompassing all the feelings determined by the extent of the sense of personal achievement which the individual attributes to his/her performance of those components of his/her job which he/she values". In other words, job satisfaction is a state of mind determined by the extent to which the individual perceives his/her job-related values to be met.

As Mau et al. (2008) explain, the theoretical framework for most research on job satisfaction can be traced to the pioneering work of Herzberg et al. (1959). The Herzberg theory has often been linked to Maslow's Theory of Hierarchy of Needs. Briefly, Herzberg's theory suggests that there are higher-order needs and lower-order needs – motivation and hygiene factors. Motivation factors are intrinsic satisfiers that are associated with higher-order needs such as achievement, recognition, responsibility and advancement. Hygiene factors are extrinsic satisfiers that tend to be associated with lower-order needs such as working conditions, pay and status (Mau et al, 2008).

Studies by Sergiovani (2006), and Dinham and Scott (1998), concur that Herzberg's theory can be used to reflect job satisfaction of teachers. Some of the intrinsic factors related to teachers are students' achievement, teachers' achievement, changing pupils' attitudes and behaviours in a positive way, recognition from others, mastery and self- growth, and positive relationships. Dinham and Scott (1998: 364) add that the extrinsic factors include the impact of change and educational policies and procedures, greater expectations on schools to deal with and solve social problems, the declining status of teachers in society, being treated impersonally by employers, new responsibilities at school, and increased administrative workloads.

Rose (2001) also views job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Distinguishing intrinsic from extrinsic sources of job satisfaction, the author explains that intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. In contrast, extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job. The present author's study is addressing both these dimensions.
There is an extended discussion of the concept of job satisfaction in chapter two. The next section outlines the importance of job satisfaction.

The importance of job satisfaction

Several scholars, e.g. Bogler (2001); Gazioglu and Tansel (2002); Cranny, Smith and Stone (1992) and Spector (1997), agree that job satisfaction is important because it can affect labour market behaviour. Spector argues that employers benefit from satisfied employees as they are more likely to profit from lower staff turnover, lower employee absenteeism, and higher productivity, if their employees experience a high level of job satisfaction. Similarly, Cranny at al.'s (1992) study reveals that, by understanding the research on job satisfaction, industry is better able to increase productivity by increasing the efficiency of the worker, decreasing employee turnover, decreasing absenteeism, and creating working relations that benefit all.

It is worth noting that teaching is increasingly becoming complex work, requiring the highest standards of professional practice to perform it well (Hargreaves and Goodson, 1996: 35). No school has improved without the commitment of teachers. As Leithwood and Jantzi (2005) highlighted, teachers' commitment is more likely if they experience job satisfaction.

Hall et al. (1992), cited by Bogler (2001), observe that teachers who are planning to leave the profession report less satisfaction and a more negative attitude toward teaching as a career and toward school administration. Teacher job satisfaction is found to be associated with teacher quality and retention, and with organizational commitment and organizational performance in relation to academic achievement, student behaviour, student satisfaction, teacher turnover, and administrative performance (Mathieu, 1991: 610).

Koh et al. (1995) add that teachers, who are more committed to the values of an organization, and to its members, are more likely to adopt instructional practices recommended by the organization, assist colleagues, and work harder to achieve organizational goals. They add that such commitment would contribute to higher student achievement. Fyfe (2007: 135) comments that teachers are at the heart of quality of education and that the long-term sustainable answer to teacher shortages is institutionalizing decent working and living conditions that make teaching an attractive profession.

Jenkinson and Chapman (1990) discover that loss of experienced teachers hurts the quality, and drives up the costs of recruiting and training new teachers, using money that could otherwise be spent to expand access to schooling or improve instructional quality.

Rinke (2007) adds that teacher turnover impacts on the effectiveness of the school, on student development and attainment, and on the morale of those who stay. Skilbeck and Connell (2004) maintain that teachers stay longer in teaching if they find the work rewarding and refer to the leader's role in facilitating collegial career planning and development well beyond the induction phase. Stating that the work environment needs to be satisfying for teachers, they make several recommendations including recognition of effort and achievement.

Michaelowa (2002) concludes that teachers satisfied with their work would choose their profession again, are happy to stay in the same school, and will be absent less often than other teachers, whereas their colleagues who are not satisfied would like to change schools if they had the opportunity and are more likely to be absent.

Day (2005: 63) discusses the connection between satisfaction, commitment and teacher burnout, stating that:

> Teacher commitment is closely related to job satisfaction, morale, motivation and identity, and is a predictor of teachers' work performance, absenteeism, burn-out, and turnover as well as an important influence on students' achievement in attitudes towards school.

Berry et al. (2008) explain that teachers who intend to leave their schools and teaching are more likely to have grave concerns about their lack of empowerment, poor school leadership, and the low levels of trust and respect inside their buildings at their respective schools. It is for this reason that school principals are encouraged to adopt attitudes and behaviours to enhance teacher job satisfaction.

Latham (1998) and Mertler (2002) suggest that increasing teacher job satisfaction is one of the best ways to strengthen the teaching profession. This would encourage the best and brightest prospects to enter the field of teaching and increase the retention of experienced teachers.

Taking into consideration the fact that employees with a high job satisfaction contribute to working more effectively and attaining high performance, the importance of improving teacher job satisfaction in terms of school success, and to improve education, can easily be understood and warranted (Ostroff, 1992).

Teacher job satisfaction and principals' leadership behaviours

Research findings indicate that school principals are one of the most powerful single determinants of the overall quality and effectiveness of schools (Daresh 1998: 327). Dunford et al. (2001: 20) consider that the role of school principal has always been very clear, both to the principal and also to teachers, students and parents of the school. They argue that the principal is appointed to lead the school and to be ultimately responsible for everything that takes place at the school.

Botha (2004: 239) adds that the school principal is responsible for the work performance of all the people in the school (i.e. both staff and learners). He highlights that one of the principals' jobs is to help the school achieve a high level of performance through the utilisation of all its human and material resources.

According to Drake and Roe (1999), an effective principal works as a leader, i.e. envisions goals, sets standards, and communicates in such a way that all associated with the school, directly or indirectly, know where it is going and what it means to the community. Similarly, Teske and Schneider (1999) cite other researchers who have argued that the most important goal of a leader is to create an effective organizational culture. By establishing a consistent and shared culture, the principal engages the staff, students, and community in a sense of belonging and a shared sense of commitment to the success of the school (Deal 1987; Deal and Peterson 1990; Sashkin and Walberg 1993; Purkey and Smith 1983).

Teske and Schneider (1999) describe an effective school leader as follows:

1. The successful principal is the principal, who listens to teachers, knows their strengths, and provides support if there is weakness. In brief, the principal knows the staff and guide them.

2. The effective principal gives autonomy to teachers in their classrooms because s/he trusts them and works hard to make sure that teacher and staff are united in their beliefs and pedagogical approaches.

3. The effective principal is aware that teachers are important members of the school community by their involvement in administrative decisions and their participation in setting goals in the schools. (Ibid: 59).

Parker et al (2000) studied the work of principals and concluded that they are critical components of effective and successful implementation of school goals. As instructional leader, the principal is not only responsible for knowing effective pedagogy, but must also provide meaningful staff development for teachers. Principals are held accountable for whatever occurs in the school. If teachers are unhappy or unproductive, the principal is blamed for not developing a positive climate and not focusing on their satisfaction.

Smith (2001) believes that every school principal should note that: "if we want to improve the quality of our teachers and schools, we need to improve the quality of the teaching job." Leithwood (2004) adds that a key task for leadership is to influence pupil learning and achievement, especially to improve staff performance, which is a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work. Anderman et al. (1991) stress that a school culture that emphasizes accomplishment, recognition and affiliation is related to teacher satisfaction and commitment, and principals' actions create a distinct working environment within schools that is highly predictive of teacher satisfaction and commitment.

A substantial proportion of recent effective schools' research over the two decades has been directed at exploring the influence of the principal's leadership behaviour and the achievement of school goals. Predominant among these leadership paradigms have been the transformational and transactional models (Bass & Avolio, 1997). This focus on leadership style and behaviours is important because it is a core aspect of the present research and will be discussed in details in chapter two.

Bass, in Hay (2007), was concerned that Burns set transactional and transformational leadership as opposites and, in contrast, argued that transformational leadership enhances or augments the effects of transactional leadership and that all leaders display both leadership styles, though to different degrees. Hay (2007) suggests that transformational leadership is sometimes used interchangeably with transactional leadership. However, Bogler (2000) argues that teachers usually prefer to work with a principal who exhibits transformational rather than transactional behaviour.

Theoretically, the concept of transformational leadership redefines the vision and mission of the organization by proposing that leadership is not just a set of behaviour or traits of an individual but a process whereby the individual interrelates with the organization as a whole (Chin, 2007). Several researchers (Hater & Bass, 1988; Hoernemann, 1998 and Howell & Avolio, 1993) have shown transformational leadership to be effective for obtaining superior performance, a higher perception of the leader's effectiveness by subordinates, more subordinate satisfaction, and a greater willingness by subordinates to make extra effort for the leaders.

Principals who act as transformational leaders seem to maximise the autonomy that teachers have long had. Bogler (2001) adds that principals who demonstrate transformational behaviour, such as paying personal attention to the needs and interests of the teachers, providing for intellectual stimulation and challenge, raising teachers' expectations and motivation to devote extra effort, are assumed to encourage teachers to view their occupation as more rewarding and central to their lives. Furthermore, Anderman (1991) pointed out that teachers are more satisfied when the school fosters teacher involvement in school decisions, respect, encouragement, and sharing of information with colleagues, as well as the feeling that teachers and administrators are working together.

In addition, Mohajeran and Ghaleei (2008: 53) indicate that the level of participation in school decision-making is dependent largely on the principal's leadership style or behaviour and add that is important that the principal promotes democratic leadership in school. They note that the nature of the relationship between principal and teachers influences teachers' willingness to be involved, and if principals do not trust their teachers, or if they perceive a lack of teacher commitment to organisational goals, they will not share authority or responsibility. Therefore, principals' willingness to share power with teachers is an important condition for empowering them.

Purpose of the Study

The broad aim of the study is to examine the relationship between principals' leadership practices and the job satisfaction of the school teachers in Rwanda. The study is designed to investigate school principals' practices or behaviours, as perceived by both teachers and principals themselves, and their impact on teacher job satisfaction.

Objectives

The study has the following objectives:

1. To assess the factors which influence the job satisfaction of secondary school teachers in Rwanda (extrinsic and intrinsic).

2. To identify, in particular, school principals' practices (as perceived by teachers) that are relevant to teacher satisfaction/ dissatisfaction in secondary schools in Rwanda.

3. To investigate the extent to which teachers' job satisfaction is linked to principals' leadership practices/ behaviours.

4. To investigate the extent to which job satisfaction affects teachers' commitment.

Research Questions

1. *What are the factors influencing secondary school teachers' job satisfaction in Rwanda?*

The study seeks to identify both positive and negative features in order to develop a dual typology of factors.

2. *How do teachers in Rwandan secondary schools perceive the impact of their principals on their job satisfaction?*

The focus will be mainly on teachers' views as well as on their self-reported assessments. Teachers' perceptions of principals' leadership behaviour may impact either positively or negatively on teacher job satisfaction. Understanding how teachers perceive their principals' leadership is also important in gaining knowledge about school leaders' real world practices

3. *How does job satisfaction affect teachers' commitment in secondary schools in Rwanda?*

The consequences of teacher job satisfaction or dissatisfaction will be explored. In seeking answers to this question, three hypothetical outcomes are seen as possible (retention, attrition and absenteeism).

4. *Does the leadership behaviour of the principal impact on the job satisfaction of the teachers?*

The study attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their principals' leadership style/ behaviours.

Overview

Because of the belief that education is the cornerstone and pillar of social and economic development (Nsubuga, 2003), many nations, including Rwanda, have tried to improve the quality of their education system

The education system in Rwanda is heavily affected by a low transition rate from primary to secondary schools. Every secondary school cycle ends with a national exam and, to move from one cycle to the other, the student must pass the exam. Unfortunately, only a small proportion of students continue from one level to the other in the Rwandan educational system. The Government has acknowledged, in its educational policy pronouncements, that the teacher is the main instrument for bringing about desired improvements in learning and the attempt to improve the quality of education has placed the focus on teachers and other organizational factors that influence teacher job satisfaction.

As Rosenholtz (1989) suggests, any effective organization must be fundamentally concerned with personal investment of its employees. Research on school effectiveness has underscored the importance of the personal investment and commitment of teachers, not just to education in general but to the particular mission of their school. This study seeks to ascertain if there is any relationship between school leadership behaviour and teacher job satisfaction. Leadership is an important component in guiding the teaching and learning process and the school principal is the head of the school and his/her role should focus on increasing teacher job satisfaction which is a significant factor in enhancing learning achievement of the students.

The next chapter, the literature review, will consider the key concepts of teacher job satisfaction and school leadership in depth. It will also examine research findings on these

topics from developed and developing countries. The remaining chapters are structured as follows:

Chapter 3 outlines the research design and methodology. It also provides information on the research site, population and sample, measurement instruments, and methodology for data collection and analysis.

Chapter 4 presents the survey findings.

Chapters 5 and 6 present case studies findings.

Chapter 7 discusses survey and case study findings, linked to the empirical literature

Chapter 8 summarizes the study, answers the research questions, and discusses the significance of the findings. Conclusions and implications are presented, and recommendations for future research and practice are offered.

Chapter Two: Literature Review

Introduction

The purpose of this study is to analyse the impact of school principal leadership on teacher job satisfaction in Rwanda. This chapter presents an overview of the relevant literature on which the study is based. The literature review discusses concepts of school leadership and teacher job satisfaction and examines previous research on these topics to contribute to answering the research questions.

Several key concepts need to be clarified in order to establish an understanding of the overall conceptual framework for the study and its direction. The first section deals with the concept of teacher job satisfaction. It examines the theories related to job satisfaction, research findings on job satisfaction from international contexts, and research findings on job satisfaction in African countries, to locate this study of Rwanda in its regional context. The second section includes definitions of school leadership linked, in particular, to the work of the principal and on h is or her leadership behaviours. Research findings on leadership from international contexts andfro m African contexts, will also be discussed focusing, in particular, on transformational and transactional leadership.

In the final section of this chapter, links between principal leadership behaviour and teacher job satisfaction will be given specific attention. The chapter concludes with a brief summary.

Teacher Job Satisfaction

Conceptualising and defining job satisfaction

Job satisfaction is a problematic term to define with accuracy, since the nature and the concept of the term itself are rather abstract. The term job satisfaction can be confusing, as it has no agreed and universal definition (Alzaidi, 2008:162). Job satisfaction is a psychological concept , and therefore, giving an accurate scientific definition is nearly impossible (Clark & Oswald, 1996). As Evans (1998) points out, the main debility in the definitions provided on job satisfaction is their vagueness that results from researchers with various backgrounds and schools of thought. Evans (2010) adds that the misconception of the concept has its origins first in the failure (on Herzberg's part) to define the key concept under study and, second, in failure to recognise the ambiguity associated with the concept.

Researchers have conceptualized job satisfaction in many different ways. While some of the conceptualizations were based on some specific facets of the job (Rice, McFarlin & Bennett,

1989) others have used conceptualizations based on total satisfaction (Levin & Stokes, 1989), while still others have used conceptualisations based on the intrinsic-extrinsic distinctions (Naumann, 1993). Job satisfaction is a complex concept and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma and Ghosh, 2006).

As noted by Herzberg et al. (1957), the term job satisfaction lacks adequate definition as well as a satisfactory theory about its meaning. Evans (1997) underscores that there is considerable disparity among the many studies that have been undertaken since the pioneering work of the 1930s. Since the term is so broad, in what follows, the present author presents analysts' views of job satisfaction to define it within the scope of the research.

Defining job satisfaction

Among the many studies that examine the effects of job satisfaction, few of them attempt its definition apart from the terms used in its measurement (Adcock, 1992).
Historically, the concept of job satisfaction has been explained in terms of needs that must be fulfilled in order for workers to be satisfied and in terms of the degree of similarity between what a worker values or desires and what the workplace provides.

Hoppock (1935) states that job satisfaction depends on the extent to which the job that people hold meets the needs that they feel it should meet. This is further emphasised by
Ejiogu (1985) who states that job satisfaction is an emotional affective personal response as a result of his / her estimation of the degree to which an aspect of job reality is congruent or incongruent with his/her values. It is therefore important to have a good understanding of an individual's total personality and value system in order to understand and describe his/her job satisfaction. Ilgen (1971) conceives job satisfaction as resulting from the size of the difference one perceives, if any, between what he expects to receive from his work and what he believes he is receiving. In other words, teacher job satisfaction is a discrepancy between an employee and what the situation provides. The traditional model of job satisfaction is that it consists of the total body of feelings about the nature of the job, promotion prospects, nature of supervision and so on that an individual has about his/her job.

As noted by Evans (1997:328), the researcher must develop a clear idea of what key concepts involve and how he or she defines or, at least, interprets them. The present author, therefore, acknowledges that teacher job satisfaction is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering in terms of satisfying the teacher's needs. The current author takes into account the definition given by Locke (1969),

cited in Sempane et al. (2002: 23): "The job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values". Implicit in Locke's definition is the importance of both affect or feeling, and cognition or thinking. In Locke's theory, values are also of crucial importance. Here the emphasis is given to the value fulfilment (Sergiovanni, 1968). According to Locke (1969), satisfaction occurs when the job fulfils what one values. Job satisfaction results from the perception that one's job fulfils or allows the fulfilment of one's important job values the degree to which these values are congruent with one's needs. In other words, as it is highlighted in many other studies (Evans, 1988; Locke, 1976; Schneider and Snyder, 1975), job satisfaction has to do with an individual's perception and evaluation of his job, and this perception is influenced by the person's unique circumstances like needs, values and expectations. People will therefore evaluate their jobs on the basis of factors, which they regard as being important and meaningful to them (Sempane, 2002).

Similarly, Lawler (1973) argues that job satisfaction refers to individual's affective relations to their work role and is a function of the perceived relationship between what one wants from one's job and what one perceives it is offering. There are, however, authors who describe job satisfaction as an attitude towards one's job (Petty et al., 1997; Brief, 1998; Robbins, 2003). Obviously, the heart of job satisfaction is in one's attitude and expectations. It is more about one's views towards the job than the actual duties s/he performs.

Porter et al.(1974), emphasising Locke's (1969) view, define job satisfaction as the difference between what a person thinks s/he should receive and what s/he feels s/he actually does receive. Evans (1997) agrees with Locke (1969) that the determinant of levels of job satisfaction is the individual's needs fulfilment. However, she goes further and notes that it is the sense of personal involvement and achievement that is important and that different people might interpret the same factor in different ways. According to her, job fulfilment comes from a sense of significant achievement in a valued and worthwhile activity. Recognition of this achievement by oneself and by others contributes to this.

Evans (1997) concludes that job fulfilment is ultimately individuals' self-perceptions of achievement, rather than the more objective evaluation of whether or not achievement has occurred. Thus, she suggests two overarching satisfying factors, job comfort, or the extent to which an individual is satisfied with the conditions of the job, and job fulfilment, derived from perceived personal achievement. The Evans's conception of job satisfaction builds on the inter pretation developed by Schaffer (1953) who focused on individual need fulfilment and said

that overall job satisfaction will vary with the extent to which those needs of an individual, which can be satisfied in a job, are actually satisfied.

Locke's definition of job satisfaction is commonly used by other researchers both in business and in educational settings (Ho, 2003; Ho & Au, 2006; Hoy & Miskel, 1991; Ma & MacMillan, 1999; McCormick & Ilgen, 1985; Weiss & Crppanzano, 1996). As stated above, in educational situations, teacher job satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Zembylas & Papanastasious, 2004 as cited in Cerit, 2009). Hoy and Miskel (1991: 392) add that job satisfaction is a present and past oriented affective state of like and dislike, that results when an educator evaluates her or his work role.

Many researchers place emphasis on the affective and feeling aspects of job satisfaction (Siegel & Lane, 1982; Young, 1984; Spector, 1997; Perie and Baker, 1997; Steyn and Wyk, 1999). Many believe that job satisfaction should be considered as simply how people feel about different aspect of their jobs (Spector, 1997). The definition has evolved over several decades that began with needs based definitions but in recent years has been replaced with a more cognitive functioning definition that focuses on attitudes (Perie & Baker, 1997). In the current study, these attitudes about work have been measured by Likert type items on a survey. The theories of job satisfaction that were seen below contributed a lot to clearly understand the concept of teacher job satisfaction.

Theories of Job Satisfaction

Since the focus of the current study is job satisfaction and, given that the factors (Intrinsic and extrinsic) affecting teacher job satisfaction are the central interest of this research, the plethora of related theories that have been developed over the years needs to be explored. Several theories have been proposed in a bid to explain why people are satisfied with their jobs. These include Maslow's Hierarchy of Needs Theories, Herzberg's Two- Factors Theory, Alderfer's Erg Theory, McClelland's Theory of Needs, Kalleberg's Theory, Locke's Value Theory, Porter and Lawler's Theory, Landy's Process Theory, and many others.

However, the theoretical framework of most of the research on job satisfaction has been traced to the pioneering work of Herzberg (1959), which, in turn, has often been linked to that of Maslow's theory of hierarchy of needs (Mau et al., 2008). The present author is particularly interested in exploring the applicability of these theories in the developing world context of Rwanda. They are taken into account because, these two different theories have been used to try to explain job

satisfaction, and they have served as the basis for the evolution of job satisfaction and have served as a springboard for research inside and outside the field of education. Further, the present research is informed by Herzberg's (1959) theory as it also distinguishes between extrinsic and intrinsic job factors, and in the current study, teacher job satisfaction in Rwanda was examined using both dimensions. In addition, as this two-factor approach concept contributed to school leaders rethinking their attitudes in regard to teacher job satisfaction, the purpose of this author's study is to help the school principal to adjust their manner of doing things in order to increase teacher job satisfaction and performance in Rwanda. Lastly, although the theories have been used in many research studies in developed countries, there is a need for them to be tested in different contexts so that they may be eventually refined and further articulated. Since there is no published research on teacher job satisfaction in Rwanda, taken together, they provide this study with a frame of reference for interpreting the findings on teacher job satisfaction in this developing country

Maslow's needs hierarchy theory

Most of the debates about theories of job satisfaction start with Maslow's theory of "Hierarchy of Needs" (Cheung, 1999). Maslow made an important contribution to the study of human needs, and to knowledge about human motivation, an important factor in job satisfaction. He (1970) identifies five basic needs and believes that are common to all mentally healthy adults. These needs are physiological, safety (security), belongingness and love, esteem and self-actualisation needs. Maslow also conjectures that the basic needs are the same for all human beings and finds that, although different cultures satisfy these needs in different ways, the needs themselves remain the same. Further, Maslow isolates a number of needs from lowest to highest order. When one need is satisfied, the next one acquires a strong motivational value. This need automatically emerges, representing a higher step in the needs hierarchy. The previous need never disappears (Lindner, 1998).

Child (1993: 45) attempted to apply Maslow's needs hierarchy to education. He contends that to motivate an educator using the theory of Maslow, one has to think of each need and assist the educator to fulfil this need. His advice considers the different levels of Maslow's hierarchy as follows:

- Physiological need: Assist the educator to receive his or her salary from the district office, assist with a food scheme where necessary, or provide heaters in classrooms. Improve the work situation and community factors.
- Safety security: Does the school have security systems, locked gates, burglar bars?

- ❖ Love needs: Social functions should be organised. Communication and participation among staff members can be neglected. Call educators by their names. Friendship and interaction among staff members are important. New members of staff should be well introduced and assimilated.
- ❖ Self-esteem needs: Give interesting, important and enriching tasks- not only routine work. Build a positive self-concept by delegating complex, challenging, but attainable tasks. Give educators new responsibilities and show appreciation
- ❖ Self-actualisation needs: Give recognition, rewards and praise. Fulfil potential as far as possible. Assist educators to be successful, creative and to use their full potential.

It should be noted, however, that some authors criticise or emphasise certain aspects of Maslow's theories of needs. For instance, Gawell (1997) disagrees with Maslow in regard to the position of esteem in an educator's hierarchy of needs. He says that self-actualisation is a prerequisite for self-esteem and that self-esteem should be the top of the hierarchy. He supports this argument with two reasons. First, self-actualisation provides the basis for self-esteem. Second, the self-actualised performance is also the basis for reputation, the esteem of others.

However, it is the content aspects of teaching (e.g. achievement, recognition, and the work itself), corresponding to esteem and self-actualisation, that top Maslow's hierarchy (Wright & Custer, 1998). These authors contend that those factors that are content centered (i.e. intrinsic aspects of teaching) contribute most powerfully to satisfaction. They also contend that the context of work (e.g. working conditions, school policy and salary) identified by numerous studies, serves only to reduce dissatisfaction in the lower order needs identified by Maslow; they cannot lead to growth or satisfaction. Herzberg's theory offers further insights on this issue.

Herzberg's two-factor theory

Herzberg's theory of job satisfaction is one of the most widely utilised in educational settings. It has been chosen as the main framework for this study, not only because it has become one of the most used, known, and widely respected theories for explaining job satisfaction, but also because it gives a clear frame and clarification criteria for the analysis of the results of the current study, notably in response to its first research question .

The theory helped the present researcher to determine which factors of their work the secondary teachers distinguish as satisfying and dissatisfying and, thus, to analyse the applicability of Herzberg two- factor theories to the Rwandan context. Due to the central importance of this theory to this study, it is appropriate to offer an extended discussion of it here.

Herzberg's theory was known first as the two-Factor theory. It was later known as the Motivation-Hygiene theory and became the basis for most studies in the 1960s and 1970s in the area of job satisfaction, despite the fact that the theory was also heavily debated and criticised (Miner and Dachler, 1973; King, 1976; Locke, 1976; Nias, 1981; McCormick & Ilgen, 1985; Muchinsky, 1987; Evans, 1998, 1999).

Herzberg's two-Factor Theory, as related to Maslow's hierarchy of need theory, distinguishes two sets of factors affecting people's attitudes about work. The first set of factors relates to the actual execution of the work. These factors are called motivators, satisfiers and are associated with the high order needs or intrinsic factors. Gawell (1997) determines from data that the motivators were elements that enriched a person's job. The same author, in the line with Herzberg et al. (1959) presents five factors that are considered as strong determiners of the job satisfaction. They include achievement, recognition, work itself, responsibility and advancement possibilities. They are known as motivators factors. The absence of these, according to Herzberg, does not lead to dissatisfaction but merely to no satisfaction.

The other set of factors relates to the work environment and extrinsic or environmental factors. These are known as hygiene factors and their inadequacies will lead to job dissatisfaction but, when adequate, they do not necessarily lead to job satisfaction but only prevent job dissatisfaction. They include supervision, interpersonal relationship, physical working conditions, salary, fringe benefits and job security. These factors are situated outside the work environment and are external motivators. According to Herzberg et al. (1959), when hygiene factors are satisfied and the environment is good, workers are not dissatisfied but neither necessarily satisfied and they are not motivated to higher performances. Essentially, hygiene factors are needed to ensure an employee is not dissatisfied. Motivation factors are also needed to motivate an employee to higher performance.

To reaffirm his thesis that causes of job satisfaction and job dissatisfaction are separate and distinct, Herzberg (1966: 79) used the analogy of "pain and pleasure". For a normal healthy individual, the mere absence of pain is not a pleasure of itself, although over the short term it may be that the relief of pain is considered pleasurable (Gruneberg, 1979:11-12). Similarly, hygiene factors such as physical working conditions do not normally lead to feelings of satisfaction when they are good, except in the short term when they are newly introduced. Herzberg (1966: 113) reinforces his idea stating: "We call these factors of hygiene because they act in a manner analogous to the principles of medical hygiene". Hygiene operates to remove health from the environment. For example, modern garbage disposal, water purification and air pollution control, do not cure diseases, but without them, we should have

many more diseases. Similarly, when there are deleterious factors in the context of the job, they serve to bring about poor job attitudes.

In other words, Herzberg argues that meeting the needs for hygiene only prevents dissatisfaction. It does not create satisfaction. Herzberg states that hygiene or maintenance aspects led to dissatisfaction on the job because of a person's tendency to avoid unpleasantness. On the other hand, the motivator quality led to job satisfaction because of the need for self-actualisation and growth (Dvorak, 2001). The value of Herzberg's theory is that it adds to the concept of intrinsic and extrinsic factors in worker motivation, which have been examined in different ways by different researchers. For instance, Ronen (1973) concludes that, while intrinsic factors are more important than extrinsic factors as a result of the individual's judgement being based on the social norms of his/her immediate group, they are not unidimensional, are particularistic and vary with the individuals.

Furthermore, the thrust of Herzberg' s model is that job satisfaction is intrinsic to the nature of the work itself, through aspects such as achievement, recognition and responsibility (Fraser et al., 1998) and that such factors as pay and working conditions are context factors which have little to do with deriving satisfaction from the job (Gruneberg,1979: 12). They are necessary conditions but do not produce job satisfaction.

To conclude, Herzberg (1966:81) contends that job satisfaction is produced by the job itself, when it allows the individual to grow psychologically, that is to achieve a worthwhile individual. Herzberg's theory is based on the notion that the presence of one set of job characteristics or incentives leads to job satisfaction (i.e. motivators), while the presence of another set of job characteristics prevents job dissatisfaction (i.e. hygiene factors). Motivator factors are present in the job itself and can be conceptualised as an inner force that drive individuals to attain personal and organisational goals, for example, opportunity for recognition, achievement, and personal growth. Hygiene factors, on the other hand, can lead to dissatisfaction, when not satisfied.

The implication for educational leaders is that factors are embodied in the work itself and are more motivational than extrinsic factors, such as salary. On the other hand, motivators affect individuals' sense of intrinsic satisfaction but not dissatisfaction. Herzberg revealed that an individual, who becomes too dissatisfied with hygiene factors, generally would try to escape from the work environment such as coming in late or not all and eventually quitting. Intrinsic factors urge educators towards better achievement.These factors are related to fundamental job s atisfaction (Lindgren, 1969).

In general, research studies and the spin off theories from Herzberg support the idea that job satisfaction is viewed as a continuum. Lumsden (1998) underscores that both extrinsic and intrinsic factors contribute to job satisfaction when they are present and to job dissatisfaction when they are absent.

Although Herzberg's theory generated huge amounts of research and new thinking about job satisfaction, it has also been subject to some criticisms. Locke (1976) deeply analyses logical criticism to Herzberg's theory and concludes that the idea of separate and independent factors (intrinsic and extrinsic) seems to be logically and empirically indefensible. Locke (1976) affirms that these factors are separable but interdependent. Evans (1998: 148) adds that Herzberg narrowly interprets job satisfaction, confining it to elements of work. His exclusion of extrinsic factors, such as salary and working conditions, as satisfiers is consistent with his theory. There is nevertheless evidence that he interprets job satisfaction to include only what is satisfying (rather than what is both satisfying and satisfactory), since his theory emphasises that dissatisfaction is not the same as no satisfaction.

Evans (2010) emphasises that Herzberg's work is conceptually flawed by his failure not only to define his key terms (job satisfaction and motivation), but also to recognise the ambiguity of the term "job satisfaction". It is thus unjustified to call people who happen to receive job satisfaction from hygiene (extrinsic) factors less mature individuals as Herzberg (1971: 80) does. He says that such people are at a less mature level in their personality development, in which self-actualising needs are not yet active. That is a controversial statement (Evans, 1998).

Critics also consider Herzberg's two factor theory to be simplistic- what motivates one person may be a dissatisfier for someone else. The theory does not allow for individual differences, such as a particular personality traits, which would affect an individual's unique response to motivating or hygiene factors (Hackman & Oldham, 1976). For example, increased responsibility for one person may be a motivator as they can grow and develop in their role, allowing them to further their career. But to another person, increased responsibility can be a dissatisfier, particularly if pay does not reflect the new role or if they are over- stretched already. On the other hand, a person may be satisfied with one or more aspects of his/her job but at the same time may be unhappy with other things related to the job. For example, a teacher may be satisfied with his/her recognition or respect but may not be satisfied with the level of his/her income (Ghazal et al., 2007). This suggests that the Herzberg theory emphasised job characteristics rather than individual differences.

Nevertheless, despite criticism and disagreement surrounding this theory, many researchers still find the two factors attractive because its contribution has greatly improved administrators' understanding of employee behaviour in the workplace and has influenced organisational behaviour. The two-factor theory carries a clear message to administrators. Indeed, the first step in motivation is to eliminate dissatisfaction, so educational administrators are advised to make sure that pay, working conditions, policy and administration, and so forth, is appropriate and reasonable. Instead, educational administrators should strive to provide teachers with the opportunity for growth, achievement, and great responsibility within the job, because these factors will enhance employee motivation (Ololube, 2007).

Different studies explored in the next section have mainly used these Maslow and Herzberg theories to discuss teachers' job satisfaction.

Studies of Teacher Job Satisfaction

All research requires adequate familiarity with the work which has been done already in the same area. Therefore, having delineated the concept of job satisfaction, in the following, the current researcher first discusses the different empirical studies from the developed world and then examines research findings on teacher job satisfaction in African countries. This has been done in order to ground the study of job satisfaction in Rwanda in related empirical studies.

Teacher job satisfaction in developed countries

The importance of teacher job satisfaction

Several scholars, e.g. Bogler (2001); Gazioglu and Tansel (2002); Cranny, Smith & Stone (1992) and Spector (1997), underline the importance of job satisfaction. Its importance is justified by the fact that job satisfaction has been extensively researched. Research on job satisfaction has a history from the Hawthorne studies (Frank & al, 1972). These studies sought to find the effect of various conditions on workers' productivity. They have been conducted by Mayo and Roethlisberger, and Dickson during the late 1920s and early 1930s at the Western Electric Company (Kompier, 2006).

From that time forward, thousands of scholarly studies have used worker satisfaction as a central research variable. However, most studies have focused on employees in general and only a small proportion of these have been on teachers.

Given that job satisfaction has been an important issue, in what follows, the present researcher reviews studies selected for discussion to understand the importance of teachers' job

satisfaction. Because teachers occupy central positions in the school, the need to explore their job satisfaction is crucial (Ololube, 2007). Ololube (2006) adds that teacher job satisfaction is essential to the continuing growth of educational systems around the world and it ranks alongside professional knowledge and skills, educational resources as well as strategies, in genuinely determining educational success and performance.

Fuming and Jiliang (2007: 86) explain that exploring the issue of teacher job satisfaction helps to develop a deeper understanding of teachers' mental state, such as their occupational attitudes, zeal for teaching, and work enthusiasm, which affects the quality of teaching and education.

Hongying (2008) contends that research on teacher job satisfaction can help to understand teachers' overall and particular aspects of job satisfaction, where they are satisfied or dissatisfied, and the information can provide scientific grounds for resolving problems. Teachers who are satisfied with their job state that they feel positive about what they know, and how they teach, does matter in the education of their students.

Further, teacher job satisfaction is often regarded as a significant determinant of educational outcomes (Leslie, 1989; Perry et al., 1999). Equally, if the majority of its members are dissatisfied with the job of teaching and/ or do not regard matters related to their job as being of central concern, the teaching profession is in serious jeopardy (Bloom, 1986). As many countries are struggling to prepare all young people with the knowledge and skills needed to function in a rapidly changing world, teacher job satisfaction is increasingly viewed as central to improve educational outcomes.

Three reasons were found to justify the importance of teacher job satisfaction by Boreham et al. (2006) in their study carried out with the aim to measure job satisfaction of the probationary teachers (EPL) in Scotland. They reported that the study was important because (a) probationary teachers should find their first year as satisfying an experience as possible, (b) job satisfaction should be seen an essential aspect of professionalism and (c) high levels of dissatisfaction are associated with resignations.

A thorough understanding of job satisfaction has implications for improving the working life of teachers, in terms of the stability of the teaching force. This is supported by Ouyang & Paprock (2006) through a literature review regarding job satisfaction in the US whereby they agree that the major factor that is associated with school teachers' decision to leave or to remain is their job satisfaction or dissatisfaction.

Similarly, in a study of 710 middle and high teachers from Ohio, Mertler (2002) suggested increasing teacher job satisfaction as one of the best ways to strengthen the teaching profession. This would encourage the best and brightest prospects to enter the field of teaching and increase the retention of experienced teachers.

Much research (e.g. Ingersoll, 2001; Johnson et al., 2001) underscores that teachers leave when they encounter environments that lack essential professional supports, support from leadership and organisational structures and workforce conditions that convey respect and value for them among others.

Choy et al.'s (1993) research reveals that high-satisfied teachers, rather than their dissatisfied counterparts, are more likely to remain in their schools and keep on working in their teaching position. Therefore, understanding teacher job satisfaction is helpful in explaining teacher retention. This is emphasised by Evans (1998) who states that, for some time, low job satisfaction has been cited as a possible cause of the current poor retention of teachers in the UK. She concurs that lack of job satisfaction is a predictor for leaving a job.

After describing the teacher retention problem in the field of special education in Georgia, Fore et al. (2002) maintained that the high attrition rate amongst teachers could be attributed to job dissatisfaction. They concluded that a lack of recognition, few opportunities for promotion, poor teacher working conditions, lack of administrative support, inadequate resources, limited decision-making power, and extensive time spent in meetings, and limited opportunities for individualisation, all contribute to teachers' decisions to leave schools.

In contrast, job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession. Fore et al. (2002) confirm that factors such as smaller class sizes, reduction in paperwork, more support and interaction from colleagues contribute to special education teachers refraining from leaving teaching. Rinke (2007), in a bid to fully understand the teacher retention crisis in the United States, refers to the findings of Ingersoll's (2003) study. The latter found that almost 40% of new teachers leave the field within the first 5 years in the classroom, posing a significant burden to schools and students. The former noted that turnover brings significant financial cost, up to US$ 8000 for each teacher who leaves the profession.

Day et al. (2005), in their study with teachers in England and Australia, also emphasised the link between teacher job satisfaction and teachers' work performance, teachers' involvement a nd commitment. The study suggests that the institution has to support the person in the professional world, as an essential contributory factor to sustaining commitment.

Koh et al. (1995) observe that teachers, who are more committed to the values of an organization, and to its members, are more likely to adopt instructional practices recommended by the organization, assist colleagues, and work harder to achieve organizational goals. They add that such commitment would contribute to higher student achievement. Guest's (1991) study reveals that high organisational commitment is associated with lower turnover and absence, as well.

Brouwers et al. (2001) conducted a study with 277 secondary school teachers in the Netherlands focusing on the relationship between the emotional supports offered by fellow teachers and principals and teacher burnout and concluded that teachers who feel that they lack support from colleagues and principals have less confidence in their capability and are consequently prone to burnout symptoms. In their research, in which experienced teachers in England and Australia were interviewed about their understandings of commitment, Day et al. (2005: 63) discuss the connection, among others, between satisfaction, commitment and teacher burnout, stating that:

> Teacher commitment is closely related to job satisfaction, morale, motivation and identity, and is a predictor of teachers' work performance, absenteeism, burn-out, and turnover as well as an important influence on students' achievement in attitudes towards school

Similarly, Walker et al. (2004) conducted a study with the aim to investigate the extent to which the level of job satisfaction of Missouri secondary agriculture teachers from their initial year teaching made a comparison between the job satisfaction of teachers who remained in the profession with those who changed school districts and those who left the profession. The results imply that teachers leaving the profession were relatively satisfied but were leaving the profession for opportunities aspects that they could not receive through teaching.

In their survey administered to over 250,000 teachers in 7 states of America (Arizona, Kansas, Mississipi, Nevada, North Carolina, Ohio and South Carolina), Berry et al. (2008) explore some factors which contribute to teachers leaving their job. They explain that teachers who intend to leave their schools and the teaching profession are more likely to have concerns about their lack of empowerment, poor school leadership, and the low levels of trust and respect inside their buildings. It is for that reason that school principals are encouraged to adopt attitudes and behaviours to enhance teacher job satisfaction. Smith (2002: 425) believes that every school principal should note that: "if we want to improve the quality of our teachers and schools, we need to improve the quality of the teaching job".

Summarizing why job satisfaction for both employers and their workers is important, Clark (1998) states that workers' decisions about whether to work or not, about what kind of job to accept or stay in, and how hard to work, are all likely to depend in part upon the worker's subjective evaluation of their work. He joins Lorente and Macias (2003), and many other authors, in showing that workers who are dissatisfied tend to leave and look for a better job.

Research on job satisfaction in the field of education has explored not only the consequences (outcomes) but also antecedents (influences) of teacher job satisfaction. Therefore, the following sections will focus on exploring the factors that can influence it in the developed world as well as in African countries.

Features of teacher job satisfaction in developed countries

Identification of the underlying sources of job satisfaction has been the subject matter of a good number of studies. Most studies take into consideration some of the more influential of Herzberg's ideas and very often use his terminology, in a bid to determine the factors, which may determine teacher job satisfaction.

A number of general education studies over the past decades have explored the factors that contribute to teacher satisfaction in motivating individuals to enter and remain in the teaching profession and factors that discourage teachers from staying in the profession (Scott, Cox & Dinham 1999; Dinham & Scott, 2000; Kyriacou & Kunc, 2007). The results of most studies show that both intrinsic and extrinsic factors can contribute to job satisfaction.

In a study undertaken in the context of an English local education authority (LEA) whose aim was to explore facets of professional experience which impact directly on teacher satisfaction, Rhodes et al. (2004) drew similar conclusions. They found that behaviour and class size, and recognition of their efforts, were facets which were deeply satisfying whereas society's views of teachers and salary levels were deeply dissatisfying.

In many countries, studies have found that teachers are satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students and others, self-growth and so on. (Dinham and Scott, 1999, 2000a, 2002; Van Den Berg, 2002). Additional factors include developing warm, personal relationships with children, the intellectual challenge of teaching, high levels of teaching autonomy, strong leadership and administrative support (Shann, 1998; Houtte, 2006; Noddings, 2006).

The results from a survey of 300 Missouri public elementary schoolteachers, conducted by Perrachione et al. (2007), show that intrinsic factors seem to play a paramount role in

motivating individuals to enter and remain in teaching. The authors underscore that three intrinsic motivators (personal teaching efficacy, working with students and recognition) were perceived to significantly influence satisfaction and retention, while two extrinsic motivators (low salary and role overload) did not have any effect.

While most studies (Bein et al., 1990; Place, 1997; Wu and Short, 1996 cited in Mau, 2008) suggest that teachers place more emphasis on intrinsic satisfiers, others suggest that a mix of extrinsic and intrinsic satisfiers is the best predictor of teacher job satisfaction (Dvorak and Philips, 2001).

Referring to the Cypriot context, Zembylas and Papanastasiou (2004) confirm that teachers' perceptions of their satisfaction were intimately connected to the joy gained from working with children, the growth and wellbeing of their students and their contribution to society. However, these authors also report that previous research showed that Cypriot teachers are motivated to enter teaching by extrinsic rather than intrinsic motives, i.e. the salary, the hours and the holidays associated with this profession. Thus, teachers view job dissatisfaction as principally associated with work overload, poor pay, poor job status and perception of how teachers are viewed by society (Panapastasiou & Zembylas, 2005). This is contrary to findings in more developed countries, such as the United States of America (USA), the United Kingdom (UK), Australia and New Zealand, in which teachers seem to enter teaching for intrinsic rather than extrinsic reasons (see Dinham & Scott, 1998, 2000, and 2003).

In what follows, the present author provides an overview of some findings regarding teacher job satisfaction studies in Northern countries, concentrating mainly on research conducted in the USA and the UK. The discussion will conclude with a cross-cultural comparison of factors affecting job satisfaction among teachers from richer countries.

Teacher job satisfaction in the USA

In California, a study of 64 teachers which represented 4 teachers from 9 intermediate and 7 high schools supported the premise that intrinsic variables contributed more to job satisfaction than to dissatisfaction. After the analysis, Ulriksen (1996) observes that teachers view the work itself, achievement, responsibility, recognition and the possibility of growth as factors that contributed to their feeling good during a satisfying job experience. According to Ulriksen's findings, intrinsic factors contribute more to job satisfaction than they do to dissatisfaction.

Bishay (1996) measures levels of job satisfaction and motivation in the American context by surveying a sample of 50 teachers and found very similar results. Drawing on Maslow's

theory, he states that teacher job satisfaction and motivation are strongly associated with the gratification of higher order needs arising from strong social relationships, autonomy, and level of responsibility, involvement and challenge. However, Billingsley (2004) states that factors such as administrative support, reasonable role expectations and decreased workplace stress contribute to teachers' intention to stay in teaching.

Cruiskshank (1992) found some of the reasons why people decide to become teachers: interest in academic subject, working conditions (hours, vacation, etc.), reward of teaching, and opportunity to continue to learn. Nevertheless, he also found some reasons why people decided not to become teachers: low salary, working conditions, status, few opportunities for advancement, personal shortcoming and lack of patience, extra duties and discipline of students.

In addition, a study of 600 New York state high school teachers by Baughman (1996) showed the workplace as being significant determinants of job satisfaction: engaged teacher behaviour, supportive principal behaviour, and academic emphasis of the school toward excellence led to low frustrated teacher behaviour and morale. On behalf of the United States Department of Education, Perie and Baker (1997) conducts a study on teacher job satisfaction, which elementary and secondary school teachers, from both public and private sectors. The study focuses on workplace conditions, school safety, and parent and administrator support. The findings were that workplace conditions are strongly associated with teacher job satisfaction. Salary and benefits were found to be important to teachers, but were only weakly related to teacher job satisfaction.

A large scale study conducted in 1993 by the same department showed that 40% of American teachers were strongly dissatisfied with their workload, the resources available to them. They were also dissatisfied with the support received from school administration, and the procedures used to evaluate their work. The study also found that teachers in many school settings who receive a great deal of parental support were more satisfied than teacher who did not (ibid).

The overall picture of teacher job satisfaction in US schools is reported by the National Centre for Education Statistics (NCES) in 2002 in its Staffing Survey (SASS). The findings of the study revealed the factors that constitute the distinguishing factors between the most satisfied and the least satisfied teachers. These are class size, support for the education of the whole child, academic excellence, and treatment of teachers as professionals, including giving them considerable autonomy and independence. The study cited also supportive and encouraging

administration. By contrast, it is cited that teachers in the USA have little concern with salary and benefits

Teacher job satisfaction in the UK

Teacher job satisfaction has been a concern of researchers in the UK (Garden & Oswald, 1999; Evans, 1998). Evans (1998) reported that low job satisfaction has been cited as a possible cause of the then teaching crisis in the UK. The results from Crossman and Harris's (2006) study also indicated that teachers in foundation schools exhibited the lowest job satisfaction. Their study indicate that systemic factors such as the inability to obtain information or advice from their superiors, and incompatible work demands from managers, were the main factors that lead to job dissatisfaction amongst teachers. Similar findings have been revealed by Dinham and Scott (2000), who found that the cause of lower teacher satisfaction and the resultant poor retention rates, both in the UK and elsewhere, can be attributed to a number of environmental factors. These include the nature and pace of organisational change, concerns over workload, increasing bureaucracy and poor discipline.

Other authors cite different factors, including increasing class sizes (Maclean, 1992); possible conflict between work and family life (Spear et al., 2000); behaviour difficulties exhibited by some pupils, the excessive media criticism of teachers working in "failing schools" (Scott & Dinham, 2003) as well as pay (Chung et al., 2004). Evans's (1998) research into job satisfaction among teachers in the compulsory schooling and higher education sectors in the UK reveal that some factors are generally attributed to what has been reported as an endemic m alaise within the teaching profession. She cites, among others, low salaries and low status, chan ges affected by the 1988 Education Reform Act, deprofessionalisation resulting from school based teacher training, and growing class sizes.

Hutchings et al. (2004) undertook research into the recruitment, deployment and management of supply teacher in England. According to the findings from the research, the majority (77%) of supply teachers are satisfied or very satisfied with most aspects of their work. The main factors that might make them satisfied are the reduction in workload, hours of work and conditions of employment, the degree of choice they had about when they worked, the amount of work they were offered and better behaviour management in schools. The lowest levels of satisfaction were with opportunities to develop relationships with other teachers, and pupil behaviour.

Speal et al. (2000) reviewed research that explores teacher job satisfaction, motivation and morale, with particular reference to their impact on career patterns. They concluded that the

main contributors to high levels of teacher job satisfaction are working with children, the intellectual challenge of teaching and employee autonomy and independence. Dissatisfaction with teaching was often linked to high workload, low level of pay and poor job status.

In the UK, job satisfaction amongst teachers has changed over time. This is revealed in a comparative study where Klassen and Anderson (2007) explore the level of job satisfaction and the sources of job dissatisfaction for 210 secondary school teachers in southwest England and compare the results with those from a similar study published in 1962. They found that teachers in 2007 rated their job satisfaction significantly lower and ordered the sources of job dissatisfaction significantly differently than did teachers in 1962. They reveal that, whereas teachers in 1962 were most concerned with external sources of job dissatisfaction (e.g. salary, condition of buildings and equipment and poor human relations), teachers in 2007 expressed the most concern about factors relating to teaching itself (e.g. time demands and pupils' behaviour).

Overall, as shown by Scott et al. (1999), the sources of teachers' satisfaction in the UK lay within the domain of the intrinsic rewards of teaching and were centred around learner and teacher achievement.

Teacher job satisfaction in other developed countries

The discussion in this section gives a picture of the issue of teachers' job satisfaction in developed countries, other than the USA and the UK.

Despite the fact that the results found from research in northern countries are more or less similar, it is believable that teacher job satisfaction is produced, manifested and coped with differently according to complexities of work and life within the particular social context of each of these countries. In fact, job satisfaction tends to vary from country to country depending on job-culture fit. The evaluation of the different aspects of the job by employees is of a subjective nature, and people reflect different levels of satisfaction around the same factors in accordance with their values (Sempane, 2002).

It has been noted that Americans value achievement, equity, democracy and ambition, English Canadians value competition, achievement, independence and pragmatism while French Canadians value spiritual and society oriented outcomes and Japanese value self-respect, helpfulness, and forgiveness (Chimanikire et al., 2007). In a quantitative study conducted by Hulpia and Devos (2010) including 1902 respondents from 46 schools in Flanders (Belgium), teachers reported being satisfied if the leaders were highly accessible, tackled problems

efficiently or empowered teachers to participate, and frequently monitored teachers' daily practices. Further, it has been found that extrinsic factors such as workload, long working hours, poor status and lower monthly payments were found as among the most stressful in teaching careers for English teachers in France (Travers & Cooper, 1997). However, all these context-specific studies show that job satisfaction in these countries is influenced by what correlates with societal and teachers' values'.

A cross-cultural study of factors affecting the job satisfaction of the USA and Japanese High School teachers revealed that the USA teachers generally identified the enjoyment of working with students, and interaction among colleagues, as major sources of enthusiasm. Overall, Japanese teachers derive their satisfaction from their sense of professionalism and contact with students. For both Japanese and the USA teachers, sources of dissatisfaction seem to be conflict with administration, administrative tasks, and salary (Steven, 1987). More recently, Nagai (2007) observes that, in Japan, teachers' workload and other work characteristics and psychological factors, such as job insecurity, effort-reward balance and compromised general health, have been proposed as factors of job satisfaction for teachers.

Rice and Schneider (1994) states that, in Australia, teachers reported that the level of participation in decision-making and autonomy contribute to their levels of job satisfaction. Australian studies, which have focused directly on teacher job satisfaction, have consistently highlighted the importance of recognition for teachers' work and the intrinsic motivation derived from student learning, achievement and improvement (Campbell, 2004). Again in Australia, Barnett et al. (2000), from their quantitative survey in New South Wales, found several possible factors that operated as satisfiers within schools. These school level factors included quality and clarity of communications, flexible application of school rules and regulations, and the positive use of the chain of command executive structure within the school, the use of an "open door" policy as far as access to the principal was concerned, and the perception of the school as a happy environment.

In addition, the research of the Teacher 2000 team conducted in four Anglophone countries (Australia, England, New Zealand and the USA) found results that are remarkably consistent. The International Teacher 2000 Project has shown very clearly that teachers are motivated more by intrinsic than by extrinsic motivation. This series of studies found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as a sense of personal power and motivation (Dinham and Scott, 2000a).

The same research revealed that teachers in these countries were found to be motivated by a desire to work with and for the people and to make a difference by assisting children and young people to reach their potential, experience success, and grow into responsible adults. In all four countries, satisfaction remained high on a small focused set of core business aspects of teaching. This satisfaction occurred at the personal levels of working directly with children: experiencing success with students, working cooperatively with other members of the educational community and professional competence.

The key conclusion that may be drawn from the discussion of this section is that, in developed countries, teacher job satisfaction is crucially influenced by intrinsic factors rather than extrinsic. However, the results from studies conducted in the African countries reveal the opposite, as discussed in the following section.

Teacher job satisfaction in African countries

The previous section focused on teacher job satisfaction in developed countries. However, since the present study is focusing on job satisfaction among teachers in Rwanda, it is helpful to focus also on literature referring to studies conducted in other developing countries, especially African countries, to identify issues more relevant to the Rwandan context. In many countries in Africa, schools operate with poor buildings, little or no equipment, untrained teachers, lack of basic facilities such as water, power and sanitation, and learners who are often hungry (Bush & Oduro, 2006).

Even though research on teacher job satisfaction has grown in significance, few studies have focused on African countries. Papanastasiou and Zembylas (2005: 435) note that most studies on teacher satisfaction have been conducted in developed countries and the little research done in developing countries was based on a set of theoretical assumptions derived from findings in developed countries. It is also likely that teacher job satisfaction in developing countries might be influenced by factors that are different from those affecting teacher job satisfaction in the North, where most of the research has been carried out (Papanastasiou & Zembylas, 2005: 437).

As noted above, the research conducted in developed countries such as the USA, the UK, Australia and New Zealand, shows that teachers seem to enter, and remain in the profession for intrinsic rather than extrinsic reasons (Dinham & Scott, 1998, 2003). This is contrary to findings in developing countries in which teachers are motivated to enter teaching by extrinsic rather than intrinsic motives, i.e. the salary, absent pupils and lack of teachers' involvement in the decision-making process (Bennell, 2004).

Yet the central principle of Maslow's need hierarchy theory, that individuals' are more motivated by high-order factors when basic needs are satisfied, has an intuitive appeal in developing countries, with their great inequality of income and working conditions. It is understandable, for example, if teachers suffering from an extreme scarcity of materials are not much motivated by involvement in curriculum development. It is also to be expected that the fine- tuning of pay to individual teacher performance, tasks or skills, which has received so much attention recently in the USA and the UK (Conley & Odden, 1995), will not be seen as a major issue where teachers feel that they do not earn a "living wage". Kaya (1995) demonstrates that, in developing nations, where the struggle for food, clothing and shelter is still of paramount importance, the motivation to work still centres on the lowest level of needs for survival and security and it is in more advanced countries that motivation to work depends on satisfaction, recognition and self-actualization.

Further, Herzberg's theory would appear to be more relevant to educational systems in which resources and expertise are abundant than to ones in which both elements tend to become scarce. It is interesting to remember that, according to this theory, factors intrinsic to work, such as achievement and responsibility, have more potential for a positive effect on motivation and extrinsic factors, such as pay, managerial policy and working conditions have more potential for a negative effect if they are absent (Hodgetts and Luthans, 2001).

Nevertheless, it can be expected that in developing countries, as well as in richer countries, teachers are likely to be motivated by a mixture of intrinsic and extrinsic factors (Jacobson, 1995). For instance, in Nigeria, intrinsic factors, such as student achievement, teacher autonomy and innovation lead to teachers' job satisfaction (Asgwara, 1997). Similar findings arose from a study conducted in Ethiopia by VSO (2006), whereby teachers identified positive reasons for entering education. They felt their role was important and they enjoyed teaching and seeing children develop. There was an extremely strong response about the positive aspects of teaching: passing on knowledge, the enjoyment of teaching students and the opportunities it gave individuals for self-development.

The next three sections focus specifically on findings from studies conducted in different Sub Saharan African regions; West Africa, East Africa and Southern Africa.

Teacher job satisfaction in West Africa

Given the limited information on teacher job satisfaction in the region, it was not possible to extend the discussion to all West African countries. The main foci are Ghana and Nigeria, where some literature is available.

As documented by a great number of African researchers, salary is crucial in teacher satisfaction. Bennel (2004) notes that teachers' pay and other material benefits were too low for individual and household survival needs to be met in many African countries. Ladebo (2005: 357) found that teachers in Nigeria felt they cannot meet their family responsibilities as a result of their meagre salary compared to employees in, for example, the banking, manufacturing, and oil industries. On a similar note, Akpofure, et al. (2006), who conducted research on job satisfaction among educators in colleges of education in Southern Nigeria, found that in general, educators were not satisfied with their job. The respondents indicated that they are satisfied with their workload but highly dissatisfied with their salary.

Very similar findings have been revealed from data collected from 979 teachers in public schools in Nigeria. Akiri and Ugborugbo (2009) found that one of the ways to ensure a high level of teaching satisfaction for teachers is by enhancing salary. The study confirmed that this is needed to satisfy the materialistic need of the teachers and then improve the public image and self-esteem of teachers. The authors concluded that these measures are necessary to ensure that highly qualified and very experienced teachers are retained in the schools and that turnover, as well as burnout, are minimized. Moreover, Afe (2003) found that, in Nigeria, teachers are poorly paid and inadequately motivated, which translated into teacher absenteeism, lukewarm classroom practices, frustration, decline in professional standards, militancy, and early departure from the profession.

Igwe (2004) and Obanya (2006) identified teacher poor conditions of service, late or non-payment of Salaries and allowances, lack of incentive, non-involvement of teachers in decision making over matters concerning them to mention but a few as main causes of attrition among teachers in Nigeria. Next to pay, the social status of teachers has been identified as an important factor impacting teacher morale and motivation (Baike, 2002, Francis 1998, and Obanya, 1999). Moreover, apart from salary, Ololube (2007) confirms that teachers were also d issatisfied with those educational policies and administration perceived to be unhelpful to educational development in Nigeria. The author concluded that the success of any educational system hinges on proper planning, efficient administration, adequate funding and motivation in meeting teachers' needs.

The situation in Ghana is not very different from that in Nigeria, where working conditions of teachers have also deteriorated. Class size is a source of worry to teachers as it relates directly to their workload. Most of the teachers involved in Mensah and George's (2010) study had more than 60 pupils in their class and revealed that this affects their workload, which in turn affects teacher satisfaction. Data from the teachers suggest that 68.8% of them were dissatisfied with their class sizes, partly because of the limited teaching and learning materials available to support teaching. The same study reveals that teachers' pay and other material benefits were too low for individual and household needs to be met. The situation is more difficult in rural areas.

Cobbold (2006) states that poor quality of life in the rural areas, including social, informational and professional isolation, are cited by teachers as discouraging them from choosing to teach in rural communities. Other demotivating factors are the lack of accommodation and social services (e.g. health centre, electricity and good drinking water).

In their study conducted in six sub-Saharan countries (Ghana, Ethiopia, Tanzania, Guinea, Madagascar and Uganda), Mulkeen et al. (2008) concluded that many of the difficulties in attracting new teachers and retaining current teachers could be addressed through effective teacher deployment practices and improved conditions of service, including adequate pay and good working conditions. However, the authors also report that there are contradictory reasons why young people choose teaching as their career. They observe that in Ghana, some young people chose teaching because of a vocational commitment, wanting to impart knowledge or seeking to develop the young people of their country, even though, for many, teaching was chosen on the basis of the possible benefits it offers, including salary, job security, and opportunities for advancement (Ibid: 520).

The poor quality of teachers' working life is a general problem in Western African countries. There is also evidence that teaching conditions have deteriorated in Senegal, Burkina Faso, and Mali with an insufficient supply of student textbooks and teaching materials, inadequate equipment, poor teaching and living accommodation and a high number of students per classroom (Caillods & Lewin, 2001). Teachers in these countries feel that their work is becoming increasingly stressful and that their status is falling.

Teacher job satisfaction in Southern Africa

Kadzamira (2006) establishes that there are serious problems affecting teachers' job satisfaction in Malawi at both primary and secondary levels. She states that teacher job satisfaction is determined by both pecuniary factors, such as levels of pay and other material

benefits, and non-pecuniary factors, in particular living and working conditions and conditions of service. Teachers interviewed in the study cite lack of opportunities for training and seminars, poor housing conditions, large classes, undisciplined and unruly students. The same study reveals that low salaries and poor working conditions have contributed to the eroding status of the teaching profession. Teachers are undervalued by society.

This concurs with findings from earlier research studies conducted in the same context (Kadzamira and Chibwana, 2000; Kadzamira et al 2001; Tudor-Craig 2002; Chimwenje, 2003; Kayuni and Tambulasi, 2007). All these authors agree that teachers' levels of job satisfaction in Malawi depend on an array of factors such as levels of remuneration, location and type of school, availability of appropriate housing, opportunities for further training, and conditions of service, workload, promotion and career path, student behaviour, relationship with community, school quality factors such as availability of teaching, and learning resources.

The report from VSO (2002) using three country case studies including, Malawi, Zambia and Papua New Guinea shows a plethora of negative factors of teacher job satisfaction in four areas. These areas include conditions of employment of teachers; their situation as educators; their relationship with the local community; and their voice in educational policy. A particular concern is poor teacher management at all levels, from the Ministry of Education to the school, and teachers' perception that the decline in their pay has adversely affected their status, both nationally and locally. Other specific problems that are highlighted include delayed payment of salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, a decline of inspectorate services, and insufficient involvement of teachers' representatives in policy making.

Furthermore, Brown and Schulze (2007) identify factors that spurred teachers to move to Botswana to work in junior or senior secondary schools. These are linked to economic issues, personal circumstances, community and school-related condition. In addition, the authors state that teacher job satisfaction is mainly due to housing, transport allowances and salaries, although the Botswana studies revealed that such incentives do not necessarily improve performance or student achievement.

George et al. (2008) note that the South African teaching context is different from that found in most other African countries, because of the inequality that had existed between the educational systems provided for the white and the black sectors of the population, respectively, during the apartheid era. The study conducted by Xaba (2003), among educators as well as students studying to become educators, revealed that South African educators

leaving their profession was attributed to poor working conditions, lack of educators' mobility, an inadequate induction programme, and a growing salary gap between educators and other college graduates. Two studies among secondary school teachers, in Kwa Zulu-Natal and Eastern Cape provinces, identified stress due to time pressures, poor working conditions, educational change, administrative problems and pupil behaviour (Olivier & Venter, 2003).

According to Hillebrand (1989:116), South African female educators consider the lack of promotion to be a factor that results in immense job dissatisfaction among them. The author above emphasises that teachers will feel very dissatisfied with their career if they are not given the opportunity to further it. If they feel they are not taken seriously, they will experience immense job dissatisfaction (Du Toit, 1994:52). Drafke and Kossen (2002) concur that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease.

Teacher job satisfaction in Eastern Africa

This section is important as Rwanda is located in East Africa.
Despite the fact that teachers are considered as central to the realisation of ambitious national and international education and poverty reduction goals, African governments are not committed to ensuring adequate conditions closely related to work involvement and retention of teachers (Bennell & Mukyanuzi, 2005: 31).

In Tanzania, Davidson (2007) states that there are many ways in which teachers are poorly treated, which result in the job being perceived as difficult. These include inadequate teaching aids, large numbers of students in each class, poor environments where a teacher has to live and work, including sub-standard housing and classrooms, and extremely poor benefits. Similar findings emerge from the study conducted in Kenya by Mwangi and Augustino (2002). They claim that inadequate pay, a poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policies, the attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitude and lack of interest in school, are linked to teacher job dissatisfaction. Teachers also feel dissatisfied with the methods used to assess promotion, based on both professional and academic qualifications.

In addition, in many African countries, there is increasing evidence that some people may choose to teach because of the lack of other employment options (Mulkeen et al. 2008). These authors refer to the study of student teachers in Tanzania, where only 10 % of males and 15 % of females said that teaching was their first career choice. However, teachers concur that they do not have the respect that educators had in the past and they feel that this lack of respect results largely from being forced to live in poor conditions (Davidson, 2007).

A common denominator from the literature on teacher job satisfaction in developing countries, and specifically in Africa, is that salary can be seen as the main aspect of dissatisfaction where many teachers can hardly afford their living and may need second and third jobs to cover their basic needs and look after their families (see Chivore,1988 for Zambia; Abangma,1981 for the Anglophone part of Cameroon; Banya and Elu, 1997 for Sierra Leone, and Postlethwaite, 1998 for Tanzania, Zambia and Uganda).

A study by Akech and Simatwa (2010) reveals that in Kenya high enrolments, inadequate government funding, inadequate physical facilities, inadequate teaching and learning resource materials, poor teaching, overcrowded classes, poorly constructed classrooms, heavy workload for teachers due to understaffing, uncooperative parents, student indiscipline are some of the challenges that teachers face. In many African countries, many teachers have minimal material and intellectual support, salary is insufficient, they are paid irregularly or have to wait for months for their stipend. Consequently, many teachers have to take an extra job or even two in order to survive and this affects their motivation and satisfaction (Masitsa, 2005).

Moreover, most of studies mentioned above also cite accommodation as a major factor in teacher satisfaction. Consequently, strategies to increase retention are not only related to the salary, but also linked to improving school buildings and teacher accommodation, increasing teacher responsibility for educational decisions, reducing class sizes, increasing parental and community support, promoting collegial relationships among teachers and administrators, providing teacher support and recognition, and providing teacher counselling and medical care.

In many developing countries, the teaching force is also often mired in bureaucracies and centralised educational systems that support neither the effective performance of teachers nor their career progression in their job (VSO, 2002). Top-down policy formulation and implementation with limited participation by teachers, exacerbates the already very limited degree of self-determination that can be exercised by teachers and the end result is that many teachers feel that they are being coerced into professional goals imposed on them without consideration of their views (ibid). In contrast to the democratic spirit often evident in

developed countries, developing countries are likely to employ autocratic, non-participative styles of leadership (Oplatka, 2004: 432). The author above says that the last word belongs to the principal; there is no debate and no argument during the meetings.

Many of the behaviours observed among school principals in western countries, such as framing goals, formative evaluation, staff development, delegation of responsibilities to teachers, shared power, and involving parents in school, were missing in most reports on school principals in developing countries, especially in Africa (Oplatka, 2004: 443). In these countries, centralisation limits the scope for school-level decision-making on these issues. In many developing countries, including Rwanda, global trends such as devolution of decision making powers from the central to the school level, are only in the hands of the school principal (even though in a limited way) , instead of being shared between the principal and the teachers.

The overview of the literature in East Africa shows that there are no previous studies on teacher job satisfaction in Rwanda. The few studies elsewhere in East Africa have not addressed the links between teacher job satisfaction and principals' leadership behaviours. These are gaps which were addressed in the author's study. The concerns of school principals are voiced in the next section.

Defining and Conceptualising School Leadership

Schools, as other organizations, consist of group of people (educators, learners, principals, parents, etc.) who work together in different ways (learning, teaching, managing and leading, supporting, etc.) in order to meet shared goals (Cross & Rice, 2000). They characterise a school as an organisation in which all stakeholders are involved in joint planning, action, and assessment for student growth and school improvement.

Because most schools aspire to a clear sense of direction, they need people who work effectively and willingly towards aims stated in their visions and missions. Put in another way, schools need managers and leaders who ensure that things are going in the right way (Steed et al., 2005).

Therefore, school leadership has become a priority for the education policy agenda internationally (Pont et al., 2008). Leadership is widely considered as critical variable in school improvement with effects on pupil learning (Leithwood & Levin, 2005; Leithwood et al, 2006; Robinson, 2007). School leaders have a duty and a responsibility to ensure that the school is an achieving school, meeting its objectives in an effective and efficient manner.

Given that this study aims to explore principals' leadership behaviour and its links to teacher job satisfaction, the concept of leadership requires at least an outline exploration. This section begins by reflecting on definitions of leadership and concludes with a brief review of effective school leadership.

Defining school leadership

There are numerous studies of leadership and many different definitions have been put forward. Bush and Glover (2003) cite Cuban (1988) who says that there are more than 350 definitions. For instance, leadership is defined as affecting the ideas and actions of the followers; being aware of the needs and requests of group members, and thus directing their energy to achieving these needs (Celik, 2003; Ercetin, 2000).

Northouse (2001) believes there are many ways to conceptualize leadership and presents key components essential to the leadership phenomenon including: (a) process, (b) influence, (c) teams and (d) goals and objectives. He offers a definition of leadership; that it is a process whereby an individual influences and empowers team members towards goal achievement. Likewise, Bolman and Deal (2003) say that leadership is intangible because it exists only in relationships and in the imagination and perceptions of the people that are involved in a particular context. Leaders are expected to persuade or inspire rather than coerce or give orders, and they are expected to produce a cooperative effort and to pursue goals that transcend narrow self-interest.

There is a long history of debate about what researchers mean by the concept of leadership (Hunt, 2004). However, one way often used to clarify its meaning is to compare leadership to the concept of management. As stated by Taylor and Machado (2006), leadership depends on management (and vice versa) to provide the institution with the multifaceted decision-making, policy development and administrative roles necessary to function effectively. It is the reason why, in considering the notions of leadership and management, Stringer and Hudson (2008) referring to Bush and Middlewood (2005), claim that management and leadership need to be given equal prominence, if an educational setting is to be effective in terms of meetings its objectives and in adopting an innovative vision that inspires the school to new levels of practice. Bush and Middlewood (2005) have mounted arguments about these two dimensions saying that effective management is just as important as visionary leadership if education organisations are to be successful. The authors conclude that, even though leading and managing are distinct, both are important.

Ubben and Hughes (1987) add that the skills of a manager facilitate the work of an organisation because they ensure that what is done is in accordance with its rules and regulations. In contrast, leaders facilitate the identification of organizational goals. They initiate the development of a vision of what their organization is about. It is generally agreed that management involves the implementation and administration of institutional decisions and policies whereas leadership is a process for influencing decisions and guiding people (Bhoendradatt & White, 2003).Then, leadership refers to people who bend the motivations and actions of others to achieving certain goals and implies taking initiatives and risks (Cuban, 1998). Wasserberg (2000) believes that the principal goal for a leader is to unite staff behind a common cause. Although a lack of consensus continues to exist about an exact meaning for leadership, a more recent synthesis of 20 years of school leadership research by Leithwood and Riehl (2003) identified two common attributes of leadership: providing direction, and involving a process of influence.

Likewise, after reviewing the literature for the NCSL, Bush and Glover (2003) state that three dimensions of leadership may be identified as a basis for developing a working definition. They looked at leadership as influence, leadership concerned with values and leadership associated with vision. They conclude that leadership is a process of influence leading to the achievement of desired purposes. The authors contend that it involves inspiring and supporting others towards the achievement of a vision for the school, which is based on clear personal and professional values. The central message that runs throughout the literature is that leadership is always about helping the group move forward by utilising the effort of individuals who complement and enhance each other's skills, linking the group to the strengthening unit of a common purpose. The conclusion, then, is that leadership is the process of influencing people in the accomplishment of a common task. However, in order to ensure their effectiveness, organizations, including schools, need effective leadership. This is the subject of the next section.

Effective school leadership

As the aim of the present study is to understand how school principals enhance teacher job satisfaction, the researcher has put more emphasis on the literature that focuses on the role and effectiveness of principals.

Kindiki (2004) stresses that even though school leadership may include other persons, such as members of a formal leadership team and other persons who contribute towards the aims of the school, the principal or school head is thought to be the school leader. Certain researchers (e.g.

Williams 2009 and Davis et al. 2005), see the principalship being more than job. They see it is a noble call, a stewardship that requires the principal to strive constantly to enhance others, and to enlarge their area of responsibility to do more.

The role of principal is clearly defined in several thousand studies on leadership that have focused mostly on those in formal school leadership positions, chiefly on the school principal (Yukl, 2006). In the study commissioned by the Wallace Foundation, Orr (2006) examined eight highly developed pre- and in-service program models to address key issues in developing strong leaders. She concluded that effective leaders influence student learning by helping to promote a vision and goals, and by ensuring that resources and processes are in place to enable teachers to teach well. The study suggests that leaders who set a clear sense of direction have the greatest impact. However, the same author states that effective school leaders have not only a vision but also skills to communicate that vision to others.

Gurr et al. (2005), after describing three examples of school leadership from Australian schools, urged that effective leadership should clearly articulate values, beliefs and vision, fostering of good relationships, developing staff, and understanding the broader context surrounding schools. They conclude that effective leadership should be using a leadership style that modelled appropriate behaviour, and which was consultative, conciliatory, inspirational and empathetic, through having a clearly articulated, whole-child-focused, educational philosophy, by building relationships and developing staff, and through displaying a range of appropriate personal qualities such as integrity, high energy, sensitivity, enthusiasm, and persistence.

Similarly, in reviewing the school leadership literature for the International Successful School Principalship Project (ISSPP) framework, Leithwood et al. (2004) outline four sets of core leadership practices:

- Developing people- enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work and providing models of practice and support.
- Setting directions for the organisation- developing shared goals, monitoring organisational performance and promoting effective communication
- Redesigning the organisation – creating a productive school culture, modifying organisational structures that undermine the work and building the collaborative progress.

- Supporting, evaluating and developing teacher quality: school leaders have to be able to adapt the teaching programme to local needs, promote teamwork among teachers and engage in teacher monitoring, evaluation and professional development.

What is clear from the above brief exposition of effective leadership is that the school leader's responsibility should be to develop people, to enable teachers and other staff to do their jobs effectively, to offer intellectual support and stimulation to improve their work, and to provide models of practice and support. This implies that effective school leaders should be heads of learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. These ideas are of course normative and may not reflect practice.

Moreover, a study by the Hay Group (2000) compared the leadership characteristics of 100 highly successful leaders in business with 100 highly successful headteachers. From this study, the Hay Group identified five characteristics of effective leadership: teamwork and developing others; drive and confidence; and vision. Very similar conclusions are made in the report which has been prepared for the Department for Education and Skills (DfES, 2007) on school leadership in England and Wales. It reveals that the main elements of successful leadership are: building vision, developing people, redesigning the organisation, managing teaching and learning.

In the paper reporting the finding from a longitudinal observational case study of successful school principalship in Victoria, Australia, Drysdale et al. (2008) identify the knowledge, skills and dispositions which successful school principals use for implementing leadership practices across a range of successful schools. The authors found that success was related to an emphasis on authentic outcomes such as social competencies, citizenship and capacity. They also refer to the need to acknowledge the individual talents of teachers, to develop a distributed leadership model by encouraging professional learning teams, to engage the community and enhance the reputation of the school and to build a sense of community and cohesion. The authors add that distributed leadership is essential for successful leadership.

Day et al. (2000) examined leadership roles in twelve English schools, all of which had consistently raised student achievement levels. Their study supports the contention that the vision and practices of the school principals were organized around a number of core personal values concerning the modelling and promotion of respect (for individuals), fairness and equality, caring for the well-being and whole development of students and staff, integrity and honesty. Within the study, there was also ample evidence that people were trusted to work as

powerful professionals, within clear collegial value frameworks which were common to all. There was a strong emphasis upon teamwork and participation in decision-making. Goals were clear and agreed, communications were good and everyone had high expectations of him/herself and others.

Drawing on the recent experience of American public schools, Berry et al. (2008) report that a successful principal is one who provides good working conditions. These include reasonable class sizes, communication of clear expectations to parents, effective group decision-making, and access to instructional materials. They conclude that creating an atmosphere of trust and respect has emerged as important leadership behaviour.

These findings coincide with Yu's (2009) conclusions about leadership qualities among private school principals in Singapore. These indicate that effective principals are able to establish trust, create structures that promote principal-teachers communication and maintain a high level of moral values. He adds that successful leaders have a strong positive influence on teachers 'levels of identification, which in turn fosters teachers' willingness to exert extra efforts to accomplish school goals. He ends by urging leaders to help the teaching team to approach the task more effectively by ensuring that there is a high level of commitment to school objectives among teachers.

This belief is reinforced in Seashore Louis's (2009) paper reflecting on leadership and change in schools over the last 30 years. She argues that effective school leaders are expected to bring out the leadership potential of every teacher and employee in the building, and to work collaboratively with them, so that the school as a whole ends up making better decisions and is committed to continuous improvement. Today's effective school leaders share leadership. The paper encourages school leaders who believe in delegation; in developing collaborative decision-making processes; and in stepping back from being the chief problem solver in a school, by linking these roles more explicitly to the development of a professional learning community.

In short, effective leadership is seen as a main ingredient for the success of organisations when it directs the effective use of human capital towards achieving organisational goal and mission (Globe, 1972; Wu and Shiu, 2009). However, in their daily activities, leaders encounter a variety of leadership situations, which require them to use different leadership styles or types, depending on the situation.

Boulgarides and Cohen (2001), and Chen and Chen (2008), contend that researchers have identified different kinds of leadership styles that leaders adopt in managing organisations

(e.g. Davis, 2003; Spear and Lawrence, 2003; House et al., 2004; Hirtz et al., 2007; Bush & Glover, 2003). Some work in this tradition identified broad styles of behaviour, including autocratic, democratic, and laissez-faire leaders (Lewin et al. 1939; White and Lippit, 1960), employee-oriented and directive (Mouton & Blake 1984), and task-oriented and relationship-oriented behaviours (Likert, 1967).

More recently, Bush and Glover (2003) distinguish eight types of leadership, using a typology adapted from Leithwood et al., (1999). These types are instructional leadership, transformational leadership, moral leadership, participative leadership, managerial leadership, postmodern leadership, interpersonal leadership and contingent leadership. Bush (2003) adds transactional leadership to this list. In this study, the researcher will focus primarily on transformational and transactional leadership, given their perceived role in increasing the commitment of followers (Bass, 1985). As this study focuses on the relationship between principals' leadership behaviours and teacher job satisfaction, it seemed appropriate to use two well established models which fit this link and have been fully used in previous research (Bogler, 2001). These leadership models are explored in the next section.

Transformational and Transactional Leadership

Transformational and transactional leadership have gained widespread attention in leadership theory. In this study, the present researcher focused on transformational leadership for two main reasons. First, many empirical studies have shown that transformational leadership is positively associated with important work-related attitudes and behaviours, such as job satisfaction, employee commitment, trust, job performance and fewer turnover intentions (Avolio et al., 2004). These factors being present, teachers are more likely to remain in their current jobs, thereby, decreasing staff turnover rates. Second, understanding leadership behaviours that are conducive to increasing teacher job satisfaction will enable leaders to create conditions necessary for their success and their long-term retention in schools with students who are best served by a stable and cohesive group of effective teachers (Berry et al., 2008).

On the other hand, Crawford (1988) states that transactional leadership engages followers in an exchange relationship that focuses on their basic needs and applied rewards and sanctions to achieve productivity and efficient management. These two models are discussed separately in the next two sections.

Transformational leadership

Transformational leadership is a term which has been applied to education with increasing frequency since the late 1980s (Leithwood & Jantzi, 2005). The idea of transformational leadership was developed further by Bass (1990) who disputed Burns' (1978) conception of transactional and transformational leadership as opposites on a continuum. He suggested that they are separate concepts but that good leaders demonstrate characteristics from both in accordance with times and situations.

Burns (1978: 20) argues that transformational leadership is hypothesised to occur when leaders and followers unite in pursuit of higher order common goals, when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Avolio et al. (1991), as cited in Nguni et al. (2006) and Ahangar (2009), broaden the earlier conceptualization of leadership by including the four items which constitute transformational leadership: idealised influence, inspiration motivation, intellectual motivation, and individualised consideration. The four dimensions dominate concepts of transformational leadership. They are interdependent; they must co-exist; and they are held to have an additive effect that yields performance beyond expectations (Gellis, 2001; Hall, Johnson, Wysocki and Kepner, 2002; Kelly, 2003). These four dimensions are:

1.Charismatic leadership (which was later renamed idealised influence): The extent to which leaders are a role model for followers and inspire those around them, including practices aimed at creating attractive visions of future states, elevating follower goals, and inspiring enthusiasm and optimism. Weber (1968) states that charismatic leaders demonstrate a number of behaviours including articulating an ideology that embraces goal clarity, task focus, and value congruence. Idealised influence behaviour refers to the charismatic actions of the leader that are focused on values, beliefs and principles (Antonakis et al., 2003).

2. Inspirational motivation: The extent to which the leaders articulate an appealing vision of the future, challenge followers with high standards, talks optimistically and with enthusiasm and provide encouragement and meaning for what needs to be done. Through inspirational motivation, the transformational leader inspires subordinates to try harder for the benefit of the organisation (Kelloway and Barling, 2000). Antonakis et al. (2003) posit that inspirational motivation refers to the behaviours of the leaders that motivate followers to view the future optimistically, stress team spirit, project idealised vision and communicate a vision that is achievable.

3. *Intellectual stimulation*: The extent to which the leader's vision and behaviours increase followers' understanding of problems they face. Transformational leaders use intellectual stimulation to challenge their subordinates to think about work-related problems in new ways (Kelloway and Barling, 2000; Pounder, 2002). Such leaders encourage both creativity and innovation in the workplace, and subordinates are free to try new approaches, confident that their ideas will not be publicly criticised if they differ from those of the leader (Coad and Berry, 1998).

4. *Individualized consideration*: The extent to which leaders treat followers as individuals and how much of mentoring or coaching orientation leaders have for followers. Bass (1985) states that individualized consideration occurs when a leader has a developmental orientation towards staff and displays individualised attention to followers and responds appropriately to their personal needs

The research indicates that different constructs of transformational leadership show varying degrees of influence. For example, Nguni et al.'s (2009) study shows that charismatic leadership had the greatest effect and accounted for the largest proportion of variation on the other variables, whereas, individualized consideration had a very weak and insignificant effect. The study also showed that intellectual stimulation had a weak influence on job satisfaction, but active management had a moderate positive influence on commitment to stay.

Barnett's (2003) survey of 52 randomly selected schools, involving 458 teachers across New South Wales, shows that individualised consideration has a greater impact on teacher perceptions of overall satisfaction with leadership than did the transformational factor of vision. Individual teachers seem to be motivated more by the individualised concern shown to them by their leader.

Leithwood et al (1999: 20) argue that many educational leaders embrace and put into practice a school model of transformational leadership because this leadership model aspires, more generally, to increase members' efforts on behalf of the organization, as well as to develop more skilled practice. Hallinger (2007) adds that transformational leadership is important and is a powerful tool for fostering group goals and evoking positive changes in the educational field. Briefly, through transformational leadership and participative behaviour, principals can develop and foster positive feelings and attitudes of teachers regarding their vocation (Clement and Vandenberghe, 2000: 328). Moreover, studies examining leadership behaviours show that transformational leadership is positively correlated with employees' job satisfaction
(Bogler, 2001). Griffith (2004), citing Larsson (1999), explains the dynamics of the

transformational leadership to be the subordinates' identification with the leader, their sharing of his or her vision of the future and the efforts made by subordinates to go beyond their own self-interest. He says that the end result of transformational leadership is empowering others to take more initiative in their work, inspiring them to be more committed and building their self-confidence.

Leithwood (1992: 8) finds that transformational leaders pursue three fundamental goals:

1. Helping staff develop and maintain a collaborative, professional school culture. This means staff members often talk, observe, critique, and plan together. Norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better. Transformational leaders involve staff in collaborative goal setting, reduce teacher isolation, use bureaucratic mechanisms to support cultural changes, share leadership with others by delegating power, and actively communicate the school's norms and beliefs.

2. Fostering teacher development. Transformational leaders give staff a role in solving non-routine school improvement problems; they make sure goals are explicit and ambitious but not unrealistic.

3. Helping teachers solve problems more effectively. Transformational leaders stimulate teachers to engage in new activities. Leithwood found that transformational leaders use practices primarily to help staff members work smarter, not harder. "These leaders shared a genuine belief that their staff members as a group could develop better solutions than the principal could alone," (ibid: 8)

Building on the work of Burns (1978), Bass (1985), and Bass and Avolio (1994), Leithwood and Jantzi (2005) distinguish nine functions of transformational leadership clustering in three areas. These are (a) mission centered (developing a widely shared vision for the school, building consensus about school goals and priorities), (b) performance centered (holding high performance expectations, providing individualised support, supplying intellectual stimulation, and (c) culture centered, building collaborative cultures, and crating structures for participation in school decisions.

Transactional leadership

Transformational leadership focuses more on change, and inspires followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support (Bass & Riggo, 2006: 4).

In contrast, transactional leadership is based on an exchange of something of value the leader possesses or controls that the follower wants in return for his or her services (Homrig, 2001). Stewart (2006) adds that transactional leadership occurs when one person takes the initiative in making contact with another for the purpose of an exchange of valued things.

Transactional leadership can encompass four types of behaviour (Nguni et al., 2006 citing Avolio et al., 1991):

1. *Contingency reward:* The extent to which leaders set goals and tasks and provide followers with rewards (materialistic or psychological) depending on the fulfilment of certain tasks. Bass (1985) suggests that praise for work well done, recommendations for pay increases and promotions, and commendations for excellent effort, are all examples of contingent reward. In this study, contingent reward was seen as personal recognition whereby the leader indicates that he/she values individuals' efforts and rewards the achievement of outcomes consistent with the vision through praise and acknowledgement of followers' efforts.

2**.** *Management by exception- active*: The extent to which leaders closely monitor followers' performance and keep track of mistakes. The leaders make sure that standards are met.

3**.** *Management by exception- passive*: The extent to which leaders may not be aware of problems until informed by others and generally fail to intervene until serious problems occur.

4. *Laissez-faire leadership:* The extent to which leaders avoid responsibility, fail to make decisions, are absent when needed, or fail to follow up on requests.

Referring to the educational context, Geijsel et al. (2003) posit that transactional school leaders focus on giving directions, controlling processes, and managing the school.

Nguni et al.'s (2006) study found that transactional leadership involves a social exchange process where the leader clarifies what the followers need to do (successfully complete the task) to receive a reward or avoidance of punishment (satisfaction of the followers' needs) that is contingent on the fulfilment of the transaction.

Wu and Shiu (2009)'s study of foreign English teachers' job satisfaction in Taiwan indicates that transactional leadership has a strong positive relationship with job satisfaction. It is reported in the study that rewards upon completion of tasks are necessary in order to maintain motivation, at least in the short-term. Empowering teachers and encouraging them to take on more challenging tasks would provide the inspiration to excel beyond existing capabilities.

Elsewhere, Voon et al.'s (2009) study show that academic staff in Malaysia are satisfied with transactional leadership. Academics in higher positions would prefer that leaders focus on providing desirable rewards for good performance while giving them the freedom to develop their career in their own preferred ways.

Daft (1999) emphasized that transactional leadership is necessary in maintaining current organizational stability by focusing on a commitment to implementing mutually agreed upon rules between leaders and followers while a different kind of leadership (i.e., transformational leadership) is required if organizational change is pursued.

In practice, however, leaders display both leadership styles (transactional and transformational) though to different degrees (Judge and Piccolo, 2004). Similarly, Bass (1985) sees the two leadership dimensions as complementary rather than contrary to one another. He says that they are both aiming at reaching a goal and no single approach is appropriate for all followers and all situations. The leader must discern which style is appropriate.

However, despite this complementary aspect, many employees prefer transformational rather than transactional leadership because the former can strengthen their needs for self-actualisation (Koh et al., 1995). Transformational approaches to leadership have also been advocated for effective management of the school system (Oluremi, 2008).

Bogler (2001) contends that principals who demonstrate transformational behaviour, such as paying personal attention to the needs and interests of the teachers, providing for intellectual stimulation and challenges, raising teachers' expectations and motivation, and investing extra effort, are assumed to encourage teachers to view their occupation as more rewarding and central to their lives. Anderman (1991) pointed out that teachers are more satisfied when the school fosters teacher involvement in school decisions, respect, encouragement, and sharing of information with colleagues, as well as the feeling that teachers and administrators are working together.

Mohajeran and Ghaleei (2008: 53) state that the level of participation in school decision-making is dependent largely on the leadership style or behaviour displayed by the principal in school. They conclude that the nature of the relationship between principal and teachers influences teachers' willingness to be involved, and if principals do not trust their teachers, or if they perceive a lack of teacher commitment to organisational goals, they will not share authority or responsibility. Therefore, principals' willingness to share power with teachers is an important condition for empowering them. Leadership style and behaviours, and their influence on teacher job satisfaction, are the foci of the final section of this chapter. The section below explores school leadership in African countries.

School Leadership in African Countries

This section examines literature on school leadership in African countries. The discussion is premised on the fact that Rwanda shares many geographical, historical, social, cultural and economic realities with other African countries.

In Africa, national governments have invested heavily in improving access to schools and the quality of education (Mulkeen et al., 2007). These authors stress that national economies are increasingly knowledge-based. Governments recognise that economic and social development requires a more balanced investment than has been evident in the last two decades. As result of the growth of education at all levels, there is a sharply increased demand for high quality teachers and principals. As the global economy gathers pace, more governments are realising that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This needs the leadership of highly effective principals (Bush, 2007).

However, Kitavi and Van der Westhuizen (1997) argue that problems experienced by school leaders in developing countries, especially in Africa, differ drastically from those faced by their counterparts in developed countries such as the USA, the UK and Australia. Bush and Oduro (2006) highlight that the most serious problems facing beginning principals in developing countries like Africa include: students who cannot pay school fees and buy books; shortage of school equipment; shortage of physical facilities; lack of accommodation; lack of playgrounds; students travelling long distances, and use of English as medium of instruction.

Oplatka (2004) notes that African countries were ruled by Europeans for long time, have agriculture-based economies, and are usually characterised by high mortality rates, high birth rates, high levels of poverty and large gaps between rich and poor.

As Bush and Oduro (2006) conclude, school principals in Africa lead and manage their schools in very difficult circumstances with severe economic, social, health and educational problems.

At school level, the role of principal in Africa is different from that played by their counterparts in western countries. While the latter are urged to deal with educational change, to anticipate and respond to new initiatives, challenges and opportunities and to adapt to the market- like environment of education (Oplatka, 2002), African principals are still dealing with matters related to the poverty of their students, and the needs of their teachers.

In Ghana, teacher absenteeism, especially in rural schools, has been a recurring concern for educational authorities (Michaelowa, 2002). This is attributed to a situation where conditions compel teachers to take on a second job to supplement insufficient salaries. Principals in Kenya viewed school fees and money matters as their major concerns (Kitavi & van der Westhuizen, 1997), while their counterparts in some countries, such as England, have professional accountants or business managers who are charged with the responsibility of managing school finances (Harber and Davies, 2002).

Culture exerts a considerable influence on how and why school leaders think, act and do (Dimmock and Walker, 2002). The culture of the community influences behaviour in schools, between schools, and within the whole education system, and the location of schools together with their dominant cultural underpinnings, influence the leadership style and performance of the school principal (Otunga et al., 2008). For example, in some communities, girls' education is seen as being of no value. In predominantly Muslim communities, especially in West African countries, girls' education is in jeopardy. This problem is also reported in MacBeath et al.'s (2010) study, where the question of how to attract and retain girls in school is most acute in Northern Ghana, despite measures put in place by government to promote girls' education.

Mulkeen et al. (2005) report that school heads have to fight against sexual and physical abuse of girl students by teachers and to play a particular role to change a culture of violence and complacency, and establish a more caring, participatory and democratic school environment. In a study of primary school headteachers in Ghana, Oduro (2003:204) found that the headteachers' understanding of school headship is influenced by factors related to Ghanaian cultural orientation towards respect for, and the exercise of, power and authority, value for age and language. This means that effective leadership in Africa will depend on the extent to which educational leaders are able to have an impact on the cultural environment within which their schools operate (MacBeath et al., 2010).

To explore the influence of culture on school leadership, Grobler et al. (2006), after investigating the situation in previously white advantaged schools and previously disadvantaged schools in South Africa, showed that more learners from the previously disadvantaged communities are migrating into the previously white only schools and this has brought the management of cultural diversity into sharp focus. The authors recommended that the school leaders must take into account demographic factors, issues of academic performance, language background, and child and family well-being. School leaders should create an environment in which people understand, accept, tolerate and explore their differences.

Masitsa (2005) adds that most South African schools continue to reflect characteristics of a poor teaching and learning culture, including poor attendance of educators and learners, and educators not desiring to teach. The author also mentions vandalism, gangsterism, drug and alcohol abuse, a high drop-out rate, lack of motivation to learn, inability to concentrate in class, cheating during tests and examinations, poor academic results, weak leadership, demotivated educators and learners, and the poor state of school buildings, facilities and resources as observable features of a poor culture of teaching and learning. In the same vein, in Nigeria, it has been observed that the education system at all levels is riddled with problems, which include poor academic performance of students, cheating in examinations, and a poor attitude to teaching (Oluremi, 2008).

Ssekamwa (2000) argues that, in Africa, a principal needs to be aware of the various tribes (clans), religions, political ideologies, gender and social classes that are likely to influence the school's functioning, but should not allow any of these to be the determining factor in his/her decision making process .

Oduro (2008) identifies the need to build leadership capacity among headteachers and the lack of leadership preparation as key issues for school leaders in establishing and monitoring quality schools for all students. Bush and Oduro (2006) state that principals are appointed on the basis of their teaching record, rather than their leadership potential. This is supported by Chapman (2003), who notes that the principal in Africa plays a great role in instructional supervision, community relations and school management activities, for which many have never been trained.

Herriot et al. (2002: 510) make a similar point in respect of Kenya. They say that head teachers had been identified as leaders in schools on the basis of dubious qualifications, often of a personal nature, rather than relevant experience and proven skills in the field of management.

Even in South Africa, the most advanced country on the continent, serving principals lack basic management skills prior to and after their entry into headship (Bush and Hestek, 2006; Van der Westhuizen et al., 2004). Thus, many of the principals are either not coping with the numerous changes or they do not have the necessary skills, knowledge and attitude to manage their schools effectively and efficiently (Otunga et al., 2008).

Oplatka (2004), cited by Bush and Oduro (2006), points out that, in some African countries (e.g. Nigeria and Botswana), principals are not even appointed on criteria of quality regarding their own performance in teaching. Many of them have never been in a classroom, since political connections may be a dominant factor in their appointment. In Nigeria, the school principals are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviours to solve these perennial problems besieging the school (Oluremi, 2008).

Further, decentralisation policy is highlighted as the key issue in the realm of education regarding the distribution of power in education from the state (as the centre of power) to the periphery or local settings. Hienno (2009) underscores that some African countries have moved towards decentralisation, making schools more autonomous in their decision making and holding them more accountable for results. Indeed, Africa is on the path to decentralising educational decisions from central government to regional administrative units (Gershberg and Winkler, 2003).

Despite these moves towards decentralisation in some African countries, Sasaoka and Nishimura's (2009) study of three East African countries, Uganda, Tanzania, and Kenya, concludes that decentralisation introduced in developing countries in the 1990s tended to be initiated with a strong push by politicians and donors without serious discussion about, and consideration for, the quality of education among local communities.

Further, administrative procedures and structures involved in the process of service delivery are poorly managed. For instance, in Malawi, teachers who are transferred to new jobs reported that it took as long as three months before their pay was sent to their new locations (Gottelmann and Hugan, 1998). A study in Uganda showed that, prior to 1996, only about 26% of direct government resources reached schools on time (Murphy, 2002).

In addition, most decisions are continuing to be taken centrally at headquarters. Gershberg & Winkler (2003), referring to Lesotho and Zambia, contend that interaction with the schools including supervisory, monitoring and evaluation activities are still performed at the central level through the inspectorate. As a result, head teachers' roles are limited to the allocation of

tasks to respective teachers. Another salient example is given in the study by De Grauwe et al. (2005) conducted in four West African countries (Mali, Guinea, Senegal and Benin). The authors reported headteachers who argue that they are the best placed to decide who should teach in their school but they have no say in teaching appointments. The central level, which pays salaries, keeps control over the process. The same phenomenon is encountered in Ghana where Dadey (1990), cited in Harber and Davies (2002), attributed the teacher management problems encountered by headteachers to their powerlessness in determining whom they would like to work with, resulting in the posting of ineffective teachers to their schools.

Osaki (2000) notes that school managers in Tanzania had been made to fear making difficult decisions, including reprimanding lazy workers, expelling undisciplined students or visiting and advising weak teachers. He concludes that the principal seems to be powerless when teachers are late for school or workers steal school property.

Management in Africa is characterised by some elements which differ from those found in Western contexts. Management practices are shaped by a variety of norms and values prevailing in their contexts. This means that principals adapt and adopt their leadership behaviours in line with the culture, values and aims of the society they belong to, even though there are arguments that there should be certain processes that leaders must perform to be effective, regardless of cultures (Muenjohn and Armstrong, 2007).

Finally, it is worth noting that being a successful principal depends very largely on relationships with teachers, sound relationships and effective communication in schools (Dean, 1993:151). However, Oplatka (2004: 432) shows that, in contrast to the democratic spirit in the developed countries, developing countries are likely to employ autocratic, non-participative styles of leadership. As shown by Mualuko et al.(2009), in respect of Kenya, the school principal is placed in a position of responsibility and authority where all major decisions, curriculum and instruction, management of student discipline, school organization and staff personnel matters, financial matters, school and community relations, are centered on his/her office . They add that principals have been advised to involve teachers in decision making, to treat them as colleagues and co-managers in running the schools as a way of motivating them and to create a feeling of belonging.

The section below examines the relationship between the principal's role and teachers' job satisfaction

Teacher Job Satisfaction and Principals' Leadership Behaviours

Principals and teachers are the main determining factors of the quality of education (Sisman, 2004). In this respect, to discuss this topic was motivated by the fact that teachers with a level of job satisfaction contribute to working more effectively and attaining a high performance (Ostroff, 1992). On the other hand, effective leadership influences the way that teachers approach their job and helps them remain in the profession because they feel valued and supported in their work (Mulford, 2003). Many researchers (e.g. Hallinger and Murphy, 1986; OECD, 2001; Pont et al., 2008) posit that the conditions of teachers' working life are influencing by the leadership provided by principals, and school leadership directly influences the effectiveness of teachers and the achievement outcomes of students. It is therefore important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and maintain their satisfaction in the demanding field of education. In a much older study, Bidwell (1957) examined the role expectations that teachers had for their principals. He found that a convergence with the principal leadership behaviour was accompanied by job satisfaction while a divergence was accompanied by a lack of job satisfaction. These findings imply that principals who meet the expectations of teachers for their role in the school can positively affect their job satisfaction.

However, given the fact that school leaders are constantly faced with different cultures and different circumstances, to be effective, they must choose a leadership style that will enable them to lead the organization to improving the condition of teachers' job accordingly (Kouzes & Posner, 2002). Martino (2003) examined the leadership style of USA public elementary school principals, as perceived by the teachers and principals, to determine whether a significant relationship existed between leadership style and job satisfaction. A significant relationship was found to exist between transformational leadership style and teacher job satisfaction.

Cerit (2009) aimed to examine the effects of servant leadership behaviours of primary school principals on teacher job satisfaction in Turkey. He found a strong positive relationship between servant leadership behaviours of school principals and teachers' job satisfaction. Positive behaviours of school principals, such as esteeming and developing teachers, and showing sincerity, result in improvement in job satisfaction that positively affects teachers' performance.

Harris and Muijs's (2004) case studies of ten UK schools identified that transformational and distributive leadership are effective in improving teacher job satisfaction, which in turn

becomes a factor facilitating organisational learning. They found that demonstrating capabilities for supporting and working with the strengths and weaknesses of staff; enhancing staff 's sense of self-worth, and supporting structures and resources that promote their staff 's development, contribute a lot to teacher job satisfaction.

In multi-level modelling of transformational and transactional leaders, Barnett et al. (2005) found that leaders' individual caring behaviours were significant in eliciting teachers' satisfaction. These results give support to Barnett and McCormick's (2003) qualitative study of four large secondary schools in New South Wales, Australia, which found that leaders' individual concerns and support for staff increased the teachers' perceptions of successful school leadership, be it transactional or transformational leadership

Mulford's (2003) investigation of the role of school leadership in attracting and retaining teachers showed that school leadership directly and indirectly affects teacher satisfaction, recruitment and retention. He found that teachers prefer principals who are honest, communicative, participatory, collegial, informal, supportive and demanding and reasonable in their expectations with a clear vision. Sancar (2009) examines the relationship between the leadership behaviours of public school principals, as perceived by public school teachers, and teacher job satisfaction in Northern Cyprus. The study showed that school principals are perceived to be highly considerate of teachers' needs and wants while providing a lot of guidance about what must be done and how it must be done.

The results clearly indicate that perceived leadership behaviours of the public school principals in Northern Cyprus significantly correlate with teachers' expressed job satisfaction. Perceived consideration behaviour is important in assuring teacher job satisfaction while initiation of structure behaviour has no contribution to expressed teacher job satisfaction on its own. Likewise, from his survey of selected schools across New South Wales, Barnett (2003) suggested that teacher are likely to express overall satisfaction with leadership which is more closely and highly correlated with individualised consideration rather than with vision.

Bogler (2001) reports on a study that examined the effects of three factors on teacher satisfaction: principal leadership style (transformational or transactional), principal decision-making strategy (autocratic versus participative), and teachers' perceptions of their occupation. Principals' decision-making style was found not to affect teacher satisfaction significantly, though teachers preferred to work with a principal who exhibited a transformational type of

behaviour rather than a transactional one. However, the study concluded that leaders must provide rewards, in addition to financial rewards, in the form of acknowledgment and appreciation of accomplishments, friendship, and other social rewards.

Egley and Jones (2005) found a positive relationship between Florida elementary teachers' perceptions of their principal's inviting leadership behaviours and their job satisfaction, the climate of their school, and the accountability rating assigned to their school. This study suggests that factors such as inviting leadership behaviours are an important component of quality schools. Blasé and Blasé (2000) advocated behaviours that enhance relationships and see such behaviour as central to effective principal leadership. The authors described effective leaders as the ones who play the following roles: building trust, encouraging teacher expression, setting clear limits, hiring teachers who support shared governance, encouraging group development, providing adequate, relevant information, supporting teachers politically, involving parents, and supporting action research as a means of gathering data about the school to inform decisions.

The discussion can be summarised in Teske and Schneider's (1999) description of an effective school leader as follows:

1. The successful principal is the principal who listens to teachers, knows their strengths, and provides support if there is weakness. In brief the principal who knows the staff and guide them.

2. The effective principal gives autonomy to teachers in their classrooms because he/she trusts them and works hard to make sure that teacher and staff are united in their beliefs and pedagogical approaches.

3. The effective principal is aware that teachers are important members of the school community by their involvement in administrative decisions and their implication to set the goals in the schools.

According to Childs-Bowen et al. (2000), effective school principals are those who can ask themselves if they are comfortable with shared management, open and honest two-way communication, trust building and the use of personal power to influence others in achieving the vision of their school. The authors continue saying that effective principals are principals who are ready to move past the "I" in leadership and embrace the collaborative "we". Effective

principals are those who provide time for teachers to cultivate themselves as leaders and celebrate teacher leadership successes.

Finally, and most commonly, the behaviour of leaders is a critical determinant of teacher commitment (Rosenholtz, 1989). This is supported by Leithwood (2006), and Ostroff (1992), who argue that there is a strong relationship between teachers' lack of job satisfaction and their intention to quit the profession. Likewise, findings from a recent survey of beginning teachers in a small urban district in North Carolina show those decisions to remain at the school site are strongly influenced by principal leadership behaviours.

Brown and Wynn (2009) examine the leadership styles of principals who lead schools that have low attrition and transfer rates. Teachers list several attributes and behaviours of principals and other school administrators that made a difference to their introduction to teaching. The first was accessibility. Teachers give high marks to principals who made it easy for them to ask questions and discuss problems, and those that provided them with assistance, guidance, and solutions. Briefly, the "open-door" policy, where people always feel comfortable sharing the good and the bad was highly appreciated by (new) teachers. Findings also indicate that principals with an awareness of issues affecting new teachers, principals with a proactive approach in supporting new teachers, and principals with a commitment to professional growth and excellence for themselves, their students, and their teachers (new and veteran alike), are retaining teachers at a higher rate than their peers.

Teacher turnover has also been connected with teachers' perceptions of school leadership. Useem (2001), on behalf of the Philadelphia Education Fund, notes that schools that had a low turnover of teachers had principals who demonstrated the following skills and management styles:

- Overseeing a safe and orderly school environment with active support for teachers on disciplinary issues;
- Maintaining a welcoming and respectful administrative approach towards all staff, the children, their parents and school visitors;
- Developing the leadership skills of school staff and providing materials and supplies to all teachers in a consistent, timely and inclusive manner;
- Maintaining a management style grounded in respect for all in the school environment, along with strong communication and interpersonal skills and effective organisational strategies, encouraging all teachers to feel supported and gain a commitment to school and to their responsibility.

The study concludes that a management style grounded in respect for all in the school environment, along with strong communication and interpersonal skills and effective organizational strategies, encourages all teachers to feel supported and gain a commitment to the school and to their responsibilities.

The Charlotte Advocates for Education (CAE) study (2004) reveals that principals who are more successful in retaining teachers understand the value of people. They value teachers as individuals and sincerely want them to succeed and grow. These principals provide continual feedback to their teachers and find ways to provide teachers with professional development opportunities. They ensure teachers have the opportunity to work collaboratively with their peers and demonstrate their valuing teacher by actively involving them in meaningful decision-making.

Boyd et al. (2009) conducted a longitudinal study to link teachers' assessments of working conditions to their own career trajectories as well as the retention behaviour of all other teachers in their schools of New York City. Dissatisfaction with the job is the main factor that teachers cite for leaving, or considering leaving, and the support of administrators emerges as a particularly important factor in retention decisions. Less than 10% of former teachers found their former principal to be exceptional in communicating respect or appreciation for teachers, working with teaching staff to solve school or departmental problems, encouraging staff to use student assessment results in planning curriculum and instruction, or working to develop broad agreement among teaching staff about the school's mission.

Very similar findings are revealed by Ndoye et al. (2010). Their study examines the relationships among teacher empowerment, school leadership behaviours, and intentions to stay in or leave the profession, within North Carolina charter schools. The authors found that teachers are likely to stay if school leaders adopt a leadership style that could promote a vision, build trust, and shared responsibility, so that teachers can feel motivated to do their job. They suggest that teachers are less likely to stay in their school when procedures for teacher performance evaluations are perceived as consistent.

In summary, even though some researchers believe that leadership is not, fundamentally, the main influence on teachers' job satisfaction (Evans, 2001), the school principal is figured in the most important determinant of teachers' satisfaction (Ramatulasamma, 2003). Baldacci (2006) stresses that a school leader who supports teachers, and welcomes their innovation and involvement in decision making and school leadership, impacts positively on their decision to stay in their profession. This shows the importance of school leadership in teachers' turnover

or migration. Teachers and principals who work collaboratively under a shared leadership framework create a school environment more conducive to academic performance (Sledge & Morehead, 2006; Duke, 2004). A common denominator in all the studies is the important role that school leaders need to play in providing new teachers with a support system for all their responsibilities, especially the ones that may interfere with teaching (collaboration opportunities, support for administrative paperwork, equipment and supplies, student behaviour, etc.). A common theme is that teachers need to feel there is a support system they can rely on and that solving problems at their school is based on a collective approach with identifiable steps. According to Ahuja (1976), teacher dissatisfaction increases when he/she has to work under an incapable, inefficient and indifferent principal. The role a principal plays is paramount to ensure that teachers are satisfied with their job. The principal is not only responsible for the academic excellence of the school, but also the psychological and moral well-being of the staff and students, as well as the relationship of the school with its surrounding communities. However, Evans (2001) disagrees that the school principal is the most important influence on teacher job satisfaction.

Overview

The literature review began by establishing a basic understanding of job satisfaction. The review sought to conceptualise and define the concept of job satisfaction and to discuss some theories that helped to provide this study with a frame of reference for interpreting the author's findings in Rwanda. Maslow's and Herzberg's theories, in particular, have inspired the study by identifying intrinsic and extrinsic factors of teacher job satisfaction. The literature review also outlined the importance of the teacher's job and some factors that have an effect on their job satisfaction. The discussion distinguished between developed and developing countries, with a particular emphasis on Africa. The literature revealed that teacher job satisfaction is more influenced by intrinsic factors than extrinsic in developed countries but these factors are reversed for developing nations.

The review also explored the behaviours, traits, and skills that effective principals are expected to possess and/or exhibit. The last section of the literature review identified the ways in which the principal impacts on teacher job satisfaction. The literature review revealed that, in order to deal with the full range of issues that teachers will inevitably encounter in creating effective schools, it is important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and to maintain their satisfaction.

The next chapter deals with the methodology.

Chapter Three: Methodology

Introduction

Cooper and Schindler (1998) maintain that the determination of the research methodology is one of the most important challenges that can confront the researcher. Blaxter et al. (2001) argue that a research methodology is composed of the underlying paradigm and approach used within a project. Sekaran (2003) adds that the methodology does not simply frame the study but it defines the activity of specified research, its procedural methods, tools and strategies. This chapter offers further justification for the paradigm chosen, explains and justifies the approaches and methods used to conduct this research. This is followed by a presentation of different procedures used in selecting participants, the sampling and the instruments used in this study. The researcher also fully explains data collection procedures, including a description of the quantitative as well as the qualitative analysis procedures employed to analyse the data. Finally, the chapter considers the reliability, validity, triangulation and ethical considerations of the study.

Research Paradigms

Husen (1997) states that a paradigm determines the criteria by which one selects and defines problems for inquiry, including how one approaches them theoretically and methodologically. The paradigm selected guides the researcher in philosophical assumptions about the research and in the selection of tools, instruments, participants, and methods used in the study (Denzin& Lincoln, 2000b). Further, Cantrell (1993) underscores that each paradigm has the basic underlying assumptions that guide the researcher to select the approach appropriate to his/her study and how the research should be conducted. Gephardt (1999) classifies research paradigms into three philosophical distinct categories as positivism, interpretive and postmodernism. These distinct paradigms have been the subject of a long standing debate in science, with many authors aligning positivism with quantitative, interpretive with qualitative research and postmodernism with mixed methods research (Dainty, 2007).

The following examines the three research perspectives and the theoretical underpinnings of each adopted approach for this research. In doing so, the researcher is attempting to justify the selection of the research paradigms he was operating within and to present the philosophical assumption underpinning this research.

The positivist paradigm

Quantitative research is rooted in the positivist paradigm which holds that research produces truthful information about an objective world (Nudzor, 2009). Positivists argue that reality is stable and can be observed and described from an objective viewpoint (Levin, 1988), without interfering with the phenomena being observed. Generally, quantitative research supported by the positivist or scientific paradigm, leads researchers to regard the world as made up of observable, measurable facts (Glesne and Peshkin, 1992: 6). The main concerns of the quantitative paradigm are that measurement is reliable, valid, and generalisable in its clear prediction of cause and effect (Cassell and Symon, 1994).

Positivism is a philosophy that asserts that sense perceptions are the only admissible basis of human knowledge and that the knowledge of the world can only be gained by experimentation. Matveev (2002:60) concurs that the assumption behind the positivist paradigm is that there is an objective truth existing in the world that can be measured and explained scientifically.

Likewise, McGrath and Johnson (2003) posit that positivism focuses on efforts to verify a priori hypotheses that are most often stated in quantitative propositions that can be converted into mathematical formulas expressing functional relationships. In other words, positivism is concerned with uncovering truths and facts conceived in terms of specified correlations and associations among variables (Denscombe, 2002). This approach permits study of more than one variable to be made and data to be collected about real environments. Data collected are used to confirm or reject theorized relations between variables. This is emphasised by Nykiel (2007:56) who notes that, in quantitative research, the researcher's aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population .

In summary, the researcher used the deductive research approach designed within exploratory and explanatory research types. By utilising a methodology germane or connected to the natural sciences, the present researcher was able to collect certain forms of data objectively and then measure them reliably. However, due to the fact that the researcher was dealing with social phenomena, it was also essential to investigate the subjective awareness of leadership behaviours, and teachers' perceptions of their principals' leadership and their own job satisfaction. This is why the researcher planned to employ the qualitative paradigm, as well. Its rationale is discussed in the following section.

The interpretive paradigm

In contrast to quantitative research, that is traditionally associated with the positivist paradigm, qualitative research is usually based on the interpretive research paradigm (Nudzor, 2009). Positivists believe that reality exists apart from the researcher and is knowable, while interpretivists hold that reality is constructed (Cantrell 1993:84). Positivists, in other words, try to exclude people's subjective meanings, while interpretivists actively seek subjective perceptions of individuals (Cantrell 1993: 84) and focus on gaining insights and understanding (Southwood, 2000). According to positivists, the investigator and the investigated object are assumed to be independent entities and the investigator to be capable of studying the object without influencing it (Cuba & Lincoln, 1994).

In contrast to the positivist approach, interpretive research relies on first-hand accounts, tries to describe what is being examined in comprehensive detail and presents its findings in such a way as to evoke the original experience and the insights arising from it (Henn et al, 2006). According to Cantrell (1993), interpretive researchers are keen to understand the meaning people make of daily occurrences and how they interpret them within the contextual social and natural setting. The interpretive perspective is based on the philosophical doctrine of idealism which maintains the world view that what we see around us is the creation of the mind, and that we can only experience the world through our personal perceptions, which are coloured by our preconceptions and beliefs (Nudzor, 2009).

Gall et al. (1996:594) argue that interpretive researchers investigate lived inner experiences of people. They add that this approach has been neglected, and even disparaged by researchers who adhere to positivist epistemology. However, interpretivists maintain that reality can be only fully understood through subjective interpretation and intervention (ibid.).

The interpretive paradigm was chosen for this particular study, as part of a mixed methods approach, for the following reasons: the researcher concurs with other interpretivists that the social world, consisting of humans within given contexts and situations, can be examined and appreciated through a variety of methods that seek to understand the individual's subjective experiences and human relationships, and behaviours within that social world.

Further, the present author agrees with one of the criticisms of positivist research that it tends to be too superficial (Spindler, 1982). Consequently, in the current study, qualitative research has also been conducted to obtain a different, more detailed, in-depth perspective on teachers' and principals' perceptions which are definitely intangible and therefore cannot be measured in another way. The researcher agrees with Spindler's (1982) advice that the perceptions are a

reality constructed in the minds of those people being interviewed and this reality may be different to another person's reality.

Marshall and Rossman (1999: 57) argue that, for a study focusing on individuals' lived experience, one cannot understand human actions without understanding the meaning that participants attribute to those actions. The researcher is also convinced that the research phenomenon should be interpreted in the light of the person's lived experience.

In that sense, the interpretive paradigm was appropriate for this research because it enabled the researcher to enter and grasp the subjective meaning and beliefs of teachers and principals about principalship and teacher job satisfaction, rather than imposing his view of the world on participants.

Moreover, the choice of this approach was in line with the ontological and epistemological assumptions underlying knowledge. The researcher decided to operate within the interpretive paradigm as his intention was to understand and interpret principals' perceptions of their own leadership and the factors of their teacher job satisfaction. He was also interested in the teachers' perceptions of their principal's leadership behaviour, and of their own job satisfaction and their commitment. The researcher needed this depth of understanding to be able to interpret what the participants' experiences mean to their lives and to be able to convince other researchers about his findings.

Mixed methods

The discussion of mixed method research have been dominated by the two philosophical paradigms (positivism and interpretive) which adopt contrasting positions about what the social world is like and how it is possible to understand phenomena in it (Creswell, 2008). Positivism is described generally as an approach to social research that seeks to apply the natural science model of research to investigating social phenomena (Nudzor, 2009). On the other hand, interpretivism is based on the philosophical doctrine of idealism which maintains the world view that what we see around us is the creation of the mind, and that we can only experience the world through our personal perceptions which are coloured by our preconceptions and beliefs((Southwood, 2000). Mixed methods research is presented in the literature as the third major research approach over the past twenty years, complementing the existing traditions of quantitative and qualitative movements and has become popular in a number of disciplines ((Tashakkori & Teddlie, 2003; Teddlie & Tashakkori, 2009 ; Johnson and Onwuegbuzie, 2004; Onwuegbuzie and Teddlie, 2003). Mixed methods research emerged in the 1990s from the

debate termed by Tashakkori and Teddlie (1998) as "Paradigm Wars" commenced with a challenge to the dominance of the mono method era during the 1960s.

Mixed methods researchers believe that although positivism and interpretivism adopt different approaches and discourses for knowledge construction, there is an opportunity for both perspectives to be mixed with the view to balancing out the potential weaknesses of each perspective (Creswell, 2003). Gray (2003) adds that if social phenomena tend to have multiple empirical appearances, then using only one method in each study can lead to the unnecessary fragmentation of explanatory models, and that using mixed methods research can add reliability and depth to the research data.

Bringing together both quantitative and qualitative research within one study is grounded in the fact that neither quantitative nor qualitative methods are sufficient, by themselves, to capture the trends and details of a situation (Thomas, 2003; Creswell, 2008). (Tashakkori & Teddlie (2003) add that using mixed methods, researchers try to avoid what may be characterised as methodological monism, i.e. the insistence on using a single research method. Instead, they consider that all methods are valuable if used appropriately, that research can include elements of both the positivist and interpretivist approaches, if managed carefully. Supporting this, Darlington and Scott (2002) note that in reality a great number of decisions of whether to take a quantitative or quantitative research approach or to combine the two, are based not on philosophical commitment but on a belief that this design is best suited to the research problem under investigation.

Johnson and Onwuegbuzie (2004) conclude that the purpose of mixed methods research is not to replace either positivist or interpretive research, but rather to extract the strengths and diminish the weaknesses in both approaches within a single study. This is supported by Punch (1998), who propounds that, in any social science research, there is no single method that should be regarded as the most suitable or applicable without first scrutinising the various approaches available. Thus, a researcher's task, according to Punch (1998) and Johnson & Onwuegbuzie (2004), is to understand the strengths and weaknesses of each approach and to analyse any particular research situation in the light of those strengths and weaknesses and to select the approach, or combination of approaches, on the basis of that analysis.

In consideration of these issues, in the present study, the use of both paradigms as a combination of the two methods was deemed appropriate given the nature of the research focus and the variables to be studied. It provides the researcher with different ways of looking at a complex problem of teacher job satisfaction in Rwanda. The use of multiple methods also

strengthens the researcher's claims for the validity of the conclusions drawn where mutual confirmation of results can be demonstrated (Bryman, 1988). It is also the researcher's belief that combined methods research appears to offer a basis in social science research in which different forms of data are put together to make a more coherent, rational and rigorous whole (Gorard & Taylor, 2004).

The researcher applied an explanatory and exploratory mixed method design. An exploratory study, according to Mouton and Marais (1990), is an attempt to explore a relatively unfamiliar field. Grobbelaar (2000) adds that an exploratory study concerns research done in a particular field or topic in the social sciences on which little or no research has been undertaken. Because little educational research has been undertaken in Rwanda, and the lack of clarity regarding the topic, an exploratory methodology was appropriate to enable the problems to be explored and the questions asked to be exploratory and gradually to become more specific.

Explanatory research is described by Schwandt (1997) as studies that are conducted to develop a causal explanation of some phenomenon. One of the major objectives of explanatory research is to build theories that researchers can then use to explain a phenomenon and which can then be used to predict future behaviour or events in similar circumstances. During explanatory study, the researcher goes beyond merely describing the characteristics, to analysing and explaining why or how the phenomenon being studied is happening (Rehman, 2000). In other words, explanatory research goes beyond exploratory and descriptive research in term of analysing the characteristics of phenomena, their frequency of occurrence, discovering and measuring the association and relationships of variables to provide a plausible explanation of facts (Johnson and Christensen, 2004; Kinnear and Taylor, 1996). This type of approach is more likely to employ quantitative methods, typically a survey, but one could also seek explanatory research using case study, or observational data.

The current study involved collecting and analysing first quantitative and then qualitative data in two consecutive phases within one study (Ivankova et al., 2006:6). The researcher first collected and analysed the quantitative data. The qualitative data were collected and analysed subsequently and helped to explain the quantitative data obtained in the first phase (Creswell, 2008). In the first phase of the present study, the quantitative research focused on exploring the factors influencing teacher job satisfaction and their perceptions of their principal's leadership behaviour. The quantitative research also sought to establish the relationship between school principals' leadership behaviours and the teacher job satisfaction as well as the relationship between teacher job satisfaction and teacher commitment. Finally, the researcher compared the

levels of teacher job satisfaction in different schools in the Gakenke District. That comparison enabled him to make conclusion about schools in which teachers display high or low level of satisfaction.

In the second phase, two case studies explored in depth the issues arising from the quantitative research. They helped to explain why certain factors tested in the first phase do or do not significantly affect teacher job satisfaction, to what extent teachers' job satisfaction contributes to their job commitment and to what level principals' leadership behaviours affect teacher job satisfaction. It is important to mention that the design and use of qualitative instruments was based on the results from the first phase of study.

Each of the paradigms discussed above links to research approaches which were used in carrying out the author's investigation. The section below discusses approaches chosen for this particular study. These various elements of our research approach are further elaborated in the following section

Research Approach

Creswell (2003) says that the selection of the research approach is a critically important decision. The author adds that the research approach gives the researcher the opportunity to critically consider how each of the various approaches may contribute to, or limit, his/her study. It allows him/ her to satisfy the articulated objectives and design an approach which best satisfies the research's requirements. Jackson (1994) adds that a researcher should not limit him/herself to a particular approach but, instead should use a variety of approaches, if and when required by his/her study. Thus, keeping in mind the study's objectives, depending on the requirements of the research itself and the nature as well as the context of the study, the researcher decided to use both a survey and a case study approach. The following section discusses these two facets in more detail and gives an insight into reasons for choosing them.

Survey

Nesbary (2000) defines survey research as the process of collecting representative sample data from a larger population and using the sample to infer attributes of the population. In this study, the researcher wanted to find out the views of secondary school teachers about two variables, namely teacher job satisfaction and principal leadership behaviour. The findings from the survey helped him to draw some conclusions on the relationship between them.

Babbie (2004:243) suggests that surveys are appropriate for descriptive, explanatory and exploratory purposes. Using exploratory surveys, the researcher was attempting to understand

the phenomenon of teacher job satisfaction in Rwanda and its relationship to principal leadership behaviours. The study was designed to describe the potential sources of teacher job satisfaction and their perceptions of principal leadership practices in secondary schools.

In contrast, as explained above, explanatory research looks for causes and reasons and with determining cause-and-effect relationships (Zikmund et al., 2010). With that knowledge in mind, the researcher moved beyond the description of the factors of teacher job satisfaction and investigated the impact of principal leadership behaviours on job satisfaction of teachers. The researcher also compared the levels of teacher job satisfaction in different schools in the Gakenke district of Rwanda. This enabled him to make inferences about schools in which teachers display high or low levels of satisfaction.

Babbie (2004) comments that surveys are chiefly used in studies that have individual people as the unit of analysis, and are an excellent vehicle for measuring attitudes and orientation in a large population. In this study, the survey concerned all teachers in selected schools in the district. Producing a survey allowed the researcher to assess the opinions of more teachers than would be possible in a one-to-one interview. It also helps to validate the research and make it more reliable. This was possible through a self-administrated questionnaire distributed to the subjects by the researcher. In the second phase of this study, the researcher used a case study as explained below.

Case study

Yin (2003) defines a case study as an empirical enquiry that investigates a contemporary phenomenon within its real life context. Creswell (2003) adds that in a case study, the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. Case study is not intended as a study of the entire organization but is intended to focus on a particular issue, feature or unit of analysis. Leedy and Ormrod (2001) conclude that a case study is a type of qualitative research method in which in-depth data are gathered relative to an individual, group or organisation for the purpose of learning more about an unknown or poorly understood situation.

As with the survey, the case study was both explanatory and exploratory. Anderson (1994) sees explanatory case studies as being concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred. This is supported by Yin (2003) who emphasises that an explanatory case study is aimed at examining “why” as well as “how” questions and allows a picture or model to be built up that illustrates relationships and patterns of interaction between variables. In the

current study, the researcher aimed to establish the relationship between principal leadership practices and teacher job satisfaction. He wanted to know what effect principal leadership behaviours have on the job satisfaction of teachers in secondary schools in Rwanda. Through explanatory case studies the researcher was able to go beyond the quantitative statistical results and understand in-depth factors of teacher job satisfaction and principal leadership behaviours.

In contrast, Robson (2002) explains that exploratory research investigates a specific problem/ phenomenon for the purpose of shedding new light upon it and, consequently, uncovering new knowledge. He adds that exploratory case study focuses on "what" questions. In this study, the researcher aimed to investigate what factors influence teacher job satisfaction, and what are the perceptions of teachers about principal leadership behaviours. In other words, the purpose of the current study was to present a holistic in-depth description of the factors of teacher job satisfaction and their perceptions about their principal's behaviours. Furthermore, Zainal (2007) states that, in most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Bassey (1999:58) also asserts that a case study is an empirical inquiry that is conducted within a localised boundary of space and time. In the current study, the present researcher limited himself to only two schools and to a specific group of teachers in a particular district of Gakenke, those with five years experience in their current school. The reasons for this approach are given in the sampling section.

Similarly, Bassey (1999) states that another characteristic of a case study is particularistic, which means that it focuses on a particular situation, event, programme or phenomenon. The author's research focuses on teacher job satisfaction and the role of leadership in particular secondary schools.

Besides, the researcher's intent was to describe a particular context in depth, not to generalise to another context or population. The case study enabled the researcher to enter and grasp the subjective meaning and beliefs of teachers and principals about teacher job satisfaction and principalship, rather than imposing only his view of the world on them. The next section discusses the instruments used in the survey and the case studies.

Research Methods

Data collection is an essential component of research and it is a complicated and hard task (O'Leary, 2004). According to Heaton (2004), data collection can be derived from a number of methods, which include interviews, focus groups, surveys, telephone interviews, field notes, taped social interaction or questionnaires. It is also very difficult to say which is the

best method of data collection (Brewerton & Millward, 2001), because this depends on the research goals, and the advantages and disadvantages of each method. The researcher should select the most appropriate methods to address the research questions (ibid.).

Brewerton and Millward (2001) note some points to be considered in selecting appropriate methods of data collection. They state that the method must be appropriate to research objectives and must be able to produce a form of data appropriate for testing hypotheses or addressing research question(s). The authors urge researchers to use multiple methods of data in order to overcome single method bias. In responding to this advice, the researcher selected questionnaires and interviews as his research methods. The researcher decided to use qualitative methods through interviews with teachers and principals and the document analysis, as well as a quantitative approach, where the researcher used questionnaires to gather quantitative data of teachers' opinions on their own job satisfaction and commitment and on their principal leadership behaviours. The sections below address the research methods used in the survey and the case studies.

Questionnaires

White (2005) states that a questionnaire is an instrument with open or closed questions, or statements to which a respondent must react; A questionnaire is a quantitative data collection tool and is normally distributed to a large number of respondents (De Vos, 2002). In this study, questionnaires were distributed to 112 secondary school teachers.

Questionnaires have the advantage of gathering data from a relatively large number of people in a short period of time and there is a possibility of replicating them (Creswell & Clark, 2007). However, the disadvantage of questionnaires is that the researcher is not available to explain uncertainties, which may result in biased or distorted answers by the participants (ibid.). To avoid such a problem, the researcher conducted a pilot study with the aim of developing questions which could be understood easily by the respondents. He also included introductory remarks and instructions on how to complete the questionnaires. The responder was requested to read each question carefully and then tick one of the options which best described his opinion regarding each item.

The researcher also indicated the aim and importance of the research to respondents, assured them of confidentiality and encouraged their replies. In this study, two questionnaires were developed. One was designed to ascertain teachers' perceptions of their principal's leadership behaviours and the other was prepared to find out teachers' views on their own job satisfaction and commitment.

These two questionnaires are discussed below.

Questionnaire for principals' leadership

In this study, the questionnaire was designed and developed by the researcher, taking account of the Multifactor Leadership Questionnaire (MLQ) developed using a summative model with Likert scale from one to five (Bass & Avolio, 1990). The MLQ is an instrument that has been used and revised since 1985. The original instrument, developed by Bass (1985), was constructed of 73 behavioural items. In the present study, the instrument was revised and consisted of 28 items. The initial instrument included a total of nine dimensions, five transformational, three transactional and laisser- faire. However, in the current study, eight dimensions were measured and laisser-faire was considered as one of transactional leadership dimensions.

Thus, the instrument was used to measure two types of leadership: transformational and transactional leadership. The questions pertained to four dimensions of each model:

- Transformational leadership is measured by inspirational motivation, idealized influence, intellectual stimulation and individualized consideration.
- Transactional leadership is measured by contingent reward, active management-by-exception, passive management-by-exception and laissez-faire leadership.

Participants were asked to judge how school principals displayed their behaviours using a five-point Likert type scale, where 1 represented "strongly disagree," 2 "disagree," 3 "neutral," 4 "agree," and 5 "strongly agree".

The instrument consisted of 28 items, twenty of which measured transformational leadership as follows: idealised influence (1, 3, 6, ,19, 22, 26, 27); inspiration motivation (2, 8, 10, 24); individualised consideration (4, 9, 12,14,20,23) and intellectual stimulation (5,7, 21). Eight items measured transactional leadership: Contingent reward (13, 25, and 28); active management by exception (11); passive management by exception (15, 16) and laissez- faire (17, 18). A copy of the instrument can be found in Appendix A

Teacher job satisfaction questionnaire

The questionnaire was designed and developed by the researcher, taking into account the Minnesota Satisfaction Questionnaire (MSQ) that has been used worldwide to measure the job satisfaction of employees, including teachers. It has been used successfully in Western countries and also in studies conducted in Africa, especially in South Africa (Bester & Boshoff, 1997; Bashaff & Hoole, 1998; Van der Vyver, 1998; Jewell & al 1990: 53). Teacher job satisfaction was measured by the Teacher Job Satisfaction Questionnaire (TJSQ), based on

Maslow's hierarchy of needs and Herzberg's motivator-hygiene theory. Likewise, in this study, the instrument was used to examine the factors of job satisfaction exploring both intrinsic and extrinsic factors of job satisfaction among secondary school teachers in Rwanda. Further, as Van Houtte (2006) states that job satisfaction is influenced by the culture and social context to which people adhere, an appropriate measurement of job satisfaction among secondary school teachers in Rwanda was developed taking into account the culture and context of secondary school teachers in that country.

Therefore, a few modifications were made to the instrument to fit the context pertaining to secondary school teachers in Rwanda. The initial form consisted of 20 items, while in this study, 25 items were designed to assess teacher job satisfaction. In addition, some wordings were changed; "company" was changed to "school", "boss" was changed to "principal", "workers" were changed to "teachers" or "colleagues".

Intrinsic (motivator) factors investigated were recognition/achievement, work itself, opportunities for advancement and promotion and responsibility. The extrinsic (hygiene) factors investigated were supervision and management, salary and benefits, relationships with co- workers. The remaining items of the questionnaire measured teacher commitment.

The teacher job satisfaction questionnaire consisted of 30 questions. Each of the items used a modified 4 point Likert scale that measured the degree of agreement with the statement from strongly disagree to strongly agree. The questionnaire consisted of 11 items measuring intrinsic factors as follows: recognition/achievement (10, 11); work itself (12, 14, 13, 18, and 22); opportunities for advancement and promotion (9, 17) and responsibility (1, 6). Extrinsic factors are measured by 14 items, namely supervision and management (2, 3, 4, 5, 16, 25, 30); salary and benefits (20, 26, 27, 28); relationships with co- workers (7, 8, 15). Five items measured teacher commitment (19, 21, 23, 24, and 29).

A copy of the instrument is included in Appendix B.

Each of the questionnaires was accompanied by a covering letter explaining the purpose of the study, its significance, the steps taken to ensure confidentiality of the data collected and to protect the anonymity of the respondents in the study and other relevant issues.

Given the teachers' current level of English (most of the respondents are basically French users), the questionnaires were drafted in both English and French to enable those who do not understand English well to feel at ease by using French. Data collector bias was minimised by the researcher being the only person to administer and collect the questionnaires.

The study instrument was administered by the researcher in all selected schools to insure response and allow some control over the conditions in which respondents completed the

questionnaires. This was also to avoid them being returned via the principals, because principals in general are not in favour of exposing themselves to the scrutiny of their teaching staff. The researcher assured the teachers that the questionnaires would be used only for research purposes. The researcher also offered an incentive for participation, in the form of refreshments after the questionnaires were completed. The samples and response rates are shown in table 3.1:

Schools	Sample	Returned Quest.	Response Rate
A	13	11	84.6%
B	15	14	93.3%
C	20	20	100%
D	24	24	100%
E	18	18	100%
F	10	9	90%
G	12	12	100%
Total	112	108	96.4%

Table 3.1: Summary of sampled population and returned questionnaires

Table 3.1 shows that 112 teachers were sampled, with 108 fully completed questionnaires being returned, and with a 96.4 % return rate. Personally administering the questionnaire, waiting for each teacher to complete it, and personally collecting it, contributed to the excellent response rate

Interviews

In the second phase of the study, the researcher used interviews to obtain more in-depth responses than those which emerged from the surveys. The interview reflects the social constructivist stance towards regarding knowledge as generated between humans, often through conversations (Cohen et al, 2000). Interview is seen as an interchange of views between two or more people on a topic of mutual interest, based around the centrality of human interaction for knowledge production and with an emphasis on the social situatedness of the research data (Kvale, 1996 in Cohen et al, 2000). A major advantage of the interview is its

adaptability (Bell, 2005), whereby the researcher can follow up ideas, probe responses and investigate motives and feelings.

Gray (2004: 214) adds that interviews help to attain highly personalized data and enable the researcher to learn about things that cannot be directly observed. Kvale (1996) concurs that interviews increase accuracy of response and, during interview, respondents can raise concerns. As Yegidis and Weinbach (2005) point out, the primary purpose of all research interviewing is to collect accurate data about some human phenomenon, usually the behaviour, attitudes, perceptions or beliefs of people.

Fontana and Frey (2005) state that interviews can be divided into three categories: structured interviews, semi-structured interviews, and unstructured interviews. These authors, and Corbetta (2003), point out that a structured interview is an interview that has a set of predefined questions which would be asked in the same order for all respondents. They add that structured interviews are similar to surveys except that they are administered orally rather than in writing. Corbetta (2003) underscores that, even though this type of interview introduces some rigidity to the interview, the strengths of structured interviews are that the researcher has control over the topics and the format of the interview.

David and Sutton (2004) state that, during a semi-structured interview, the researcher has a list of key themes, issues, and questions to be covered. However, in this type of interview the order of the questions can be changed, and/ or additional questions can be asked, depending on the direction of the interview (Corbetta, 2003). O'Leary (2005) concurs that semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. He explains that semi-structured interviews generally start with some defined questioning plan, but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. In addition, during semi-structured interviews, the researcher can explain or rephrase the questions if respondents are unclear about the questions (ibid).

The present researcher considered semi-structured interview as the most appropriate and effective method for addressing the topic under study .This allowed a more flexible approach where the researcher may note headings or points to be covered in the interview, but not necessarily carry out the interview according to a strict format.

In this study, the rationale behind choosing interviews was threefold. Firstly, and as pointed by Merriam (1998), in-depth interviews allowed the researcher to cross-check the survey results and led to the generation of greater insight, rather than relying wholly on statistical

information, and to permit a fuller understanding of the phenomenon under study. Secondly, as pointed out by Ritchie and Lewis (2003), in depth interviews allowed the researcher to research a new area of research, to find out what the basic issues are, how participants conceptualize and understand the topic under study. Lastly, the researcher tried to enter, as far as possible, the psychological and social world of participants. The participants could thus be seen as the experts of the subject in question and the idea was to give them the best opportunity to tell their own story and experience (Smith & Dunworth, 2003: 607).

D'Cruz and Jones (2004:60) indicate that, when research relies on in depth interviews for data collection, the number of informants are usually limited so that the researchers are able to cope with the volume of data which is usually in text (words, language) form. In this study, interviews were conducted face to face with individual principals and teachers. 12 teachers and 2 principals were interviewed.

Besides, Reid and Smith (1989: 213) point out that data gathering through the use of in depth interviews is a very time-consuming process. Thus, interviewees should be treated with respect as knowledgeable partners whose time is valued (Engel and Schutt, 2005: 295). In the present study the duration of the interviews varied from forty (40) to sixty minutes. None of interviews were more than 45 minutes in duration for teachers and sixty minutes for principals, but in every case respondents were given plenty of time and were encouraged to respond freely.

In addition, due to work commitment of the staff involved in the interviews, the researcher first contacted participants with a telephone call to set up an appointment at a mutually convenient time. All interviews were carried out Saturdays (in Rwanda, there are no classes on Saturdays) except two interviews conducted Sunday merely because interviewees are protestants and could not be available Saturday for interview.

To ensure consistency, the researcher developed an interview protocol (Yin, 2003; Creswell, 2005) to guide him. The researcher had a list of key themes and questions to be covered. The interview protocol was developed based upon information gained through the review of literature related to the topic under study, linked to the research questions. The questions were ordered to facilitate a normal conversational flow during the interview (the interview protocol is offered in Appendix C).

The interviews explored three key themes; teacher commitment, school principal leadership behaviour and teacher job satisfaction. The researcher questioned the principal on his leadership behaviour and the skills s/he applied to influence teacher job satisfaction and teacher commitment. In the interviews with selected teachers, the researcher gathered their perceptions

on how the principal's leadership behaviour may have influenced and promoted teacher job satisfaction. They were also asked to express themselves on the level of their commitment.

The interviewer was familiar with the questions and this enabled him to approach questioning in a conversational manner. As the interview proceeded, the researcher decided on when to probe. Probing played a vital role in soliciting more information and clarifying issues during the interview process. During the interviewing process, the researcher probed and prompted to get to the bottom of issues and the findings of phase one of the investigation were constantly kept in mind. In administering interviews, the researcher always remembered to add the "catch all" questions before proceeding to the next theme. This allowed participants to add anything else they would to express additional thoughts about the topic under study that were not foreseen by the researcher in the interview protocol.

Before each interview, the researcher introduced himself to the participant and told her/him a little about the general nature of the research and how the interviews were going to be conducted. This discussion covered the areas of confidentiality and anonymity, the motives and intentions of the researcher, and how the information would be used.

For the purposes of recoding the interview process, the researcher explained the purpose of recording the interviews to the respondents and reassured them of confidentiality and that the recordings would be stored in a safe place.

Smith and Osborn (2003) state that interviews should be tape recorded and transcribed verbatim, as there is no other way the interviewer can document everything that is being said in sufficient detail to allow a thorough analysis afterwards. The authors explain that the use of this technique ensures a verbatim record and also frees interviewers to keep their full attention focused on participants rather than concentrating on note taking. However, it should also be taken into account that those who are being interviewed may be more reluctant to take part or to reveal their true thoughts through the recording technique (Mason, 2002). Fortunately, in this study, all the participants were comfortable with the recording.

Interviewees were asked to read and sign the consent form before interviews were started. A copy of the consent form is provided in Appendix D. The researcher then received permission to record the interviews from the participants before starting the recording.

The interview was conducted in both English and French, in some cases in Kinyarwanda (mother tongue) in order to minimise misunderstandings and to provide the participants with a

chance to express their thoughts freely, without feeling any pressure to produce correct English.

Interviews were tape recorded only after obtaining the permission of participants. The researcher used an MP3 player voice recorder. The device was so tiny and inconspicuous that it minimized the respondents feeling uneasy and enabled them to express their ideas freely. The use of recording devices during interviews has its advantages and disadvantages. However, the researcher believes that the advantages far outweigh the disadvantages and agree with Patton (1989) who asserts that the tape recorder is indispensible to increasing the accuracy of data collection and allows the interviewer to be more attentive to the interviewee even though it does not eliminate the need for taking notes. At the end of each interview, the researcher thanked the participants and expressed appreciation for their contribution to the research.

Document analysis

Document analysis was another instrument of data collection used in this study. It was used as secondary data generating instrument. Document analysis refers to any written materials that contain data about the phenomena the researcher wishes to study (Bailey, 1994). Burns (2000) suggests that documents can be used to corroborate evidence from other sources and specify events and issues in greater detail than available through other data gathering methods. The researcher concurs with Merriam (2002) that the strength of documents as a data source lies with the fact that they already exist in the situation and they do not intrude upon or alter the setting in ways that the presence of the investigator might. In this study, only two main documents were collected, including teachers' job description and principal's job description (see appendix E). This limited documentary analysis was undertaken to complement the primary data. The researcher examined these documents to complement the primary data generated by the interviews and was intended to assist in confirming and enriching the data that emerged from the respondents.

Raymond (1998) defined the job description as a written statement explaining why a job exists, what the job holder actually does how he does it and under which conditions the job is performed. Mrayyan (2005) says that clear job description is among variables that affect the job satisfaction and leaders' job description is closely related to their leadership behaviours.

By analysing the documents, the researcher gained deeper understanding of the features of principals' and teachers' job, including the purpose, duties, skill requirements and a set of duties and responsibilities that indicate the content of the job in detail.

Sampling

Sampling is a key step in any study because it helps establish the quality of inferences a researcher makes from the findings of a study (Salant and Dillman, 1994). Patton (2002) says that sampling refers to the process of selecting what to study and focusing on a portion of population. This required the researcher to define the target population as well as the sample for this study.

The quantitative study was conducted in seven secondary schools in the Gakenke district. The schools were purposively selected for the study. It focused on the eligible government and subsidized schools because of their particularity of administration and leadership (both are financially dependent on government, and they have the same rules and regulations related to recruitment, promotion and salary structure). All seven schools of this type in the Gakenke district were in the quantitative study (coded using letters from A to G). This coding was used to identify the specific school during the data collection only. The target population was all 112 teachers at the selected schools. The sampled population at the selected schools is shown in table 3.1 above. Two of these seven schools were purposively selected to be case studies.

In qualitative research, selection of the research sample tends to be purposive rather than random (Patton, 2002). The present researcher concurs with Bowling (2002) who states that a purposive sampling method is a deliberate method of selecting participants for research, which allows individuals to be selected because they have knowledge relevant to the research.

Therefore, the qualitative study involved only teachers who have at least five years of teaching in the same school. These teachers had sufficient familiarity with the school principal so that they could describe his/her behaviour better than anyone else who is new in the given school. The researcher believed that the selected sample would provide the information required to answer the research questions while also being a manageable sample. The selected participants for the interview were two principals and ten teachers; one principal and five teachers in each of the selected schools. The five teachers were selected on the basis of their length of teaching experience in the selected school.

The criterion for the selection of schools was the school that obtained the highest rankings for teacher job satisfaction, and the school that obtained the lowest rankings, in the author's survey.

Table 3.2 shows how schools were selected for the qualitative study.

Schools	Scale/Frequency				**Total**	**Mean**	**St. deviation**
	1	2	3	4			
A	44	41	96	93	274	2.87	1.06
B	32	47	124	77	280	2.88	0.94
C	38	147	194	121	500	2.80	0.89
D	110	131	191	172	600	2.72	1.07
E	54	94	178	124	450	2.83	0.97
F	23	49	89	64	225	2.86	0.95
G	54	67	92	87	300	2.71	1.07

Scale: 1 =strongly disagree; 2 = disagree; 3 strongly agree; 4 = strongly agree

Table 3.2: Frequency, mean and standard deviation scores from the teacher job satisfaction questionnaire (TJSQ) in the seven selected schools according to the four sub-scales.

Table 3.2 indicates frequencies, means and standard deviations for the teacher job satisfaction as assessed by the teacher job satisfaction questionnaire. The mean (weighted mean) was calculated by multiplying the weights assigned to the responses by their respective totals (frequencies) and dividing by the total number of responses (see the example of mean calculation in Appendix F). It is worth noting here that the mean was calculated after flipping the scales for items with negative implications. (Those items are included in the Teacher Job Satisfaction Questionnaire given in Appendix B and are marked by "N").

The table shows that the highest level of job satisfaction scores were observed for teachers in school B (M = 2.88, SD = .94), whereas the lowest job satisfaction mean scores were observed

for teachers in school G (M = 2.71, SD = 1.07). Thus, schools B and G were included in the qualitative study.

Pilot Study

Before a research instrument is submitted to the sample population, it should be tested to be sure that the main investigation itself will be worthwhile (Grinnel, 1993). This is supported by Fogelman and Comber (2007), who emphasises that, before conducting the main study, the researcher should undertake a pilot study to discover any difficulties in the design of the questionnaire in terms of the degree of clarity and its validity.

According to Opie (2004), the pilot study plays an important role in formulating the correct wording of questions, since vague questions may occur in the instrument. He concludes that the primary reason for this is to develop questions that are relevant and which could be understood easily by the respondents.

According to Turner (2010), the pilot study consists of testing the instrument on a small number of persons with similar characteristics to those of the target group of respondents. For this research, one of the seven sampled schools was selected to conduct the pilot study. It was not possible to select a different school as this was a whole population sample. Access was agreed with the school principal, who made all the arrangements for its administration. He assigned the classroom where the researcher administered the questionnaires and where he conducted the meeting with teachers after the completion of the questionnaires.

In a pilot study, the respondents are asked to examine the questionnaire with regard to its flow, salience, acceptability and administrative ease, identifying unusual, redundant, irrelevant or poorly worded question stems and responses (Collins, 2003). In the current study, the aim of the meeting was to discuss these issues with the teachers. Based on their observations and comments, changes were made to the survey instruments prior to their implementation (Kvale, cited by Turner, 2010). The teachers' comments were of great value and, as a result of the feedback from the pilot study; two items were withdrawn from the questionnaire of principal leadership behaviour, namely items 15 and 28. The teacher job satisfaction questionnaire was unchanged (see both versions of the questionnaire in Appendices A and B).

Data Analysis

Data collection is not enough in itself, unless the data are analysed and converted into information in a meaningful manner, understandable to the information users (Audrey, 1989). De Vos et al. (2002) state that data analysis is the process of bringing order, structure and meaning to the mass of collected data. They add that the purpose of this process is to reduce data to an intelligible and interpretable form so that the research problems can be studied and conclusions drawn.

In this study, the researcher used both quantitative and qualitative data analysis methods in analysing data obtained from the questionnaires and interviews respectively.

Quantitative data analysis

The data have been captured in Microsoft Excel for analysis. Before the analysis of data started, the checking of the dataset for mistakes and errors was done to avoid the distortion of the results of statistical analysis. A thorough attempt was made to start the analysis process with a clean, error free dataset. Descriptive statistics, including tallying of frequencies in the calculation of means and standard deviations, were used for data analysis.

The mean and the standard deviation were calculated after flipping the scales for items with negative implications. With regards to the principal leadership questionnaire, the concerned dimensions were related to transactional leadership, including passive management by exception and laisser- faire leadership.

Secondly, the author analysed data on factors (intrinsic and extrinsic) influencing teachers' job satisfaction, as well as their commitment. Again, scales for some items were flipped before calculating the mean and the standard deviation. As said above, those items are included in the Teacher Job Satisfaction Questionnaire given in Appendix B and are marked by "N". The quantitative analysis also helped to make conclusions about schools in which teachers display high or low levels of satisfaction.

Qualitative data analysis

Qualitative analysis is a systematic process of selecting, categorising, comparing, synthesizing and interpreting data to provide explanations of the single phenomenon of interest (White, 2005:168). Creswell (2002) adds that, in qualitative research, the researcher takes a voluminous amount of information and reduces it to meaningful categories, patterns, or themes, and then interprets the information.

In this study, after conducting all interviews, the recordings had to be converted into text. The recordings were listened to over and over after each interview.

After repeatedly listening to the recorded interviews, the researcher transcribed all interviews into English shortly after the interview from each case study had been conducted.

He transcribed them word for word even though he was aware that the transcription of the interviews is a time consuming process that can place a considerable burden on one person (Smith & Dunworth, 2003). This process was the most time consuming and took approximately 4-5 hours to transcribe every one of recorded interview. However, Miles and Huberman (1994) advise that interviews need to be transcribed by the researcher him/herself in order to familiarise him/herself with them. Immersing himself in the data, the researcher was familiar with the depth and breadth of the content. During the transcription process, the researcher then checked the accuracy of the transcriptions. Each transcript had been independently read several times so that the data were familiarised and the researcher could make sense of them keeping the overall research question in mind. After transcribing was complete, the researcher rewound the tape and listened to it again to check it against the transcript, trying to ensure that no interview information had been lost in the transcribing process.

The researcher also agrees with Creswell (2002) that qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories. The researcher opted to use thematic analysis. The process involves the identification of themes through careful reading and re-reading of the data (Rice & Ezzy, 1999). The researcher read transcripts and data several times to create themes or categories for common responses.

After reading and familiarizing himself with the data, the researcher started to generate an initial list of ideas about what is in the data and what is interesting about them. This phase then involved the production of initial codes from the data. To ensure the accuracy of the codes and analysis, the researcher reviewed the transcripts a second time. After reading through each transcript of interviews several times, the researcher underlined phrases and ideas that were significant to the study. It is important to mention that the data were approached with specific questions in mind to inform coding. The next stage involved sorting the different codes into potential themes, and collating all the relevant coded data within the identified themes. This helped to develop main themes that were presented for the analysis, determining what aspect of

the data each theme captures. The final stage was the interpretation which helped the author to reach conclusions about the research topic.

Reliability, Validity and Triangulation

The value of scientific research is partially dependent on the ability of individual researchers to demonstrate the credibility of their findings (McMillan & Schumacher, 2006). Silverman (2004) states that validity and reliability are two important concepts to keep in mind when doing research, to underpin the objectivity and credibility of the research. Bush (2007:92) supports Scott and Morrison's (2006: 208) definition, which states that a measure is reliable if it provides the same results on two or more occasions, when the assumption is made that the object being measured has not changed. Validity is used to judge whether the research accurately describes the phenomenon that it is intended to describe (Bush, 2007:97). He (2007:92) adds that reliability in survey research requires standard instruments, such as questionnaires and structured interviews, and meticulous instrument design and testing, for example through piloting. Therefore, to enhance the validity of this study, the researcher, using semi–structured interviews, and conducted the research in a natural setting to promote the reality of the respondents' experiences more accurately. The author also decided to transcribe the interviews himself to check for their accuracy, instead of hiring a professional typist. The researcher also conducted a pilot study before proceeding to the main study, to enhance reliability.

Triangulation refers to the use of more than one approach in the investigation of research questions in order to enhance confidence in the ensuing findings (Creswell & Clark, 2007). Two types of triangulation, namely methodological and respondent triangulation, were incorporated into this particular research. Methodological triangulation was achieved through the combination of questionnaire and semi-structured interviews for data collection. Using two methods to collect data is an attempt to provide a more complete set of findings than could be arrived at through the administration of one of the methods alone (Creswell & Clark, 2007).

Bush (2002) points out that respondent triangulation involves using the same instrument to collect data from different participants. Triangulation not only seeks the use of different data-gathering techniques and methods to investigate the same phenomenon but also includes the comparison of different data sources (Donoghue & Punch, 2003). In this study, the researcher took account of the inclusion of more than one individual as a source of data. Thus, two kinds of interviews were conducted. The first concerned teachers and the second was designed for principals.

Ethical Considerations

Blaxter et al. (2001) state that the conduct of ethically-informed research should be the goal of all social researchers. Any research has the potential to impact on the lives of others and therefore consideration must be given to recognise and protect the rights of human beings (Cohen and Manion, 1994). It is the responsibility of the researcher to ensure that ethical standards are adhered to. Therefore, in this study, measures were taken, while planning and conducting the study, to ensure the rights and welfare of each subject would be protected, and that nobody was harmed or hurt in any way during the research process.

To render this study ethical, the researcher observed several safeguards, including privacy, self-determination, anonymity, confidentiality and informed consent. The researcher used several safeguards for protecting the participants of the study. Firstly, the questionnaires were sent with a full outline of the research to be undertaken, which included the opportunity to decline or to ask any question regarding the research, including ethical concerns.

Secondly, at each interview, a copy of the questions, with the background were provided for each interviewee and each interview was started with an ethical conversation, including confidentially, and results storage. The participants were assured that the tape recording would be heard only by the researcher and that it would be destroyed after the research was completed. Likewise, the respondents were assured that the interview transcripts would be seen only by the researcher. The interviewees were also told that they could withdraw from the research process at any time. At the conclusion of each interview, the participant could ask to listen to the interview.

Thirdly, a letter requesting permission to conduct research was accompanied by a consent letter for participants. It was addressed to the Mayor of the district level (see the copy of the permission letter from district authorities in Appendix G). The principal of the school where the research was conducted was approached for permission and was asked to make all the necessary arrangements.

Lastly, the participants were all informed of the purpose and design of the study, as well as the voluntary nature of their involvement. It was agreed that their identities, and that of the school, would not be revealed. The study adheres to the ethical requirements of the School of Education, University of the Witwatersrand. The approved ethical statement is in Appendix H

Overview

This chapter deals with the research design and methodology used to accomplish the study's objectives. Firstly, the paradigm and the approaches chosen, as well as the methods employed to conduct this research, were discussed and justified. The researcher approached these realities with three worldviews: positivism, interpretivism and mixed methods approach. Positivism was adopted in the first place because the researcher wanted to grasp the objective meaning of the object in a value-free way. Once this was done, the researcher applied interpretivism to study the phenomenon in its natural situation and endeavour to find meaning as constructed by the participants. The two paradigms were then combined by using mixed methods approach. Secondly, detailed descriptions of the population and samples, data collection instruments, and survey and case study procedures, were given. Finally, the reliability, validity and triangulation of the study were considered and the ethical considerations taken into account were outlined.

The next chapter discusses the survey findings.

Chapter Four: Survey Findings

Introduction

The present study utilised both quantitative and qualitative approaches to explore the research questions. This chapter presents the first part of the data analysis. It describes in details the results of surveys conducted using two instruments, a principal leadership questionnaire, to measure the principal's leadership behaviour, and a teacher job satisfaction questionnaire, to uncover the factors that lead to teacher job satisfaction. The results are structured according to the research questions that underpin this study. The findings are presented in the forms of tables and are organised into four main sections. The first three sections present and discuss the factors that contribute to teacher job satisfaction, teacher commitment aspects and principal leadership behaviour respectively. The fourth section analyses the relationship that exists between variables by using the coefficient of correlation. It analyses the relationship between leadership behaviour and teacher job satisfaction, and the link between teacher job satisfaction and teacher commitment.

Factors Contributing to Teacher Job Satisfaction

This section focuses on the factors that contribute to job satisfaction amongst teachers in the selected secondary schools. The section contains a compilation and analysis of the data collected through a teacher job satisfaction questionnaire. The scales of variables used in this study were based on responses to Likert-type survey items that range from 1 to 4 and measure the degree to which participants agree or disagree with items. Items were grouped together according to the dimensions of job satisfaction as assessed by the teacher job satisfaction questionnaire. These dimensions were in turn grouped into intrinsic and extrinsic factors.

Descriptive statistics, that is mean, standard deviation and frequencies of the respondents' scores to all the dimensions in each of the two groups of factors of job satisfaction, were computed. Likewise, the frequencies, means, standard deviations of responses on each group were examined to determine the intrinsic and extrinsic job satisfaction scores.

As noted in chapter three, the mean (weighted mean) was calculated by multiplying the weights assigned to the responses by their respective totals (frequencies) and dividing by the total number of responses. It was always accompanied by a standard deviation which measures variability around the mean i.e. average amount that each of the individual scores varies from the mean of the set of scores (Salkind, 2001).

Standard deviation was calculated applying the formula from Levin and Fox (2000), as follows: SD: $\sqrt{\sum_{i=1}^{n}\frac{fi(xi-\bar{X})^2}{n-1}}=\sqrt{\frac{1}{n-1}\sum_{i=1}^{n}fi(xi-\bar{X})^2}$.

The responses are tabulated and presented in Table 4.1:

Factors of teacher job satisfaction	**Dimension**	**Scale/ Frequency**				**Total**	**Mean**	**St dev.**
		1	**2**	**3**	**4**			
	Recognition/achievement (Items: 10,11,)	13	45	94	60	212	2.95	0.86
	Work itself (Items:12,13,14,18,22)	153	136	144	92	525	2.33	1.08
	Opportunity for advancement and promotion(items:9,17)	56	41	67	46	210	2.49	1.11
	Responsibility (items: 1,6)	0	16	87	109	212	3.44	0.63
Intrinsic	Total	173	225	409	352	1159	2.68	1.06
	Supervision& Management (items: 2,3,4,5,16,25,30)	58	194	318	167	737	2.81	0.88
	Salary & benefits (items: 20,26,27,28)	176	125	78	33	412	1.93	1.12
	Relationships with co-workers (items:7,8,15)	12	35	150	121	318	3.19	0.78
Extrinsic	**Total**	239	347	553	331	1467	2.64	1.00

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.1 *Frequencies, means and standard deviations for the dimensions of job satisfaction as assessed by the TJSQ.*

Tables 4.1 indicates the frequencies, means and standard deviations of responses to the items provided on different dimensions of the teacher job satisfaction as well as the frequencies, means and standard deviations of responses for intrinsic and extrinsic factors of the teacher job satisfaction. The responses derive from the sum of scores for specific items distributed among different dimensions of teacher job satisfaction. The intrinsic factors score is the average score of 11 items comprising the intrinsic factors of teacher job satisfaction. The extrinsic factors score is the average score of the 14 items comprising the extrinsic factors of teacher job

satisfaction (see Table 4.1). Five of the 30 items included in the teacher job satisfaction questionnaire are missing from table 4.1 because they relate to teacher commitment and are included in table 4.9. Since some items have negative interpretations, it was necessary to flip the scales related to them. These items pertain to work itself, opportunities for advancement and promotion and salary and benefits.

The results show that teachers are characterised as having higher intrinsic job satisfaction (M=2.68; SD= 1.03) as opposed to extrinsic job satisfaction (M=2.64; SD= 1.00). Table 4.1 also shows that "responsibility" has the highest mean satisfaction (3.44; SD=0.6) followed by "recognition and achievement" The lowest means for intrinsic satisfaction are "work itself" (M= 2.33; SD =1.08) and "opportunity for advancement and promotion" (M=2.49; SD =1.12). With regard to extrinsic factors, the highest level of satisfaction was the "relationship with co-workers" (M=3.19; SD =0.78), while the lowest level was "salary and benefits" (M=1.93; SD =1.11), followed by "supervision and management" (M=2.81; SD =0.88).

The next eight tables present detailed findings from the responses to items used to measure factors influencing job satisfaction. The results are tabulated and presented in frequency and percentage according to the different dimensions of teacher job satisfaction. The frequency represents the number of teachers 'responses given to items within each dimension and the percentage is represented in relation to the total number of respondents (n) who participated in the study for each item.

Recognition

Items	**Scale/ Frequency and percentage**				**N**
	1	**2**	**3**	**4**	
I am recognized for the job well done	10 (9.4%)	35 (33.0%)	38 (35.9%)	23 (21.7%)	106
I feel free to try new ideas and teaching techniques in the classes that I teach	3 (2.8%)	10 (9.4%)	56 (52.8%)	37 (34.9%)	106
Total	13 (6.1%)	45 (21.2%)	94 (44.4%)	60 (28.3%)	212

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.2 Frequencies and percentages of responses for teacher job satisfaction with recognition.

Table 4.2 shows that more than half (44.4% + 28.3 %) of the respondents agreed or strongly agreed with the level of their recognition, while 21.2% disagree and 6.1% strongly disagree. The results also revealed that a larger majority (87.8 %) of respondents felt free to introduce new ideas than those (57.6%) who felt that they were recognised for doing a good job.

Work itself

Items	**Scale/ Frequency and percentage**				**Total**
	1	**2**	**3**	**4**	
Teaching gives me the feeling that I can change the people	7 (6.6%)	28 (26.4%)	43 (40.6%)	28 (26.5%)	106
I sometimes feel it is a waste of time to try to do my best as a teacher	18 (17%)	36 (34%)	32 (30.2%)	20 (18.7%)	106
I have too much paperwork even out of the normal work time	58 (55.8%)	35 (33.7%)	8 (7.7%)	5 (4.8%)	104
I have too much to do at work	65 (61.3%)	28 (26.4%)	10 (9.4%)	1 (0.9%)	106
I feel a sense of pride in doing my job	5 (4.9%)	9 (8.8%)	51 (49.5%)	38 (36.9%)	103
Total	153 (29.2%)	136 (26%)	144 (27.2%)	92 (17.5%)	525

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.3 Frequencies and percentages of responses for teacher job satisfaction with work itself

Table 4.3 shows that less than 50% (27.2% + 17.5%) of respondents are satisfied with aspects related to the work itself, while more than 50% (29.2% + 26%) of respondents are not satisfied with these factors. Here scales of items pertaining to this dimension were flipped, except for the first and the last items.

Table 4.3 also shows that most (86.4%) of the respondents felt a sense of pride in doing a good job but more than a large majority (87.7%) also were not satisfied with the amount of work that they had to do at work and a large majority (89.5 %) of them were not satisfied with much

paperwork they were doing, even out of the normal work time. In addition, less than a third (33.0%) of the teachers disagreed with the statement that the teaching gave them the feeling that they could change the people, while almost half (51%) of respondents sometimes felt it was a waste of time to try their best as a teacher.

Opportunity for advancement and promotion

Items	**Scale/ Frequency and percentage**				**Total**
	1	**2**	**3**	**4**	
I can learn new things and develop my skills in my job	3 (2.83%)	12 (11.32%)	48 (45.28%)	43 (40.57%)	106
Teaching provides limited opportunities for advancement and for promotion	53 (51%)	29 (27.9%)	19 (18.3%)	3 (2.9%)	104
Total	56 (26.7%)	41 (19.5%)	67 (32.0%)	46 (21.9%)	210

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.4 Frequencies and percentages of responses for teacher job satisfaction with opportunity for advancement and promotion

Table 4.4 shows that more than a half (32.0 + 21.9%) of teachers who responded are satisfied with aspects related to the dimension of opportunity for advancement and promotion, while less than a half 20% (26.7%+19.5%) are not satisfied with these aspects. The scales for the second item were flipped as this item presents negative meanings.

The table also indicates that, although a larger majority (85.9%) claimed that they could learn new things and develop their skills in their job about three- quarters (72%) were not satisfied with opportunities for advancement and for promotion provided by the teaching,.

Responsibility

Items	Scale/ Frequency and percentage				Total
	1	**2**	**3**	**4**	
I am interested in the vision and policies of my school and help for their achievement	0 (0%)	10 (9.4%)	61 (57.6%)	35 (33.0%)	106
I do have responsibility for my teaching	0 (0%)	6 (5.7%)	26 (24.5%)	74 (69.8%)	106
Total	0 (0%)	16 (7.6%)	87 (41.1%)	109 (51.4%)	212

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.5 Frequencies and percentages of responses for teacher job satisfaction with responsibility

Table 4.5 shows that teachers expressed high levels of satisfaction with their responsibilities. Over 90% (41.1% + 51.4%) either agreed or strongly agreed with statements pertaining to responsibility. Only 7.6% of respondents disagreed on this aspect and none strongly disagreed. The table also revealed that a substantial majority of respondents (94.4%) had responsibility for their teaching, while almost the same number (88.8%) expressed agreement on being interested in the vision of their school and helping for their achievement.

Supervision and management

Items	Scale/ Frequency and percentage				Total
	1	**2**	**3**	**4**	
I understand clearly the goals and priorities of my school set by the principal	0 (0%)	20 (18.9%)	54 (51.0%)	32 (30.2%)	106
I am working under a good supervision	3 (2.8%)	24 (22.7%)	52 (49.1%)	27 (25.5%)	106
I am evaluated fairly in the school	5 (4.7%)	34 (32.1%)	43 (40.6%)	24 (22.7%)	106
I get feedback on the quality of my work	12 (11.3%)	17 (16.1%)	55 (51.9%)	22 (20.8%)	106
I receive the necessary instructional materials to do my work effectively	4 (3.9%)	34 (32.7%)	49 (47.1%)	17 (16.4%)	104
I feel free to go to the principal about problems related to my personal welfare	9 (8.6%)	28 (26.7%)	36 (34.3%)	32 (30.5%)	105
I am allowed to join in decision making that affects me	25 (24.1%)	37 (35.6%)	29 (27.9%)	13 (12.5%)	104
Total	58 (7.9%)	194 (26.3%)	318 (43.2%)	167 (22.6%)	737

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.6 Frequencies and percentages of responses for teacher job satisfaction with supervision and management

Table 4.6 shows that almost two-thirds (43.2%+ 22.6%) agreed or strongly agreed with the factors related to supervision and management, with just over a third (7.9% + 26.3%) either strongly disagreeing or disagreeing with these statements.

The table also indicates that the level of teacher participation in decision making is modest, with only 40.4% claiming to be involved. However, almost two-thirds (64.8%) felt free to go to the principal about problems related to their personal welfare. Most teachers agreed that they received necessary instructional materials to do their work effectively (63.5%), and were also receiving regular feedback on the quality of their work (71.9%). Significant majorities also stated that teachers were fairly evaluated (63.2%) that they understood clearly the goals and

priorities of their school set by the principal (80.1%), and that they were working under good supervision (74.5%).

Salary and benefits

Items	Scale/ Frequency and percentage				Total
	1	**2**	**3**	**4**	
There are benefits we do not have which we should have	42 (40.4%)	29 (27.9%)	28 (26.9%)	5 (4.8%)	104
I am satisfied with my incentives and rewards	38 (37%)	31 (30.1%)	27 (26.2%)	7 (6.8%)	103
Salaries paid in this school system compare favourable with salaries in other systems with which I am familiar	64 (62%)	25 (24.1%)	10 (10%)	5 (5%)	104
I feel unappreciated by the community when I think about my salary	32 (31.7%)	40 (39.6%)	13 (12.9%)	16 (15.9%)	101
Total	176 (42.7%)	125 (30.3%)	78 (18.9%)	33 (8%)	412

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.7 Frequencies and percentages of responses for teacher job satisfaction with salary and benefits.

Table 4.7 shows that large majorities of respondents (42.7%+30.3%) are not satisfied with the aspects related to the salary and benefits, while only 26.9 % were positive about salary and benefits issues. The first and the last items were flipped as they present negative interpretations.

The results demonstrate the low level of satisfaction among teachers as far as salary and benefits are concerned. More than two- thirds (71.3%) are not satisfied with the appreciation they receive from the community, when the vast majority of respondents (86.1%) disagreed that salaries paid in that school system compare favourably with salaries in other system with they were familiar. Besides, results show that teachers are not satisfied with incentives (71%) as more than two-thirds (68.1%) are not receiving the benefits they should have had.

Relationship with co-workers

Items	Scale/ Frequency and percentage				Total
	1	**2**	**3**	**4**	
I am given respect by my colleagues	5 (4.7%)	11 (10.4%)	35 (33.0%)	55 (51.9%)	106
I help other teacher who have professional problems	6 (5.7%)	13 (12.3%)	53 50%	34 (32.1%)	106
I am on good terms with most colleagues	1 (1.0%)	11 (10.4%)	62 (58.5%)	32 (30.2%)	106
Total	12 (3.8%)	35 (11.0%)	150 (47.2%)	121 (38.1%)	318

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.8 Frequencies and percentages of responses for teacher job satisfaction with relationship with co-workers

Table 4.8 indicates that a large majority (85.2%) of respondents reported having good working relationships with their colleagues. Teachers are very satisfied with helping each other (82.1%) and only 11.4% of respondents are not on good terms with most colleagues.

Teachers commitment

Table 4.9 displays the results from the responses on teacher commitment

Items	Scale/ Frequency and percentage				N
	1	2	3	4	
I am sometimes absent from the school without the permission of the principal	7 (6.7%)	9 (8.7%)	26 (25%)	62 (59.6%)	104
I am always ready to do any extracurricular duties given by the principal	24 (24%)	22 (21%)	33 (32%)	25 (24%)	104
I plan to remain in this school next year	11 (11%)	23 (22%)	35 34%)	35 (34%)	104
I chose teaching because there were no other alternatives	46 (44.2%)	24 (23.1%)	17 (16.3%)	17 (16.3%)	104
I am always on time to work	4 (4%)	12 (12%)	35 (34%)	53 (51%)	104
Total	92 (17.7%)	90 (17.3%)	146 (28.1%)	192 (36.9%)	520

1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Table 4.9 Frequencies and percentages of teachers' responses for their commitment

The table reveal that more than two- thirds (65%) are committed to their work while 35% of them are not committed to their work. Those who are more committed to teaching make up 73% of the respondents versus 27%. While 68% appear to plan to remain in the same school the following year, 67 % of respondents are less committed to teaching at entry. In addition, the table shows that, although the vast majority (84.6%) of respondents claimed to be always on time at work, (15.4%) stated that they were sometimes absent from school without the permission of the principal.

Principal Leadership Behaviour

This section focuses on the questionnaire to teachers about school principals' leadership behaviour. Table 4.10 shows all the items grouped together in accordance with the dimensions of principal leadership behaviour as perceived by secondary school teachers. These dimensions were grouped into transformational and transactional leadership. Participants were asked on the

questionnaire to judge how school principals displayed their behaviours using a five-point Likert type scale, where 1 represented "strongly disagree," 2 "disagree," 3 "neutral," 4 "agree," and 5 "strongly agree". The mean scores of the totals of the items related to each dimension of the two types of leadership were calculated. The statistical analysis provides frequencies, means and standard deviations (see Table 4.10).

Type of Leadership	**Dimension**	**Scale/frequency**					**Total**	**Mean**	**St. dev**
		1	2	3	4	5			
Transformational	**Idealised influence** **(**items:1,3,6,19,22,26,27)		145	203	203	112	751	3.14	1.23
	Inspirational motivation **(**items: 2,8,10,24)	28	76	99	120	108	431	3.47	1.22
	Individualised consideration **(**items: 4,9,12,14,20,23)	52	109	184	179	121	645	3.32	1.19
	Intellectual stimulation (Items: 5,7,21)	65	82	53	85	38	323	2.84	1.33
	Total	233	412	539	587	379	2150	3.22	1.25
Transactional	**Contingent reward** **(items: 13,25,28)**	62	74	56	70	60	322	2.98	1.40
	Active management-by-ex **(**item:11)	32	43	20	7	6	108	3.45	1.68
	Passive management-by-ex. **(**items: 15,16)	11	22	33	39	110	215	4.00	1.32
	Laissez-faire **(**items: 17,18)	11	15	14	77	97	214	4.09	1.45
		116	154	123	193	273	859	3.66	1.12

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.10 Frequencies, means, and standard deviations for teachers' responses to the Principal Leadership Questionnaire (PLQ) comparing scores of transformational and transactional leadership

Tables 4.10 indicates the frequencies, means and standard deviations of responses to the items provided on different dimensions of the principal leadership behaviour, divided into transformational and transactional leadership factors. The transformational leadership score is the average score for the 20 items comprising transformational leadership. The transactional score is the average score for the 8 items encompassing transactional leadership (see Table 4.10).

The same table shows that the overall mean for transformational leadership was 3.22, with a standard deviation of 1.25, whereas the mean for transactional leadership was 3.66, with a standard deviation of 1.12. This shows that the principals have been rated higher on transactional aspects than on transformational factors.

Table 4.10 also shows that the standard deviations associated with all transformational and transactional leadership dimensions were relatively large, ranging from 1.12 to 1.68. This indicated a moderate variation in the perceptions of respondents.

The table also indicates teachers' perceptions about the specific dimensions of the two types of their principals' leadership behaviour. For the dimensions of principals' transformational leadership, it was found that the lowest mean was for intellectual stimulation (2.84), with a standard deviation of 1.33. The highest rated transformational leadership behaviours were the components of inspirational motivation (M=3.47; SD= 1.22), followed by individualised consideration (M=3.32; SD=1.19) and idealised influence (M=3.14; SD=1.23)

Findings related to the dimensions of transactional leadership revealed that laissez-faire is exhibited most frequently (M=4.09; SD= 1.45), followed by passive management by exception with a mean of 4.00 and standard deviation of 1.32. Active management by exception was attributed received a mean of 3.45 and standard deviation of 1.68 and contingent reward received the lowest ratings with a mean of 1.91 and a standard deviation of 1.12.

The following tables display secondary school teachers' perceptions towards the specific items used to denote the transformational and transactional leadership behaviours of their principals. Results are tabulated and presented in frequency and percentage according to the different dimensions of the two types of principal leadership. The frequency represents the number of teachers 'responses given to items within each dimension and the percentage is represented in relation to the total number of respondents (n) who participated in the study for each item. The scales for items pertaining to three dimensions of transactional leadership were flipped as they present negative meaning. Those dimensions are active management by exception, passive management by exception and laissez-faire.

Idealised influence

Items	Scale/ Frequency and percentage					n
	1	**2**	**3**	**4**	**5**	
The principal explains and communicates clearly school mission, goals and priorities	1 (0.9%)	32 (29.6%)	20 (18.5%)	29 (26.9%)	26 (24.8%)	108
The principal talks with me frequently about my instructional practices	21 (19.5%)	19 (17.6%)	22 (20.8%)	33 (30.6%)	13 (12.1%)	108
The principal takes my opinion into consideration when initiating actions that affect my work	18 (16.8%)	25 (23.4%)	32 (29.9%)	23 (21.5%)	9 (8.4%)	107
The principal makes me feel good to be around him/her because he/she has an impressive and charming personality	8 (7.5%)	15 (14.0%)	43 (40.2%)	29 (27.1%)	12 (11.2%)	107
The principal promotes a sense of belonging among the teachers in my school (to be with them at lunch time, etc.)	32 (29.9%)	21 (19.6%)	21 (19.6%)	20 (18.7%)	13 (12.2%)	107
The principal ensures that teachers have adequate involvement in decision making related to programmes and instruction	8 (7.5%)	8 (7.5%)	42 (39.3%)	26 (24.3)	23 (21.5%)	107
The principal demonstrates a willingness to change his/her practices in light of new understandings and changes	0	25 (23.4%)	23 (21.5%)	43 (40.2%)	16 (15.0%)	107
Total	88 (11.7%)	145 (19.3%)	203 (27.0%)	203 (27.3%	112 (14.9%)	751

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.11 Frequencies and percentages of teachers' responses to the idealised influence behaviours of their principals.

Table 4.11 represents data frequencies and percentages for teachers' responses on the principal leadership dimension of idealised influence. Less than half (42.2%) of the teachers who responded agreed or strongly agreed with statements related to idealised influence, while almost a third (31.0%) disagreed and the rest (27.0%) were neutral.

Table 4.11 shows that only two items received more than 50% of 'agree' or 'strongly' agree responses. This suggests good support for the communication of school mission and goals, and for willingness to change practices in response to new ideas. However, although it seems that

principals do not take teachers' opinions into account (only 29.9% of teachers agreed with this statement), almost half (45.8%) claim to have adequate involvement in decision making related to programmes and instruction. It also seems that principals did not instil a sense of belonging in the teachers (30.9% of respondents either agreed or strongly agreed to the statement). The other items produced results close to the average score for this dimension.

Inspirational motivation

Items	**Scale/ Frequency and percentage**					**n**
	1	**2**	**3**	**4**	**5**	
The principal encourages teachers to work towards the same goals	2 (1.9%)	19 (17.6%)	28 (25.9%)	16 (14.8%)	43 (39.8%)	108
The principal encourages teachers to consider the points of views of other teachers during staff meetings	17 (15.8%)	13 (12.1%)	34 (31.5%)	32 (29.6%)	12 11.1%)	108
The principal encourages and stimulates me to participate willingly and happily in doing school duties and other extra-curricular activities	8 (7.4%)	33 30.6%)	25 (23.2%)	26 24.8%)	16 (14.8%)	108
The principal is respected by teachers	1 (0.9%)	11 10.9%)	12 11.1%)	46 43.0%)	37 (34.6%)	107
Total	28 (6.5%)	76 17.6%)	99 23.0%)	120 27.9%)	108 25.1%)	431

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.12 Frequencies and percentages of teachers' responses to the inspirational motivation behaviours of their principals.

Table 4.12 indicates that over half (27.9% + 25.1%) of the teachers who responded agreed or strongly agreed with the statements pertaining to this leadership dimension, while over 20% (6.5% + 17.6 %) strongly disagreed or disagreed with them and 22.97% remained neutral.

The table also shows that principals are perceived to encourage teachers to work towards the same goals (54.6%) and are respected (77.6%). The findings present a balanced picture of their principal's ability to encourage and stimulate them to participate willingly and happily in doing school duties and other extracurricular activities (38.9% agreed and 38.0% disagreed) while a

significant minority (40.8%) of teachers felt encouraged to consider the points of view of other teachers during staff meetings.

Individualised consideration

Items	Scale/ Frequency and percentage					n
	1	**2**	**3**	**4**	**5**	
The principal provides teaching facilities to support me in doing my job properly	1 (0.9%)	8 (7.4%)	39 (36.1%)	39 (36.1%)	21 (19.4%)	108
The principal is concerned with teachers' welfare (lunch, accommodation, bonus …..)	27 (25%)	20 (18.5%)	15 (13.9%)	20 (18.5%)	26 (24.1%)	108
The principal recognises the job well done	3 (2.8%)	28 (26.2%)	20 (18.7%)	33 (30.5%)	23 (21.5%)	107
The principal creates conditions that allow teacher to do their teaching job even within his/her absence	12 (11.1%)	7 (6.5%)	39 (36.1%)	34 (31.5%)	16 (14.8%)	108
The principal treats each teacher in the same way without any ulterior motive	7 (1.9%)	34 (31.8%)	20 (18.7%)	26 (24.3%)	20 (14.0%)	107
The principal focuses his/her attention on finding exceptions, deviations and weaknesses in teachers	2 (1.9%)	12 (11.2%)	51 (47.7%)	27 (25.2%)	15 (14.0%)	107
Total	52 (8.1%)	109 17.0%)	184 28.5%)	179 27.8%)	121 18.8%)	645

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.13 Frequencies and percentages of teachers' responses to the individualised consideration behaviours of their principals.

Table 4.13 shows that more than 40% (27.8% + 18.8%) of teachers who responded agreed or strongly agreed with statements related to individualised consideration, while almost 25% (8.1%+17.1%) of respondents either strongly disagreed or disagreed with the statements pertaining to this leadership dimension and 28.5% gave neutral responses to them.

Table 4.13 indicates positive responses to two items; that enough teaching facilities were provided to support teachers in doing their job properly (55.6 % agreed) and that there was recognition for a job well done (52.0% agreed). A significant number (47.7%) of respondents

were neutral regarding the principal as leaders who focused their attention on finding exceptions, deviations and weaknesses in teachers, while almost the same number (46.3%) were in agreement that principals created conditions that allowed teachers to do their teaching job even in their absence. There was a balanced response to the statement on teachers' welfare; the number of respondents who disagreed (43.5%) being almost equal to those who agreed with it (42.6%). The principals are mostly regarded as leaders who treat each teacher in the same way without an ulterior motive (only 14.1% disagreed with the statement).

Intellectual stimulation

Items	**Scale/ Frequency and percentage**					**n**
	1	**2**	**3**	**4**	**5**	
The principal facilitates teachers doing research and training	13 (12.1%)	35 (32.4%)	15 (13.9%)	40 (37.1%)	5 4.6%)	108
The principal is concerned with my problems and is ready to help me getting solutions to them	26 (24.1%)	28 (25.9%)	21 (19.5%)	15 (13.9%)	18 (16.7%)	108
The principal tries to help teachers work out how to solve problems	26 (24.3%)	19 (17.8%)	17 (15.9%)	30 (28.9%)	15 (14.0%)	107
Total	65 (20.1%)	82 (25.4%)	53 (16.4%)	85 (26.3%)	35 (11.8%)	323

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.14 Frequencies and percentages of teachers' responses to the Intellectual stimulation behaviours of their principals

Table 4.14 indicates that fewer than 40% (26.3% + 11.8%) of teachers who responded agreed or strongly agreed with the statements pertaining to intellectual stimulation, while over 40% (20.1% + 25.4%) of respondents either strongly disagreed or disagreed with this transformational leadership dimension and 16.4% of the respondents remained neutral about it.

The level of agreement and disagreement was very similar for two statements related to this dimension; that principals facilitated teachers doing research and training (43.7% agreed and 44.5% disagreed) and that they tried to help teachers work out how to solve problems (42.9% agreed and 42.1% disagreed). However, exactly half of respondents (50%) disagreed that principals were concerned with teachers' problems, and that they were ready to help them to reach solutions.

Contingent reward

Items	Scale/ Frequency and percentage					n
	1	2	3	4	5	
Whenever they feel necessary, teachers can negotiate or talk to the principal what reward they can get for what they accomplish	32 (29.6%)	26 (24.1%)	12 (11.1%)	25 (23.2%)	13 (12.1%)	108
The principal tells teachers what to do to receive rewards for their efforts	7 (6.6%)	27 (25.2%)	27 (25.2%)	29 (27.1%)	17 (15.9%)	107
The principal is committed to giving teacher special recommendations, praise and promotion for a good work	23 (21.5%)	21 (19.6%)	17 (15.9%)	16 (15.0%)	30 (28.1%)	107
Total	62 (19.3%)	74 (23.0%)	65 (17.4%)	70 (21.8%)	60 18.6%)	322

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.15 Frequencies and percentages of teachers' responses to the contingent reward behaviours of their principals

Table 4.15 shows that just over 40% (21.8%+18.6%) of teachers agreed or strongly agreed to the statements related to contingent reward, while a similar number (19.3%+23.0%) either strongly disagreed or disagreed with the statements and only 17.4% remained neutral.

Table 4.15 indicates identical responses (43.0%) for principals' willingness to tell teachers what to do to receive rewards for their efforts, and for the principal's commitment to giving them recommendations, praise and promotion when they performed well. However, only just over a third of teachers (35.2%) agreed that they could talk or negotiate with principals about what reward they could receive for what they had accomplished.

Active management by exception

Items	Scale/ Frequency and percentage					n
	1	2	3	4		
The principal pays more attention in the school affairs when there are problems, irregularities and mistakes in the school	6 (5.6%)	7 (6.5%)	20 (18.5%)	43 (39.8%)	32 (29.6%)	108

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.16 Frequencies and percentages of teachers' responses to the active management by exception behaviours of their principals

Table 4.16 shows that almost 70% (39.8%+29.6%) agreed or strongly agreed that the principal paid more attention to school affairs when there were problems, irregularities and mistakes in the school, while only about 10% (5.6%+6.5%) disagreed with this statement.

Passive management by exception

Items	Scale/ Frequency and percentage					n
	1	2	3	4	5	
The principal does not take action until problems become serious	7 (6.5%)	13 (12.1%)	16 (14.8%)	22 (20.4%)	50 (46.3%)	108
The principal avoids getting involved when important issues and problems arise in the school	4 (3.8%)	9 (8.4%)	17 (15.9%)	17 (15.9%)	60 (56.1%)	107
Total	11 (5.1%)	22 (10.2%)	33 (15.4%)	39 (18.2%)	110 (51.2%)	215

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.17 Frequencies and percentages of teachers' responses to the passive management by exception behaviours of their principals

Table 4.17 indicates that nearly 70% (51.2%+18.2%) of respondents were viewing their principal as passive management by exception leader, while fewer than 20% (10.2%+5.1%) of teachers who responded agreed or strongly agreed with the statements pertaining to passive management by exception, and 15.4% remained neutral about it. The table also shows that the that the principal only took action when problems became serious (66.7%) and that the

principal only becomes involved when important issues and problems arise in the school (69.3%).

Laissez-faire

Items	Scale/ Frequency and percentage					n
	1	2	3	4		
The principal waits for intervention from District authorities to take decision	6 (5.6%)	7 (6.6%)	10 9.4%)	46 (43.0%)	38 (35.5%)	107
The principal avoids making decisions and pushes his/her deputies to do so	5 (4.7%)	8 (7.5%)	4 (3.8%)	31 (29.0%)	59 (55.2%)	107
Total	11 (5.2%)	15 (7.0%)	14 (6.6%)	77 (36.0%)	97 (45.3%)	214

1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree

Table 4.18 Frequencies and percentages of teachers' responses for their Principal's laissez-faire leadership

Table 4.18 shows that a substantial majority (45.3% + 36.0%) of teachers were perceived as a laissez-faire leader, and only 6.6% remained neutral about them.

The table shows that the principal displays laissez-faire behaviours. Teachers viewed (78.5%) that he waits for intervention from district authorities before taking decision, and that he avoids making decisions and push their deputies to do so (84.1%).

Overview

This chapter presents the most salient findings from the quantitative analysis of the data. Tables of descriptive statistics were presented showing the values for frequencies, percentages, means and standard deviations from respondents. The statistics provided information about the factors of teachers' job satisfaction in relation to the intrinsic and extrinsic factors for teachers.

The data revealed that the teachers expressed a higher degree of satisfaction with the intrinsic factors than with extrinsic factors.

In respect of intrinsic factors of teacher job satisfaction, the dimensions of job satisfaction measured were presented in descending order as follows: (1) responsibility, (2) opportunity for advancement and promotion, (3) work itself and (4) recognition and achievement. Across the

extrinsic factors, the highest level of satisfaction was the relationship with co-workers, while supervision and management came next and the lowest level was salary and benefits. Even though there were no wide variations between job satisfaction levels across the selected schools, school B and G, with the highest and lowest means, were included in the qualitative study. On average, teachers reported a moderately high commitment to teaching.

Statistics were also used to investigate the level of transformational and transactional leadership behaviours of secondary school principals. The results of the quantitative study suggested that the secondary school principals have been rated higher on transactional leadership than on transformational leadership. Of the four transformational leadership dimensions, teachers gave their top rating to inspirational motivation. The dimension rated by the teachers at the second position was individualised consideration followed by idealised influence. Teachers scored their principal's leadership lowest on intellectual stimulation.

With regard to the dimensions of transactional leadership, teachers perceived Laissez-faire management the highest, followed by passive management. Teachers' perceptions in relation to active management by exception came next and contingent reward management achieved the lowest scores.

The results of the quantitative study also showed that, on average, the level of transformational leadership is more or less the same across five of the selected schools but two schools received lower mean scores than the other five. One of these two schools was included in the qualitative study.

The next chapter presents the findings from the first case study.

Chapter Five: Case Study Findings from School B

Introduction

This chapter presents the findings from the first of two case studies. Interviews were conducted in two schools, selected from the seven schools which participated in the first phase of this study. These schools were sampled purposively because they obtained the highest (school B) or lowest (school G) scores on teacher job satisfaction. This chapter is concerned with the presentation of findings from School B. The presented data are derived mainly from interviews but there is also documentary evidence drawn from the teachers' and principal's job descriptions (see appendix E). The documentary analysis served to provide additional insights on the topic and also provided methodological triangulation. The researcher conducted interviews with five teachers and the school principal. Teachers were sampled based on criteria discussed in chapter three, related to their length of teaching experience in the school. All five teachers in school B had been teaching for at least five years at the same school.

In line with research ethics, the researcher used pseudonyms for all respondents in order to provide anonymity and confidentiality. The fictitious names were then coded to represent the respondents in place of their real names throughout this chapter. The principal was identified as Principal B (PB), whereas teachers were labelled TB1-TB5.

The table below provides information about the composition of the sample of interviewees.

interviewees	Information about interviewees
TBI	Female teacher, qualified in Education with more than 10 years at the same school.
TB2	Male teacher, unqualified, is under distance training program with 6 years at the same school
TB3	Male teacher, qualified in teaching with 7 years at the same school.
TB4	Male teacher, qualified in Education with 5 years at the same school.
TB5	Young graduate male teacher with 5 years at the same school.

Table 5.1 information about the composition of the sample of interviewees in school B.

The table shows that only one female was interviewed. It also shows that all interviewees are qualified in education except TB2 who is still undertaking distance training programme.

Data from the interviews, and from the review of documents, were analysed in relation to the following key themes: teacher commitment, school principal leadership behaviour and teacher job satisfaction. Interviews were transcribed and coded, and responses grouped according to the questions asked. Content was analysed by grouping together and analysing all those responses that were similar, which led to themes emerging from the findings. The researcher recognised that transcription was not easy, since the interviews were recorded in all three languages (French, English and Kinyarwanda mixed) and were then translated into English.

In order to explore and illustrate the results obtained, the researcher chose to include as many quotations as possible that were extracted from the raw data in the research to show the similarities and differences in participants' comments and to illustrate a particular understanding or perception of participants. Using direct quotations from respondents was also to show how they constructed their world and the meanings they gave to the subject under consideration. The researcher has attempted to provide a balance of quotations, so that no participant was over-quoted or omitted.

The interview questions were parallel to the survey instrument data in order to integrate the findings and to facilitate their interpretation and comparison (see chapter seven).

Description of School B

School B is situated 1 km from a tarmac road. It has the advantage of being very accessible by public transport and close to other public services in general. It was founded in 1991 and is jointly managed by the Government and Catholic Church. It is therefore a subsidised school. The main aim of the school is to set the standard for academic excellence in sciences in line with the Rwandan government's goals and aspirations. The school has two levels: the three-year junior secondary programme and the three -year senior secondary programme. At the time of the research visit, the school had an enrolment of 350 (221 boys and 129 girls) with class sizes of more than 50 students. The school had 15 teachers (6 with bachelor's degrees, 3 with diplomas and 6 with certificates).

The head of the school is a principal (also referred to as headmaster) who is regarded as responsible for all that happens in the school. The principal has been at the school for approximately six years and he is helped by a deputy principal in charge of discipline, a bursar and a secretary.

The school has adequate classrooms plus specialised rooms such as the library, science laboratory and computer room. The library was poorly resourced and computers were not connected to the internet. The administration block was very neat and equipped with computers for administrative purposes. The school looked well taken care of, in terms of cleanliness. The school grounds were clean and decorated with flowers.

Documentary Analysis

Documentary sources were examined to complement the other methods used to collect data for this study. In this study, the researcher analysed the teacher's and principal's job description document. Whenever a new teacher or a principal joins the school, he/she is given a job description document which they are expected to read and digest.

The principal's and teachers' job description documents are very detailed and explicitly outline their duties and responsibilities in the school. They are clearly written, with an indication of how, and by whom, things should be done.

Principal's Job Description

This stipulates that the principal is accountable for the overall school leadership, management and development of the school, within Government policies. The principal is expected to ensure that teachers are committed to their responsibilities. The principal, as head of the school, must ensure that prescribed official decisions are implemented and adequate support and resources are provided to ensure quality education within the school. His duty is also to support teachers in improving their skills, knowledge and performance through in-service training, with the ultimate goal to achieve improvements in teaching and learning. The principal's job description consists of four sections:

- Management of personnel and students, under which the principal is responsible for managing and motivating teachers, assessing their school and extracurricular activities, as well as carrying out pedagogic inspections.
- Communication, whereby the principal must get information from formal and informal sources about staff performance, circulate information among teachers and prepare and chair pedagogic meetings
- Decision making, including supervising the preparation of the school action plan, coordinating school activities, negotiating responsibilities with teachers, finding solutions to problems, and managing school assets and resources.

- Relations with stakeholders, including participating at meetings, updating professional standards, cooperating with the school governing body, and meeting parents' committees and learners' representatives.

Since the document is prepared at the national level, the principal's roles and responsibilities seem to be dictated from above; only limited policy-making power is entrusted to the principal. The document does not clearly articulate the role that the principal may play in teacher recruitment and appraisal procedures. This can mean the principal not taking part in the above processes and not having full control over the decisions regarding the teaching staff.

Teachers' Job Description

The document shows a series of tasks that may be required of teachers. Teachers' duties focus on organizing and implementing the instructional programme that will result in students achieving academic success in accordance with national policies. Their duties and responsibilities fall within five main areas listed below:

- Pedagogic duties under which teachers are required to facilitate classroom instruction through planning and executing all activities to meet students' varying needs and interests.
- Extracurricular duties whereby teachers are required to go beyond classroom activities and assist school manager in organising and performing student-related duties outside their classrooms.
- Administrative duties concerned with teachers' duties to coordinate and report on the academic activities of each subject taught, participating in meetings and administrative tasks and providing promptly documents and administrative papers.
- Interactions with stakeholders whereby teachers are specially required to contribute to the professional development of colleagues by sharing knowledge, ideas and resources and to remain informed of educational trends and curriculum development.
- Communication under which teachers are encouraged to participate in departmental committees, seminars, workshops and courses, in order to update their professional standards and to inform the school principal about problems that may affect their work.

The next two sections present the data from the interviews. The first section outlines teachers' findings, while the second section is used to report the views of the principal.

Teachers' Perspectives

Teacher Job Satisfaction

This section reports teachers' responses to the interview questions on teachers' job satisfaction. They were asked to respond to the following questions:

- Identify and describe which factors have increased your job satisfaction, and explain how.
- Identify and describe which factors have decreased your job satisfaction and explain how.
- Describe how things should change for you to be more satisfied in your job?
- What strategies does the principal use to increase your job satisfaction?

The responses of participants as guided by the above questions were organised and discussed under the following aspects of teachers 'satisfaction: factors that increased teacher job satisfaction, factors that decreased teacher job satisfaction and strategies used by the principal to increase teacher job satisfaction

Factors increasing teacher job satisfaction:

The factors increasing teacher job satisfaction were classified in two broad categories - intrinsic and extrinsic:

Intrinsic factors

The researcher analysed four intrinsic factors of teachers' job satisfaction, including recognition/achievement, opportunity for advancement and promotion, responsibility and works itself.

Recognition

Recognition was seen by teachers as a factor that increased their job satisfaction. It was used interchangeably with the concept of respect by teachers. The interview findings demonstrated high levels of teacher satisfaction in the way their job was recognised. The comments of three teachers are shown below:

> *"In this school I feel appreciated. The principal respects me and my work….. I am really appreciated for my performance. For instance, last year, the principal publicly praised a teacher whose students performed well in National Exam. I received the certificate of merit. It gives me an affirmation that I am doing a good job."* (TB1)
>
> *"Appreciation and recognition don't necessarily mean money. Some recognition came in words of praise and admiration in form of compliments. ……. . I do not expect a gift*

from him [the principal], but a few words would have been sufficient to make me happy and motivated to teach effectively for better results……When he [the principal] says: Thank you. Keep it up. This praise encourages me to improve my teaching so that next year is better……. I feel more committed to my job for school achievement and success."(TB2).

"On my side, I am satisfied by the recognition and respect I receive from my principal. The first year I taught at this school I had a terrible principal who was under the assumption that I was hired only because I knew the Mayor of the District….It was stupid of course……..
He made my life miserable or at least he tried to… I couldn't talk so much because I am not a qualified teacher…The current principal is flexible and rational….he praises everyone who is doing a good job without considering where he/she is coming from. ...He respects the experience that we have and treats us as professionals….He gives encouragement that we are doing a good job….. I am very proud of that."(TB3)

Responsibility

The findings showed that there was a relatively high degree of satisfaction with the degree of responsibility allowed by the school principal, indicating that teachers felt that they had freedom to set their own goals and methods to be used during classroom practice. In the following responses, teachers refer to a form of autonomy in which they can use their discretion when performing certain duties and do not always have to take instructions from the principal. Three teachers commented as shown below:

"At the beginning of the academic year, we are given the necessary guidelines about what is expected from us and then we are free to do what we think is the best in our classrooms. We have freedom to determine teaching materials and strategies. I think that this helps us to carry out our assignments with enthusiasm." (TB1).

"We do have so much freedom and flexibility to really change people's lives . . . The principal here gives the teachers responsibility and power to solve learner's problems. I feel happy to be a reliable person for my principal. … I am then more willing to take initiatives on my own in the school's interest."(TB4)

"You know what I can tell you, I can say that my principal is somebody who is really friendly and then he can't even tell you what to do because actually he knows that you know your job. Yes he's not after me, definitely, he's not after me. …. if I've got a problem I will call for help … but usually definitely, I'm always free." (TB3).

He added that:

> *"He has managed to develop his teachers to become good teachers. So we don't need him always to come push us to do what we have to do. I personally admire that…..*

Opportunity for advancement and promotion

The respondents demonstrated a modest level of satisfaction in respect of the opportunity for advancement and promotion. They wanted to take part in more teacher training programmes. Two teachers expressed their satisfaction about the training they were receiving:

> *"Teaching is a demanding job that requires a teacher to keep him/herself updated on the subject he/ she is teaching and on the way the subject is taught. On my side as a science teacher, I am very satisfied with training programmes organised for science teachers…The only handicap is that our principal likes money. If the training involves any expenses from the school budget ….the chances for teachers to take part will be limited."* (TB1)

> *"I like to learn new things and integrate them into my classroom. I always look for ways to improve myself professionally and personally…. You know that we have a problem of language. I appreciate the way language training is organised. We are learning for free. Though we don't apply the language in teaching, we would apply it elsewhere……As for us without a degree, the government is helping us advance in our profession. At least, now there is a programme (Teacher training programme) which can help us obtain the diploma. Since the salary reflects your level of education, the programme will help me to increase my salary after completion…And our principal is helping us to organise our time*."(TB3)

Work itself

Most of the teachers interviewed were relatively satisfied by the factors related to the nature of their work. The interviews show that there were many work-related aspects that have an influence on the job satisfaction of the teachers. Flexibility, freedom, and job security were frequently referred to as factors that increased teacher job satisfaction.

One teacher (TB1) expressed the consolation that teaching is a secure job:

> *"I can say that we are consoling ourselves by the job security that is the most prominent quality of teaching. We are not scared to terminate our employment contracts……. We are not like others in administrative positions who feel insecure about their job as for them job security is based on their performance as well as on other factors such as the*

market situation, nepotism, government policies, to mention a few. ……..A lot of them always fear to be put in jail because of embezzlement, money missing or injustice……..As for me, my only concern is those children (pointing the finger at students passing outside)."

She added:

……There is a widespread feeling that there is a lot of corruption at all levels of public services in Rwanda. But I can say that the level of corruption in education is not high. I come here, get in my classroom; chat with my students and at the end of the day I go back home….. I am not like my colleagues in public services; I hate their hierarchical protocol. If you don't win the love of your line manager… you understand what I mean…… you may be in trouble."

Extrinsic factors

Relationships with co-workers

Relationships between workmates are fundamental. Teachers indicated that, in general, the most satisfying part of the teaching job was relationships among colleagues. It has been seen that the participants like to have a sense of support, understanding, cooperation and team work with their colleagues at work. Two teachers explained this as shown below:

"I feel satisfied when I am supported by my colleagues. An important element here is the willingness of teachers to help each other even beyond their formal requirements….. The teachers here are very helpful…….I work with people who feel the same sense of commitment to the kids as I do. When you put all those factors together, it makes for a happy environment. ……This is the only way that makes me happy because, through having a good relationship with my colleagues, it makes my job easier."(TB2)

"I love the people I work with. Also, as a staff, teachers support each other not only on professional matters but also in the social life. There are many get-togethers and social opportunities for teachers and staff members to get to know one another. That's a good support. You have people who support you even when you are falling. When you are down, they are willing to help you. That's why a lot of people are satisfied and committed here. ……. It's a good group……. It's a supportive group. We have put together funds that help colleagues [teachers] in necessity. We use the money in different ceremonies like marriages, burial ceremonies." (TB4)

Support and management

The interviews showed that teachers seemed to enjoy being given guidance and support from the principal. The participants also like the fact that they have the opportunity to share some of their ideas with the principal in relation to performing their work. Two teachers expressed their views as shown below:

> *"He [the principal] is really a reliable man. I have worked with him for five years, he has never let me down….He makes things easier for me… Even if you want permission to absent yourself from school, you just go to him; you tell him your problem ….. That's how he is… it is not scary to ask for permission to attend to your problems…….Unless reasons of your absence are baseless. When needed, he becomes serious and can even punish or reprimand. In fact, as the saying goes: spare the rod and spoil the child."* (TB4)

> *"I'm satisfied with the principal because he understands teachers' demands and participates in social activities with them. For instance, he contributed a lot at the time of our last trip into the National Park. He supports our initiatives……..When you have a party and invite him, he doesn't hesitate to come to your house…..He is not like other bosses who wrongly say that their relationship with their subordinates ends at the workplace."*(TB3)

Factors decreasing teacher job satisfaction

Factors decreasing teacher job satisfaction as perceived by teachers are again grouped into intrinsic and extrinsic categories:

Intrinsic factors

The discussion below reflects participants' comments about the four intrinsic factors which decreased teacher job satisfaction:

Recognition

While many of the teachers in this study felt valued by their principal, they felt that their efforts and abilities were not recognised by the wider society. One teacher (TB2) expressed his disappointment in this way:

> *"This is common for all secondary and primary teachers in this country… Even though we feel recognised by our principal, we are very disappointed by how the community perceives our image. People are saying that teaching is not meaningful work for which one can aspire. But in one sense, they are right…… People tend to compare our [teacher's] income with that of others. They realise that teachers are receiving less pay*

than other in different areas of work……. Their dressing is sloppy, they are always busy borrowing money…. they have difficulties to send their children at school … It is really discouraging ……. Briefly, we are satisfied with the recognition received more often from within the school than from outside."

Responsibility

Many of the interviewed teachers commented on the lack of autonomy as a result of the centralisation within the educational system; i.e. imposition of authority and rules without any input from teachers who are forced to put into practice the decisions sent from above. One teacher (TB5) expressed his negative perception of responsibility in this statement:

"Teachers are not technicians who are there to implement other people's decisions. I think that we should be considered as professionals, people capable of deciding for themselves what is right or wrong ……..Do you know what is surprising me? Those people who are imposing to us what to do, most of them, if not all are our colleagues….. We have the same qualification (he laughs). It is really disheartening and frustrating to hear your former classmate saying: This is what we decided, implement it whether you like it or not……simply because he/she holds a higher responsible position….. For instance, curriculum on which we have not been consulted, we are obliged to implement it …..It is sometimes inappropriate or badly planned."

Some teachers are deeply concerned by the lack of support from their principal in the face of such problem (the implementation of national policies).

"The principal is like us…He really doesn't understand …I can't blame him…. He also blindly accepts what is coming from above… That is the system, sir, and you know it very well" (TB2).

Opportunity for advancement and promotion

Some teachers stated that they found staff development to be repetitive and a waste of time.

"Every year they are telling us the same thing and they are repeating what we saw when we were still in varsity. Maybe it is beneficial for those without a degree….It should be something that gives us new ideas and helps us grow, not repeating the same problems over and over."(TB5).

Moreover, teachers have lost hope that the teaching profession could provide them with a good future. With regard to barriers to advancement, teacher TB4 said:

"I don't see any possibilities of proceeding in a teaching career…… Frankly speaking if you are really ambitious to become rich or a big personality, don't choose teaching……. Basically, here the only possible promotion for teachers is becoming a principal or

deputy principal……. One, the position is not attractive, two to be appointed to the position of principal or deputy principal, there are other parameters that are taken into consideration, including qualifications, and the way you are appreciated by higher authorities (Mayor or others…).....this is very disappointing"

The work itself

The volume of work and lack of resources and teaching materials were considered as factors that decreased teacher job satisfaction, by two teachers:

"Teaching workload increased: As for me, I have 30 teaching periods per week. Previously teachers used to have at most 25 periods…….I don't know what the philosophy of the education decision makers is to increase our workload and, at the same time asking us to do this extra work…..They do not know that when you are exhausted you can't give your best. What a teacher should do……..Apart from that; due to lack of time there are not enough possibilities for a teacher to take care physically and emotionally of oneself and of the member of one's family."(TB2)

"Teachers spend more than 10 hours on professional activities outside the classroom, mostly marking and preparation. This work is done after and before school, in non-contact periods during the day, at weekends and in holiday periods…..It is a serious problem…"(TB3)

Extrinsic factors

Participants' perceptions related to extrinsic factors are raised and discussed in relation to three specific dimensions:

Co-workers

TB5 expressed concerns about the poor relationships amongst staff:

"Everyone is so busy. I don't want to bother them all the time. When I have a problem, I'll first try to see if I can handle it on my own……I am a person who wants to try things out on his own….Imagine if you ask for help and they (other teachers) start having doubts about your potential…..I prefer not to ask anything. I only ask when I do not have any other choice… if the need really arises.....

Principal support

One participant mentioned that he is not satisfied because he needs more feedback and follow-up:

> *"However, he [the principal] is very busy. I can tell you that a big number of teachers, including myself were never observed teaching during an entire academic year. We don't know if we did well or badly"* (TB5).

Salary

The low salary was one of the issues which dissatisfied teachers the most. Three teachers expressed their concerns as shown below:

> *"The salary is the only problem that I do have about this job because really, I'm enjoying it. I love being an educator with all my heart but when it comes to my salary, it is so low and discouraging…… really it is ridiculous… you know when it comes to month end, I think about all this. I've done a lot of work, I've done a lot of things not only for the school, but also for the whole country, but when it comes to pay, it's definitely nothing."*(TB1).
>
> *"We all know that teachers don't get paid as much as they should get paid. Teaching is definitely important, but we don't get the respect we obviously deserve … Let me give you an example. Can you imagine that now I am unable to get a TV….sometimes my students laugh at me when I ask what was shown on TV as some of them come from rich families which already have it. Another example, yesterday, I met a street hawker who was selling tomatoes, he laughed at me saying: "You guy, I know you for long time busy studying. You should have bought a car. When I see your current situation, I feel pity for you. Do you know that with my business I am able to pay you?"……. It is really discouraging….My house leaks at night and I can't sleep when it is raining. When you have problems at home it is difficult to keep your mind focused on school work…your body can be here and your mind on the other side…how are you going to be effective in your teaching ….?* (TB5).

> *"The salary that I am getting is not adequate for me to meet my basic requirements…..it is totally inadequate to meet my basic needs. I find it difficult to meet school related expenses of my children. I turn to farming activities as additional income.… I constantly think where I can borrow money and I am always in debt…." (*TB2).

The principal's strategies contributing to teacher job satisfaction

Two teachers expressed their views as follows:

> *"Professionally, we are speaking the same language. The current principal provides us with teaching materials. We order books for the learners at the end of the out-going year so that in early January the following year they are available. Sometimes, he facilitates transport to teachers when they have to visit others libraries or bookshops….He does his best"* (TB1).

She added that:

> *"Even though the visibility of our principal at school remains the problem, once he is present and problems are brought to his attention, he looks for ways of assisting us. We are working side by side."*

> *"The principal is open……..During the meeting, you feel free because you know that when you talk people shall listen to you and take your suggestions into consideration… Well, I've recently worked at another school and during that time … the principal was totally authoritarian – He was intimidating teachers underestimating their job….Here, the supervision by the principal is fairly done, he praises you when it is necessary. His rapport after the class visit is clear. It contains things you agreed upon. During his first months of work, he was so strict and stubborn, but after several meetings he changed and started to understand teacher's suggestions. He is cool now… I wish it continues in this way"* (TB2).

Teacher Commitment

The research shows a clear relationship between teacher job satisfaction and teacher commitment. This section therefore addresses issues of teacher commitment within secondary schools. Teachers were asked a series of questions designed to give the opportunity to explore facets of their commitment.

Consideration of teacher commitment is important because it can be seen as a manifestation of teacher job satisfaction. Satisfied teachers are more likely to be committed to their work

The responses of participants were presented under the following aspects of teacher commitment: level of teacher's commitment, factors influencing teachers remaining in teaching and at the same school, and strategies used by their principals to support teachers' work and to retain them at school. Each of these aspects is discussed below.

Level of teachers' commitment

Teachers highlighted that they were relatively committed and happy to stay at this school and were keen to accomplish efficiently their teaching task. A viewpoint shared by many of the teachers is that teaching was not "just a job". A great number of teachers believed that being a teacher does not stop at the class-room door. However, data from the fieldwork indicates that most teachers considered teaching to be a demanding, challenging and time consuming job so that any other activity outside the classroom would be considered as a burden on the teachers' time.

Two teachers (TB2 and TB1) expressed their commitment as shown below:

> *"Commitment to teaching is not something that you just do at work. It is something that is in you…Teaching has become such a demanding and stressful job and I can't see how you can do it unless you are really committed*." (TB2)

> *"I am very committed....I am accountable for my actions. My main task is to transmit knowledge and I make sure that learners understand. If it happens that they don't understand…. In this case I repeat, repeat and repeat. Is not this commitment…? Teaching is a challenging job…… I am also doing some extracurricular activities…..It happens I work during weekends. I sometimes come to school….I prefer Sundays because Saturdays I use to go to church. I am protestant. I am coming willingly without being coerced or waiting for any kind of extra pay. I come just because I want to help my students prepare themselves to pass their National exam……..I feel extremely happy when my students get good results…. Frankly speaking when I teach and the students fail to understand I don't sleep."* (TB1)

Though this teacher was willing to do some extracurricular activities, her colleagues reported that their job is limited only to classroom activities and they do not enjoy the chance to extend their relationships with students outside the classroom, during extracurricular activities. Two teachers expressed their views as follows:

> *"Are you asking me how I am committed……? Yeah, I give my all in accordance with my job description. I don't go beyond. These extracurricular activities are so time-consuming ……. I don't have time for extracurricular activities. After regular classroom hours, I am so tired that I need to rest and to think to myself and my family…… I know, there is always more that needs to be done to help these students, but teachers have bills and families to tend to as well……. You see… the biggest issue is time and the poor salary."* (TB3)

"I do my best to fit in my job description. What I am asked to do is to teach, to help my pupils during my lessons. I do not have time to be at school after the hours of the school day. I need to think about myself and my future…. You know it very well…it is discouraging….. You are Rwandan, eh…. With this salary, if you don't do something else, you will die…. So, telling me to come on Saturday and assist my students … I may not be comfortable. ……. If you have to be devoted to work, you also have to be recognized and where there is devotion there must be a reward……If they want us to come Saturday, the salary should be reviewed." (TB4)

Factors influencing teachers remaining in teaching and at the same school

The researcher sought to understand the main forces that encouraged teachers to remain in teaching at the same school. Teachers' views about this varied. For some teachers, the motivation for teaching was primarily altruistic. Most stated that they stayed because of the students. Others considered teaching staff relationships and the specific school environment as reasons to stay. They included among other things school principal leadership behaviours, diversity in the school community and the school location. However, teachers' perceptions of a moral obligation towards the school had by far the greatest influence on their decision to stay. Participants' views and comments regarding each of these factors are discussed below:

Concern for the children

One teacher (TB1) suggested that concern for the children was an important factor in encouraging her to stay.

"Let me first tell you why I am still in teaching in general. I love, I like and I enjoy being with students. Seeing my students become someone serves as a reward to me. I always have kids in mind, first…… I always had a dream about doing something that could change someone. It was that feeling of knowing I would be changing a person's life that has kept the desire to teach inside of me"

School location and environment

Teacher TB1 also stressed the relevance of the school's location to her decision.

"As far as this school is concerned, I am born here in this area. My husband is also from this area and my children are in school here nearby ……..It takes me about twenty minutes to reach school every day. When I reach here, I am still fresh and not tired."

TB4 also cited the school location and environment as the main reason to stay at the same school:

"In fact, there is no difference between here and in the town. Many houses do have electricity. The only problem we have is water but the fountain is not very far from here.

I am dissatisfied with the infrastructure of schools. It has a lab, computer room, even though we do not yet have internet connection."(TB4)

Supportive principal

Some of the teachers interviewed for this research mentioned that a supportive principal was an important consideration: the comments of three teachers are shown below:

"Our principal is pro teachers…. He is very helpful in every way. I think that that was the main reason in helping me stay in the profession at this school …. He is very supportive" (TB1).

"After three schools I have taught at, I realised that my current principal is supportive, open to ideas, open to teamwork concepts. Briefly, other schools do not have as much as that team work atmosphere….I've never been in a school where I feel as safe as I am now…….Teaching is my second career. I was a judge before the war [1994 genocide]. I have been accepted here at this school and I am not annoyed at all. I will not leave this school unless I am tempted to find a third career." (TB2)

"It is very difficult for me to leave teaching. I enjoy the cultural diversity and the challenge that comes with it. In the school, teachers and students are very, very, diverse, and I really need diversity like that…..It didn't really occur to me to go somewhere else. Besides, I've been here with more than three principals, but actually the current principal has been very supportive with some personal issues."(TB3)

Feeling of obligation

Some teachers decided to remain at the school because of a feeling of obligation:

"I am now teaching in the school where I was a student. The school atmosphere had a great influence on me… Also, I think that in general, my school tries to offer a positive environment for everyone who is here - students and teachers alike ….. I really feel a moral obligation to stay here. I attended this school and graduated in 2000. To return to the same school in 2004 after getting my degree is that I received education here…... Besides, the school has invested some resources in training me in computer skills and in improving my English. I am not repaying the debt, but to quit would be ungrateful."(TB4).

Relationship with co-workers

TB4 also considered the relationship with his colleagues as a factor that motivated him to remain at the school:

> *"At this school, there is a lot of unity…. The staff like living as a family and they want the success to be owned by everybody….. It has been created a sense of belonging among the teachers……..Most of teachers, even principals in this schools expressed comfort in working together, sharing tasks and assisting each other both socially and professionally…… I really enjoy working with them."*

Lack of other career opportunities

One of the teachers complained about school management but also about teaching in general. He openly said that he was still in the teaching profession because of the lack of other career options:

> *He [principal] is not very positive…… He wants everybody's thinking to comply with his ideas, especially when political adherence is concerned…… Honestly speaking, I am here in the teaching profession because I didn't have any other alternative. I would leave teaching if I found a better job. A job which is more financially rewarding."* (TB5)

Another participant concurred, saying that his satisfaction is related to the unemployment conditions in Rwanda where he is happy just because he has a job:

> *"Although subjects I am teaching are not in accordance with my qualification, because of high unemployment, I am very happy with my job as unemployment is rising. I can say that I am lucky to be in employment; despite the meagre salary here. It is better than nothing, sir….The principal here understands the situation and sympathises with us [teachers]. If I decide to leave this school, it means that I will be no longer in teaching. I am among these teachers who are not necessarily happy with their jobs but who are willing to remain at their schools."* (TB3).

Strategies used by the principal to support the teachers' work

The analysis of the interviews provided insights on how the principal supported his teachers' work. Participants reported several qualities of the principal that inspired them and boosted their commitment. The listed the principal's readiness to listen, to be frank to discuss things and to find solutions to problems encountered by teachers. It was clear from the interviews with teachers that when principal adopts democratic leadership styles characterised by a human touch, teachers experience greater stimulation at work and high levels of work motivation. All participants shared the need for a visionary leader to know the entire organization and to build a culture of team work within the staff and the community.

Two participants praised the principal:

> *"He [the principal] informs us about whatever happens in the school……. I think, as soon as we have an initiative, he lets us free to act. I like this way of working … He gives us opportunities to show our talents. For example, a teacher who is specialized in teaching methods in a specific area has the opportunity to teach and the rest of the teachers to observe him/her……. I think that is good to find our strength and to learn from it."* (TB1).
>
> *"The principal has good relations with his teachers….. Both professional and personal…..The principal is not only my boss, but also my friend. He strives to know me as whole (my family, parents, and children). When one of them has problems, he gets to be concerned about what concerns me. In my turn in order not to disappoint him, I get committed to my work. However sometimes, he has a tendency to consider more and more the word of a student. We clearly told him that it is the worst form of disrespect and he promised us to change the behaviour."* (TB4).

However, one teacher (TB5) complained about the unfairness of the principal:

> *"Principals here have the same disease……The current principal is like his predecessor who had a clique of teachers who were close to him and another clique of teachers who were labelled as saboteurs. Our principal, when he is absent from school, there are always teachers who are spying for him and in most cases they report wrongly about their colleagues. This is very bad and does not help at all in our work."*

Principal Leadership Behaviours

In this section, the researcher presents data generated during interviews with the five teachers about the principal's leadership behaviour. Following the description of the principals' leadership behaviours, qualitative data were also used to ascertain the impact of principal leadership behaviours on teacher job satisfaction. The following questions addressed these issues:

- Describe your school principal's leadership behaviours that have a positive impact on your job satisfaction.
- Describe your school principal's behaviours that have a negative impact on your satisfaction.

Teachers perceived the principal of school B to exhibit two types of behaviours, positive and negative. The discussion below distinguishes between these two types of leadership behaviours.

Positive leadership behaviours

The leadership behaviours were, in turn, grouped into different dimensions of transformational and transactional leadership.

Transformational leadership

Intellectual stimulation

The interviews showed that the principal is perceived to be a leader who supports teachers, encouraging them to explore new ways of doing things and new opportunities to learn. One teacher (TB1) explained it in this way:

> *"Nowadays, if you don't study or learn you get lost……. You have to embark on the train of development and changes that are happening around you. Otherwise, you are left behind. . It is very abnormal for a teacher to sit and be satisfied with the qualification one got in year I don't know. You will not be able to keep up with the pace. The principal does whatever is in his power to help us grow….. Unfortunately the training organised here is in most cases useless. …… Trainers are not well equipped. The principal here is doing his best to make sure his teachers are up to date……."*

Individualised consideration

Three teachers portrayed their principal as a leader demonstrating acceptance of individual differences:

> *"Our principal is an approachable man and easy to work with. When you have a problem you go to him without fear or complex about whatever it can be……I remember that when I started my job… It was just after the 1994 genocide…. it was not easy to communicate with the principal simply because we were from different ethnic groups….The current principal has overcome that segregationist ideology…..Teachers here are treated equally…..I feel that I am in good hands….. The good thing about this principal is that he can be reasonable and even kindly apologises to you."*(TB4)

He added that:

> *"Our principal is not biased, and hence treats all the teachers in the same manner. Our principal does not show any signs of nepotism or favouritism among the teachers. He is out of genocide ideology. …… our principal is a strong leader… He tries to inculcate in his teachers tolerance for ethnical and regional diversities of teachers and learners at the school. He promotes a moral philosophy characterized by his respect for human dignity and lack of nepotism and favouritism"*

> *"I very much appreciate my principal ….He is sympathetic. He helps individuals with problems from the bottom of his heart. Not only he financially supports you but also he goes to a lot of trouble to come to your place and figures out himself the state of things…..Not only that…… He knows every teacher's name, even nicknames…. every morning he never fails to shake hands with teachers who are coming to work or even enquire about their personal stuff. This is very encouraging and impressive to the teachers…… We like it"* (TB2)

The principal was also perceived as a leader with the ability to understand individuals' talents, strengths and weaknesses that make them different to the other person and help them accordingly. One teacher (TB5) said that:

> *"…For instance, I was hired as a general paper teacher. At the same time I had some computer skills. The principal himself came to me one day and proposed me training and I got some computer maintenance habits. I attended the training and now I am in charge of the computer room……I am excelling to the point where I am influencing other neighbouring schools with my expertise in technology as they consult with me in maintaining their machines . That is motivation…isn't it? The principal here is cool."*

Inspirational motivation

The principal was perceived as a leader who never gives up and encourages teachers to bear all the problems and changes facing the school. Two teachers commented as follows:

> *"He [the principal] knows our problems. But, you see, when there is nothing to eat at home, the mother and the kids can't cry at the same time… He tries to encourage us to cope with the situation. In him doing so, I personally feel that I am not abandoned; I feel that at least there is someone who understands my problems…who would have resolved them if he had had the means."* (TB2).

> *"He [the principal] is really a good man. He gave us his cell phone and e-mail address and told us to chat with him using them. He ensured that when possible, he would be at our side to support us in all of our initiatives. Most of the time, when I called him, he didn't hesitate to intervene"* (TB1)

Idealised influence

The interviews showed that the principal was perceived as a leader with respect and consideration, able to help others to change.

> *"Our principal is flexible. He explains things as a gentleman. Even if someone is wrong, he does not shout at him and show his power. Rather, he is there to open our eyes and minds…. . His approach is not that people will agree with him, but he is willing to explain and say why it has got to be done. "* (TB2)

Two teachers portrayed the principal as a leader who was able to influence and build enthusiasm and commitment among the teachers, leading by example:

> *"The Chinese say 'not the cry, but the flight of the wild duck, leads the flock to fly and follow'. We [Teachers] get our inspiration from the principal. He is committed and respects time….we try to do likewise. The teachers at the school try hard to emulate what he does…. He always strives to take the lead by being committed to his job and being punctual in all school activities……Before, teachers used to be late, but since we have had this principal, all of us became time-conscious as he is. Truly speaking, when you see how hard the school manager is working, we are then bound to follow the example"* (TB3).

> *"We trust him (the principal). He is respectful. He urges us to always be sober at school. …I have never seen him coming to work under the influence of alcohol."* (TB4).

Regarding the school mission, one teacher stated that the principal was a person who did not do everything alone:

> *"Everything is driven by the values and mission of the school and that these are developed and owned by more than just the principal……. Our principal is not working in isolation. He is working hands in hands with teachers, learners, parents, district, so everybody might want to contribute to the development of the school. For example, last year, he took all science teachers and we went to visit three schools where we knew best practice was occurring. During the trip we were accompanied by an agent from the Directorate of Education at District level and one parent…… we then ran workshops with the whole teaching staff. Outcomes of the workshop have been based on in developing our vision for this year"* (TB1).

Transactional leadership

Contingent rewards

The teachers were unhappy about their salary but appreciate the intrinsic rewards received from the principal:

> *"Every year, the school has a" closing function" during which the principal publicly acknowledges teachers who have contributed to the learner's performance the most. We had the last year's function a month before we filled in your questionnaires and I received from the principal a certificate of merit. I felt satisfied as my efforts were acknowledged in front of students"* (TB1).

Negative leadership behaviours

The discussion below expresses teachers' perceptions about the principal behaviours that could negatively impact on their job satisfaction. These are grouped under dimensions of transformational or transactional leadership.

Transformational leadership

Intellectual stimulation

One participant did not consider that the principal's support for training is sufficient:

> *"The problem we have here in Rwanda is that the principals are hired solely on the basis of their qualifications in education not on their ability to fulfil the requirements of the job. For instance, this school is a science oriented school. Our principal has a language background. He is here only because he did languages at KIE. He doesn't know anything in science……he should have a science background. There are training opportunities that we miss because he doesn't understand their relevance to the school….. How can you lead while you are a blind...? As for the use of computers, many teachers find themselves in a situation where they are thrown into a deep sea without any swimming skills. They are content with what I show them because they see me as more experienced in computer skills"* (TB5).

Transactional leadership

Management by exception

The principal was also seen as a leader who focused on end results without acknowledging all the efforts put into it by the teacher. TB5 expressed this concern as follows:

> *"I do not know if it is a fault or a quality, but our principal is more interested in what teachers will achieve than in what they are. As long as the target is achieved, he is*

happy and does not care whether you are happy or not. He tends to adhere to the Machiavellian principle according to which the end justifies the means. As long as you win, it doesn't matter how you do it. When you tell him that you are overloaded, he refers us to the [teachers'] job description."

Laissez-faire leadership

The responses of teachers indicated that the principal always consulted the higher authorities before make any decision. One teacher (TB3) said:

"Eh… Our principal is a politician's man. He hesitates in making final decisions. He can never make any serious decision without consulting the authorities of the district. He is afraid of political interference and influence. He lives in constant fear of being dismissed."

Principal's Perspectives

Teacher Job Satisfaction

This section is concerned with the findings from the interview conducted with the principal of the school B with regard to the issues of teacher job satisfaction. The following questions were asked of the principal:

- Identify factors that have increased teacher job satisfaction, and explain how they have done so.
- Identify factors that have decreased teacher job satisfaction, and explain how they have done so.
- Describe how things should change for teachers to be more satisfied in their job?
- What strategies do you use to increase teacher job satisfaction?

These questions were asked to provide respondent triangulation, by comparing the principal's replies to those of the teachers. The responses were organised and discussed under the following aspects of teacher job satisfaction: factors that increased teacher job satisfaction, factors that decreased teacher job satisfaction and strategies used by the principal to increase teacher job satisfaction.

Factors increasing teacher job satisfaction

As noted in the previous sections, these factors are grouped as intrinsic or extrinsic:

Intrinsic factors

Recognition

The principal explained that recognition and appreciation of the teachers' work were significant in promoting job satisfaction.

> *"A teacher deserves to be recognized ……. The fact the teachers know they are supported, recognised and respected allows them to teach with enthusiasm and confidence. I remember when our school was ranked in the top three high schools in the area, I organised a party during which I announced the scores and praised teachers in front of students and district officials for all the hard work they had done. "I'm really proud of you; you truly are working miracles here." I can assure you, from then up to now our school is among the best…. I know myself that the lack of praise and blame for petty mistakes or nonsensical matter are detrimental. That is why I always make sure that the job well done is praised."*

He added that:

> *"Acknowledging teachers is one way to increase teacher job satisfaction. I believe that you have to let teachers know you appreciate the efforts they are making. I think every teacher wants to know that they're doing a good job and they want to know that they are doing what you have asked them to do"*

Responsibility

He (PB) expressed his view on how responsibility was related to teacher job satisfaction:

> *"My teachers are mature enough and must be held accountable for their actions and their words. Once they are in their respective classrooms, they are master of all activities are occurring inside. Thus, I leave them the freedom. What I do is to ascertain if things are being carried out properly. I am doing it during my regular supervisions".*

He added that:

> *"I fully trust my teachers. They are sufficiently equipped. Some of them are my colleagues from KIE. I don't need to oversee their actions every time. But there are teachers here who are under qualified, who really need consistent help and assistance. For these, I do my best to find time to see whether what they are doing, they are doing it in the right way."*

Extrinsic factors

Co-workers

The principal said that, in his opinion, teachers' relationships are warm and lead to job satisfaction:

> *"I am very proud to see that teachers here are united….. They are very eager to help each other …. A teaching team that works together stays together. They develop a sense of group belonging and become committed to making teaching and learning more effective….. You could see yourself the way they were talking each other in the staff room….joyfully. We are a family. It is also possible that there may be a conflict between them. When a petty conflict occurs, it is settled amicably. I really like it. This action has the potential to motivate teachers…… that is a big piece with job satisfaction. They never feel they are alone….. That helps a lot to do their job better. They always want to fight for the pride of the group."*

Factors decreasing teacher job satisfaction

These factors were also grouped as intrinsic or extrinsic:

Intrinsic factors

Opportunity for advancement and promotion

The principal was in full agreement that limited resources impeded the training of his teachers:

> *"I'm eager to help my teaching staff increase and update their knowledge…. But the school doesn't have sufficient money to sponsor all teachers in need. The budget we have is very limited..... The government has allocated too little money in schools for training teachers. I am very glad that our government has launched the distance programme for under qualified teachers. At least they can earn their diploma working…… What I do here is to facilitate them, giving them a lighter workload."*

Responsibility

The principal also recognised that some policies are imposed from above without any involvement of teachers who are expected to implement them:

> *"My teachers always complain that they are considered by higher authorities as machines which do not think. Teachers want people to respect the experience that they have and treat them as professionals. Teachers really need to feel that they are in control of how their job changes and develops….. Unfortunately, I am not powerful*

enough to change things. During our meetings, we remind our bosses that teachers must be more involved, but still they don't understand. Maybe, with time, things will change."

Work itself

The principal agreed that the large number of students in classrooms contribute to decreasing teacher job satisfaction:

"Teachers are not satisfied with the number of their students. It is very big…… really big…….The pupil to teacher ratio is over 49:1 this year…….But I can't do anything about that….That is National policy ….Education for all. Apart from that, to reduce the amount of teacher's work to achieve reasonable class sizes……. This implies more classrooms and ipso facto additional teachers are needed. It also means more resources and more space. For the country like ours in difficult economic times, the solution is necessarily a longer term goal."

Extrinsic factors

Salary

The principal also agreed with the teachers that, in Rwanda, pay is a source of concern:

"Pay is highlighted as a crisis as is evident in all schools in Rwanda (both primary and secondary) for all the teachers regardless of their level of education. Teachers' salaries do not keep up with the inflation rate. Since their basic needs are not satisfied, they can't fulfil their roles as they would like to in the school……..Teachers' salary is really insufficient at providing them with a reasonable standard of living. I think that it is the reason why teachers underestimate themselves and the society denigrates them ……. At this school, we experienced a distressing story of one female teacher who was involved in prostitution because she needed money for clothing and for other services that were used to sustain her life only because her salary was not sufficient. We have been obliged to take disciplinary action against her……She was fired, you see….. I think that all the government's efforts should be thrown into the battle to solve the pay problem for teachers…"

He added that:

"Truly speaking, Pay is poor for all teachers and has been so for many years. We've tried to find a bonus on top of existing salary from students' parents but still it is not sufficient. Parents are poor as well and in addition to that, some parents struggle to pay school fees, to buy school uniform and general clothing for their children. We can't ask more from them…… The poor pay is reason number one for teachers to leave the teaching profession. It is also one of the reasons for poor quality education…..As the

principal; most of the problems I receive from teachers are related to their financial situations. They come to me asking for an advance on their salary … they are already stranded without money…..they can't wait until the end of the month….. I help as far as possible…..It is not easy, brother…"

Strategies used to increase teacher job satisfaction

The principal claimed to promote teacher recognition using the following strategy:

"I sometimes invite parents to the school to come and have a chat with teachers regarding their children's progress at school. During the meeting, parents openly appreciate teachers' efforts…teachers feel like somebody is considered and have then the feeling that they have to give more of themselves for the learners. I encourage the same culture in students to praise their teachers because I am convinced that when a teacher feels respected by his students he thinks he needs to work hard for them."

The principal firmly believed that constructive feedback has a strong positive influence on teacher job satisfaction. He explained how he conducts his supervisions:

"The supervision occurs observing the teacher carrying out the lesson to her/his students. After the observation, the teacher and I participate in what I can call a feedback session during which the teacher makes self-analysis and reflection….. I ask such questions that allow the teacher to identify, become conscious of, and analyse successful patterns to be reinforced in future lessons. …..For instance: What were the ways do you feel that the lesson was successful? In this way, the teacher is happy to discover him/herself his/her weaknesses or strengths. I know that teachers desire supportive rather than directive supervision"

The principal's claim that he carries out lesson observation is contradicted by some teachers who say that he is too busy to do this.

Teacher Commitment

This section is concerned with the findings from the interview conducted with the principal of the school B with regard to the issues of teacher commitment. Consideration of teacher commitment is important because it can be seen as a manifestation of teacher job satisfaction. Satisfied teachers are more likely to be committed to their work

The findings from the participants were presented under the following aspects of teacher commitment: level of teacher's commitment and strategies used by the principal to support teachers' work and to retain them at school.

Level of teacher commitment

Findings from interviews showed that the school principal was in agreement that his teachers are committed but complained that a few number of them did not abide by the law governing them (teacher job description). According to the principal, some teachers still believe that their work is limited to classroom activities. The principal believed that commitment from the entire staff was essential and served to support the achievement of the vision of the school.

Asked about the level of his teachers' commitment, the principal (PB) said:

> *"In general, my teachers are committed. They are doing all they can. I am not complaining a lot. We have here three kinds of teachers. The first group is made up of teachers with degree of education from KIE. I don't' have any problem with them. The second group is composed of those who don't have education background. They need to be guided in teaching methods. The third group is composed of veteran teachers who are actually conformist and in most cases demonstrate resistant behaviour in response to a particular change. ....There is also another kind of teachers without a degree who are now undergoing training by distance……. They don't have enough time for kids; we make some arrangements to help them…….*
>
> *In general, everybody here is committed. However, there is that kind of teachers, especially these who are still novices, who are coming in teaching with high hopes that teaching is their source to become rich….. The salary that they are receiving disappoints them ……..and it is discouraging."*

The principal's statement that "everybody here is committed" is not consistent with what he says about "resistant' behaviour". This suggests that the principal means that most, not all, teachers are committed.

Principal (PB) added that:

> *"Teaching is a demanding job which needs sacrifice and love of children (students). Teaching is physically and emotionally exhausting ...It requires long days and sleepless nights work... .... You need sometimes to wake up in the wee hours because of the distance you have to walk to reach the school."*
>
> *"You need to devote a lot of your time on the teaching job (preparing, face to face session, assessing, marking)…But you must be characterised by the strong desire to help children learn. ……It's very important to enjoy teaching because if you are not enjoying teaching your students won't be interested in what you are teaching."*

Strategies used by the principal to support teachers' work and to retain them at school.

The principal's responses revealed some strategies put in place to retain teachers, namely the principal's openness and the principal's qualities as a good communicator and a visionary leader. Besides, the principal highlighted that the culture to discuss things with teachers and find solutions to problems encountered by teachers contributed to increasing their commitment. The principal is also convinced that his presence should be evident on a continual basis in order to boost the commitment of teachers although he acknowledged that, due to other tasks, he did not spend as much time as he wanted to be present at school. Further, the principal recognised that some factors that affect teachers' commitment are beyond his authority and he cannot be directly accountable for them.

The principal (PB) clarified the extent to which he was always seeking to reassure his teachers. He explained:

> *"Teachers, here demonstrate strong affiliation to the school. Most teachers are showing more desire to carry out the goals of teaching. ……..I have developed a sort of framework to encourage teachers to work without fear in the school. They know that when they are harmed or harassed by whatever can be (from students, parents or colleagues ….), the management is behind them….I prefer to adhere to an open door policy and daily visits from all teachers are welcome. During the meeting, I always encourage teachers to voice out their opinions on issues I raise …. I always try to make them comfortable……I don't want to make them feel that they are inferior parties…..But I try to make people feel that they belong to the school as an organization. I like a bottom up approach. It helps because it is where you get the ideas of all teachers."*

He concluded by saying that:

> *"We talk everything what is happening, what is coming up, what went down yesterday…*
> *… how to handle this, how to handle that……. What do we need to do better...?*
> *I am telling you, if you want people really to feel that they are part of the school, they have to be involved in. If there is something to be done, I am going to consult with them and we decide together who is going to do what."*

Concerning the communication of the school vision, mission and goal, the principal said:

> *"At the beginning of each term we are asked to hold a meeting with teachers which aim to show them the way forward. I am convinced that only when decisions are communicated and shared, do teachers feel committed to work collaboratively and inspiringly…… I always try to communicate my vision during morning assemblies……briefly I organise staff meetings to share with them what my vision and goals of the school are and what I expect from them……..Definitely they participate in*

setting the school vision . They give me ideas on anything they think we can put on board to run the school."

However, the principal acknowledged that he should be more present at school. He expressed it this way*:*

"I face the challenge of maintaining presence in the school while attending to numerous tasks….. Going to district office, attending meetings, doing many things……. I would like to tell you that I am also president of the District council……. This also takes a lot of my time. The problem I have now is that the post of deputy principal in charge of study has been axed for these schools in which the number of students is less than 600. So when I am absent from here, teachers feel abandoned…..Some of them take advantage of that to misbehave…or not to attend to their duties…I know that most of my teachers are complaining that I'm not always visible in the building. I really feel badly to see my door closed all of the time…. But…..It is hard to be everything to everybody, unless I learn to be a better multi-tasker (he laughs)."

The principal also recognised that he is not responsible for developing some policies that affect teacher commitment. He points out that, in some situations, his role is limited to monitoring the implementation of policies from higher authorities.

"I would like to do more to make my teachers more and more satisfied, but I am not the first person to decide. It is unfortunate that there are some decisions I don't totally agree with….that I know will not be accepted by teachers easily….But because it is a decision from up and I don't have to change it….In turn, I impose it on teachers…. I don't have any other choice. If I fail to do so, it will reflect poorly in my evaluation and I will be considered as incompetent……I know that someone at the district is watching over me….. For instance, I do not agree with the salary policy, the language policy, the workload policy…..but I am not the one who decides. That is the government policy, you see."

He added that:

"I have invested in the best resources and facilities with the hope that my teachers may feel encouraged……. When teachers see the working environment and all the resources and facilities at their disposal, they should say to themselves that they should work to their best. ….. I make sure that they work in a dust- free area where they feel that their health is important and cared for by the management. I do all I can, the only problem is the limited financial grant that the state provides to the school…….. So we prioritise. It is the responsibility of the Ministry of Education to take final decisions on provisioning items requiring higher expenses."

Principal Leadership Behaviours

The principal was asked to respond to two questions about his leadership behaviours:

- How, if at all, do your leadership behaviours have an impact on teacher job satisfaction?
- What strategies do you use to motivate teachers?

These questions were asked to provide respondent triangulation, by comparing the principals' replies to those of the teachers.

The discussion below is structured according to transformational and transactional behaviours:

Transformational leadership

Individualised consideration

The principal highlighted his own leadership behaviour in this way:

> *"I accept diversity, I accept other people as they are and utilize their talents. I encourage my teachers, my students and parents. I give somebody a chance to exhibit his/ her talents so that others can learn from him/ her"*

> *"I just need to have that time and space to allow every teacher to get to know me and trust me. I take time to take individuals away and talk to them directly. I make every effort to ask everybody what he/she likes, what makes him/her angry or happy. Doing so, I have a picture of every one's character and I know then how to behave myself towards the person."*

Intellectual stimulation

> *"I always encourage teachers to go for workshops and training. If there is something being organised, we leap at the opportunity. Of course as far as the school is able to afford the cost…. Most of them are organised by the Ministry of Education, the role of the principal is to follow up and to know when and where. The school contributes only on transport and accommodation……Training is really needed, especially for the older teachers who have been at school long time ago. They must learn and introduce new ideas, techniques, and strategies into their teaching and learning process….. I also take advantage of my knowledge from KIE to train them on teaching methods. They enjoy it. Especially the teachers without an education background…..I try to influence them not only by what I say but also by my actions."*

Inspirational motivation

The principal highlighted that he always showed concern for his teachers' motivation:

> *"In our school we are trying whatever we can to motivate teachers, for instance, as you know that we are in rural areas we bring teachers from town or other areas of the country to work here far from their houses. The school has managed to build two houses. Science teachers have priority simply because our school is science oriented. If you stay far from the school and you decide to come and assist learners during weekends, we assist you in providing a transport allowance because of your willingness to come for extra classes. This assists in making them improve their commitment ……. It is difficult but we are encouraging them, they like that"*

Idealised influence

Leading by example is emphasised by the principal himself as follows:

> *"When I arrived at this school, teachers were always late. I didn't tell them anything. I am usually here between 7:00 and 7.30 a.m. and I always come and stand at the gate some minutes before 8h00 in the morning and before 14h00 in the afternoon. It was not necessary to remind them that school starts at 8h00, stops at 12h30 for lunch and resumes at 14h00 to end at 16h20. The teacher who was late for the class when he/she sees me at the gate, was a bit embarrassed……. Some weeks after, I observed that teachers arrive well before the time for all school activities… Simply because I kept the time myself"*

It emerged from the data that the principal involved many people to develop a vision framework for his school. He stated that:

> *"Our country has its 2020 mission and we are inspired by it…… All institutions should work together towards achieving the stated national goal… Our school has developed a mission statement which outlines the values guiding their approach toward achieving the country's vision."*

> *"Our goal is to help Rwandan's youth develop their skills in science. It is one of the selected schools in each district with special attention to science promotion. In conjunction with my teachers, we spend a long time discussing how to achieve our goal. I respected the fact that we each brought skills to the table. In terms of my position, I expect people to come to me with suggestions... I am not here to give instructions .....But it is very regrettable that generally people are reluctant to make a recommendation to me. As I told you before, the vision needs to be communicated at the beginning of each*

academic year so that everybody works in a bid to reach the target……. I must ensure that all teachers are aware of the school's vision and mission before the start of the academic year"

Transactional leadership

Contingent rewards

Referring to the duties and responsibilities of teachers, the principal said that*:*

"It is clearly stipulated that teaching is not a job like other jobs. It is not limited to classroom activities…… some teachers here…. but very seldom … believe that extracurricular activities are not their business……. As I told you before, at the beginning of the academic year, I discuss with teachers what is required and clarified how the outcomes will be achieved ….. I clearly explain them that teachers and I, are all here for the students, so we have to work towards one goal, and we must have one vision. We are here to help students achieve success."

Overview

In this chapter, the researcher presents the data obtained from the interviews conducted at school B. The discussion of data from interviews focused on three major themes: teacher commitment, teacher job satisfaction and principal leadership behaviours.

The first objective of the study was to examine the factors that kept teachers satisfied. The factors that contributed to increase or to decrease teacher job satisfaction could be classified into two broad categories - intrinsic and extrinsic factors. The intrinsic factors at school B were grouped into four dimensions; recognition/achievement, opportunity for advancement and promotion, responsibility and work itself. However, both teachers and their principal acknowledged that they did not feel any recognition from the community, as a result of their low salary. The teachers were also dissatisfied with their lack of autonomy as a result of the centralized system of education, resulting in the imposition of authority and rules without any input from teachers.

However, teacher TB5 was often more negative than other teachers. This might be explained by his status as a young graduate male teacher who chose teaching only because better-paid opportunities were not available to him.

Teachers from school B also demonstrated satisfaction with some extrinsic factors, such as the supervision and management and those related to co-workers. However, teachers were dissatisfied with the low salary and insufficient and irregular feedback from the principal.

This chapter also discussed the level of teachers' commitment at the school B as well as the reasons why teachers decided to remain in teaching at school. The results demonstrate that a high level of teachers' overall commitment does exist in school B. For some teachers, the motivation for teaching was primarily altruistic; others considered the whole teaching staff relationship, and the specific school environment, as reasons to stay.

In addition, this chapter identified the strategies put in place by the principal to retain teachers. Participants cited the principal's openness and his qualities as a good communicator and a visionary leader. It also highlighted that the culture of discussing issues with teachers and finding solutions to problems encountered by teachers, contributed to increasing their commitment.

Finally, this chapter discussed the findings in relation to the principal's leadership behaviours and their impact on teacher job satisfaction in school B. The results showed that the principal demonstrated behaviours related to the following dimensions of transformational leadership: idealized influence, intellectual consideration, inspirational motivation and individualized consideration. In respect of transactional leadership, the findings indicated that the school principal demonstrated behaviours related to management by exception and contingent, as well as to those related to laissez-faire.
While, the findings indicated that there were no significant differences between the principal's and teachers' perceptions of these themes, it was possible to point out different views at some points in the interview. For instance, the principal talked about observing teachers, when the latter were complaining that the principal was extremely busy and was not available for pedagogical matters. Another interesting finding is that while respondents teachers were consistent through the interview, only one of them (TB5) appeared to say something at one point of the interview and then contradict himself at a later point.

The next chapter presents the findings from case study school G.

Chapter Six: Case Study Findings from School G

Introduction

The purpose of this chapter is to report results from the second case study. It is concerned with the presentation of findings from School G, which obtained the lowest scores on teacher job satisfaction during the first phase of this research. The presented data are derived exclusively from interviews. Documentary analysis was addressed in the previous chapter. As in Rwanda the education system is not yet fully decentralised, the documents are still common to all public and subsidised secondary schools.

The methodological processes, and the data presentation procedures, are the same as those in chapter five. All five teachers in school G had been teaching for at least three years in this school. For ethical reasons, the researcher decided to name the principal of school G as Principal G (PG), whereas teachers were labelled TG1-TG5.

Table 6.1 shows the composition of the sample of interviewees

interviewees	Information about interviewees
TGI	Female teacher, qualified in Education with 8 years of experience at the same school.
TG2	Male teacher, unqualified in teaching with 10years of experience at the same school
TG3	Young and single male teacher, qualified in teaching with 7 years of experience at the same school.
TG4	Male teacher, unqualified in Education with 6 years at the same school. He is undertaking distance training programme.
TG5	Male teacher, qualified in Education with 6 years of experience at the same school.

Table 6.1 information about interviewees

Table 6.1 shows that only one female was interviewed and that two of the teachers interviewed are not qualified in Education, but one is undertaking distance training programme. All the interviewees have more than five years of experience at the same school.

Description of school G

School G was established in 1985 by the Ministry of Education. It is located in the rural and remote part of the district, far from the residential zone or busy commercial areas. It is situated approximately 15 km from the nearest tarmac road and about 35km from the closest city and the closest private University. It is a boarding school and has two cycles, lower and upper secondary levels. It is a social sciences-oriented public school. The school mission is to emphasize the social, emotional, physical and intellectual development of each child, to develop young men and women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. It also has a mission to fight against the genocide ideology.

At the time of the researcher's visit, the school had 387 students (201 girls and 186 boys) with class sizes of more than 50 students. It comprised a seven classroom block, administration office and twelve toilet units. The school had 12 teachers (3 with degrees, 2 with diplomas and 7 with certificates). The principal had been at the school for seven and a half years. He was assisted by a deputy principal in charge of discipline, a secretary and a bursar.

The school has no electricity from the National grid. It uses the generator only during computer training and evening hours. The fence round the school was well built and this prevented animals from crossing the schoolyard and creating a distraction, either for the students or the teacher. School grounds were kept in a proper state. They were clean and tidy. Walkways were surrounded by flowers.

Teachers' Perspectives

Teacher Job Satisfaction

This section explores the responses of participants according to three themes which emerged from the interviews: factors that increased teacher job satisfaction, factors that decreased teacher job satisfaction and strategies used by the principal to increase teacher job satisfaction.

Factors increasing teacher job satisfaction

The factors increasing teacher job satisfaction were classified in two broad categories - intrinsic and extrinsic:

Intrinsic factors

The researcher analysed four intrinsic factors of teacher's job satisfaction, including recognition/achievement, opportunity for advancement and promotion, responsibility and works itself.

Recognition

During the interviews, recognition was used interchangeably with the concept of respect. The interview findings demonstrated high levels of teacher satisfaction in the way their job was recognised. Teachers appreciated the recognition and respect that the principal accorded them. Three teachers expressed the importance of receiving recognition for the efforts they make to carry out their work as shown below:

> "*I remember the previous principal came in the staff room when there were things to blame. But when there was something to say 'thank you', he didn't. Everyone really wants to be acknowledged wherever he is…. A bad leader shouts a lot when you've done something wrong but when you've done something good they don't appreciate. But it is encouraging when your boss comes and says: "oh, you guys, thanks a lot, what you've done, it's great, I'm very much glad". I feel proud to have a principal who shows gratitude and thanks. No matter how small or minor is the recognition. The current principal is valuing our work and treating us with professional and personal respect*." (TG1)

> *"It's always nice having someone saying that you're doing things right. We cherish appreciation and gratitude for our efforts and achievements. Despite our years in teaching we are not sure if we've worked well. It's always important to have people saying- "we really appreciate that you did this" or "That was really good. You did well here. Keep up"*
> *This is not only for your encouragement but also the person [principal] reviewing you gets to know you a little bit better, and that's a big help in the school…. Our principal is trying but needs more time*." (TG2)

> *"Last year, I was given the best teacher award. It was a very enjoyable day. I was proud of having won the award and continue to work conscientiously, ensuring that the children learn. It is said that this year the winner will get a scholarship. Everybody is doing all the best to win the price. Apart from this, every year, there is a ceremony organized to give prizes to deserving teachers for maintaining an effort, and getting improved*

outcomes…Except the annual event, whenever teachers perform especially well, they are praised…. All of the teachers were happy and excited that day." (TG4)

Responsibility

With regard to this dimension, teachers referred to a form of autonomy and trust, the way the principal trusted their professional judgment and showed confidence in the teachers' ability to carry out their professional development and to design instructional activities. As teachers in this study showed, intrinsic factors such as responsibility, autonomy or freedom, were significant in promoting job satisfaction .Two teachers commented as shown below:

"I feel the sense of freedom…. I do things I believe in… which are true to my convictions… I am not like before when my role was to follow the principal's directives, to do things I didn't believe in. Doing like that, you lose yourself because you try to be someone you are not. I want the freedom to work with my children. I am given the freedom to engage in a variety of practices I think important. My principal has faith in me…he views me as a good and responsible teacher." (TG3)

"I am allowed to set my own goals and I am able to work independently. I am given a lot of autonomy. I am proud of that. The principal respects and admires my abilities. Teachers here, we are considered by the principal, we are encouraged by and we have enough freedom in both teaching and other activities. It boots up my enthusiasm to work in my classes and to innovate my teaching activities. I feel free in my instructional practice; free to use methods that I feel best suit my learners." (TG5)

Opportunity for advancement and promotion

The respondents demonstrated a modest level of satisfaction in respect of the opportunity for advancement and promotion. Two teachers expressed their views about the extent to which the overall training programme was highly effective:

"I am a degree holder from KIE; I learnt some teaching methods…. Although I know the techniques that need to be used, I have to know how to apply them in a classroom situation. After my three years in teaching I am still not sure if the way I am teaching is the correct way… I feel I teach the same way each year. Different things have come to replace what we have learned. I still have to learn many things…. I need to update and upgrade my skills and knowledge, need certain training because day in and day out, things keep on changing. Training is really needed ……. It keeps me constantly up-to-date." (TG3)

"Learning is a continuous processes not something that ends after you graduate. I did not feel trained well enough to teach when I got out [of university].... I felt totally unprepared. Even though I graduated from NUR, I acknowledge that I am not prepared to confront my duties as teacher because I lack the necessary training to do so. I don't feel that the knowledge provided by the university is adequate to cope with the daily practice of real school teaching. There is a great gap between university and schools. The burden that we have to cope with every day in the classroom generates a great amount of stress in my job as my colleagues and the principal consider me as a person who should not experience any problems regarding my degree. When I feel I am completely not capable, I feel absolutely devastated" (TG1)

One teacher expressed the way his principal is supporting him in the training he is undertaking

"I am now working during weekends to obtain a diploma and the principal takes it into consideration to make my life easy. I have to travel every week end…. we made arrangements so that I could have Fridays as a day off in order to prepare myself for the week end and to start late on Mondays. He helps very much teachers who are undergoing in-service training under KIE programme." (TG4)

The principal is also praised for doing his best to provide his teachers with the necessary materials. One teacher said:

"Resources are really scarce here. Almost all the teachers are teaching from notes they had when they themselves were students or borrow from their colleagues who have newly arrived at the school. As for me, some of the books I am using I bought them on my own. However, the principal is doing whatever he has in his power to make sure we have the resources that we need to teach. Whenever he sees any relevant document, he buys it to distribute to teachers. Sometimes he takes teachers with him and they roam together around bookshops. It is obvious that many of these efforts are hindered in part by limited capacity." (TG5)

Work itself

The interviews showed that many work-related aspects have a negative influence on the job satisfaction of the teachers. In this study, only job security was frequently referred to as a factor that increased their job satisfaction.

One teacher (TG2) explained that despite all challenges related to teaching job, teachers regarded it as a secure profession.

"The teaching profession is a secure job. Compared with other sectors, requirements to be considered for employment are slightly more relaxed. It [teaching] is far from

politics. I've heard that, in other sectors, the way you are viewed depends on your political adherence. Here, even though the situation is not perfect, the situation is somehow quiet. I know it very well because, as I told you, I have been working in administration for a very long time."

Extrinsic factors

Co-workers

Most of the teachers interviewed highlighted both the personal and professional nature of the relationships with co-workers as factors in their satisfaction. Teachers in this study valued the powerful bonds between colleagues including the non-academically focused interactions, support, and collaboration of fellow teachers, the atmosphere of collegiality, and the sense of shared responsibility. Two teachers expressed their views about how they supported and encouraged each other at school:

"We [teachers] do make an effort to maintain positive relationships with colleagues. When you come in the staff room you realise that relationship are very warm. All teachers greet each other. We are willing to help each other when problems arise…. It means a lot to me…. You can't know everything about everything. Teachers have created a family bond among themselves characterized by regular subject group discussions. I remember at the beginning of my career, when I asked my co-worker, who taught the same subjects, for help and guidance I was told to just do it my way. I felt truly isolated and helpless in my teaching efforts. Now we meet together to share our knowledge and experiences. …. I am very satisfied with advice I receive from colleagues not only about my teaching but also about all aspects of my life." (TG4)

"I work very closely with my colleagues, here. We work very well together and just about everything we do is positive and I think that's because all of us have similar beliefs in education. I am proud to work with people who feel the same sense of commitment to the students as I do. Veteran teachers often work with younger teachers and they help each other to improve. Nobody knows everything. We have to learn from each other all the time. Teachers look out for each other. We use each other as resources. I like it." (TG2)

TG5 expressed his views regarding teachers' relationships outside the classroom context:

"*I've been really fortunate…to work with people who share a common goal or shared desire but also building relationships even outside the school gate, almost like a surrogate family. It gives me a way to talk about things with people sitting at the same table. I now interact socially with teachers who could never talk to me before. I do really enjoy the opportunity to be with my colleagues saying anything I couldn't say otherwise….. You can't imagine how I am happy."* (TG5)

Management and support

Of the five teachers interviewed, two participants made a positive comment relating to their satisfaction with their principal's leadership.

"He helps me a lot and I appreciate that.… I feel valued and I feel worthwhile because of him. I mean my principal is really good and he always gives recognition where it's due. My principal does support me as much as he can. However, his time is very limited, he has also to attend various meetings at the district level and he is involved in other community activities as an opinion leader. There is time we really need him for this or that but he is busy handling political issues at the district." (TG2)

"He is a man of his word… Someone who can't say this today and something else tomorrow… Someone whom you can rely on, that I know if he says this, he will lead by what he has said. I like our principal because of his openness and being straightforward. He doesn't tolerate injustice and is honest with people …. I feel like we have a good working relationship… he is a good listener …he supports his teachers…he sees me as a professional that I do my job and I'm good at what I do. He finds it hard to talk to people in a tough or aggressive manner. He dares to admit his mistakes ... and he is always trying to encourage others to do the same. He is trying to acknowledge people rather than criticise them. He is happy when you dare to openly admit your faults or mistakes" (TG1)

Two teachers expressed their views on the feedback they received from the principal:

"If you have regular feedback from the principal, not only you are encouraged to maintain your efforts but also you're much closer to him. You get confidence in your principal. You are likely trust each other. Through his feedback I understand my competencies and how I can help my students to achieve their academic goals as well as the school target. I really enjoy it." (TG3)

"I always wanted to know what the principal thought about my lessons…I appreciate my principals' comments and advice. I really appreciate the way the principal gives the feedback. After classroom observation, he facilitates open discussion, which leads me to reflect on my teaching. Frequent classroom visits provide attention to my efforts and progress in instructional matters. It was extremely positive. I feel that what I'm doing is valued." (TG1)

Factors decreasing teacher job satisfaction

The factors decreasing teacher job satisfaction presented here are twofold: intrinsic and extrinsic:

Intrinsic factors

Four intrinsic factors are shown to decrease teacher job satisfaction:

Recognition

While many of the teachers in this study felt the principal respected them and their work, they felt undervalued by outside forces; society and the surrounding community had less respect for teachers and education at large. TG2 illustrated how teaching was negatively perceived in the community and how this impacts on teachers' job satisfaction using this comment:

"It is disheartening to me how incredibly thankless this job is and how low esteem is given to this profession and the unfavourable image of teachers held by parents and by people at large. It is not like in the past when the teacher had been a highly respected figure. The community doesn't simply understand what is involved in teaching. They don't understand the extent to which teachers are important in their children's lives merely because most of them have not been to school….They undermine teachers' authority. The community considers us as people with very little autonomy occupying a very subservient role, always accountable to superiors. We are considered as persons who only deal with young ones and enjoy their company. Due to our low salary, we are considered less than other civil servants; our value in the community is undermined. Out of the school, the teachers' role is profoundly downplayed within the Rwandan society."

Responsibility

Even though teachers appreciated that they were given a free hand to do whatever they deemed fit for the school and the students inside classrooms, most of them reported that they have little control over school policy or curriculum. Teachers expressed concern about high officials whose decisions are imposed without any preliminary consultations with the concerned staff at school level. In reference to this one of the teachers said:

"*It seems that they [policy makers] are imposing stuff on us. Policymakers are handing down curriculum to us as we don't have the knowledge and skills. They say: "You have to do this… this is the new strategy or programme we're using for writing… or maths. We will come in to be sure you are implementing those programmes. …" Let me be clear and open. I mean the language policy. How do you want me to teach in the language I don't master? The policy was not bad but it should be implemented after weighing the pros and cons. It is boring, it is disheartening and it is anti-pedagogical… We are rarely included in decisions that matter to us. Our knowledge and expertise are never acknowledged by the decision makers. It is not good altogether."* (TG5)

Advancement and promotion

Teachers expressed concern about the quality and relevance of the training they had received. In the eyes of some participants, the inadequacies of the training were connected to the recruitment of trainees. They openly reported that it was too theoretical and not sufficiently based on classroom practice.

"Most training we had was organized and conducted by the Ministry of Education along with JICA. Our trainers were either people from the Ministry or Japanese. Needless to say, in most cases they are not equipped to train teachers on pedagogical methods. Trainers should help the teacher perform better in a classroom context. ..I think that our training should give us enough information about the realities of teaching in Rwanda. For example, I would have liked to have learned techniques for dealing with large classes or for teaching with very limited materials. I don't think the training we receive corresponds to the concrete reality of education today. They talk and talk about how important the programmes are and how they should be carried out but they give no concrete examples of how a given classroom situation can be handled. Sometimes, they are wasting our time since we already have the theoretical background from school" (TG1)

TG3 lamented about the state of his unavailability, capability and freedom to access ICT:

"You know that nowadays the technology becomes a priority. Elsewhere, everybody is struggling to provide staff with computer skills. In this school, both students and teachers have one single computer room. Computers are numerically insufficient and the time is very limited. First, you have to wait for when the generator is on. Second, some teachers, including myself, are feeling uncomfortable to share computers with students….. The students around are busy laughing at us, especially when we are struggling with basic computer skills. It becomes very ridiculous. Many of us prefer not to go. We complained and requested some computers in the staff room. They put two

computers in the room but we're still waiting for someone to come and install them… we've been waiting for eight months. Can you imagine?" (TG3)

The same teacher summed up the problem of the inadequacy of learning materials:

"The problem is that there is a shortage of textbooks. They brought a syllabus, but no textbooks. I am teaching history and you know that after 1994 genocide, Rwanda has now started contemplating about teaching genocide history to the young generation in primary and secondary schools….. The retouching of history has been expected to lay the foundation for social reconstruction….. The new history curriculum is being developed to avoid propaganda…..to this day I don't have any document I can refer to before teaching it. They always tell us that they are working on it, but until when…? To be cautious, I skipped it…but until when? "

Respondents perceived a lack of opportunities for advancement within their teaching careers. Three teachers commented as shown below:

"Teaching in secondary school offers fewer opportunities for those who would like to advance in their studies…... I really feel locked here, with no opportunities to move on and I am not sure I can make a long-term commitment to teaching with its poor employment prospects. I see it as a waste of my personal time and insignificant for my professional development. I always fought to find ways, yet finding nothing….. I am still young ….. I'm tired of this, you know…. I am not like those old teachers who've got nowhere else to go; to them nothing is going to happen" (TG4)

" I want to go back to school and get my master's and eventually my PhD in some area of education-teaching, I am still young, I would like to go for further studies, for masters studies … why not for PhD studies like you? (He laughs)…. but I do not know how to get it. It is not yet clear for me which route to take to get such an opportunity. To get out of this area and to have the chance for studies … I do not know... May be I will be obliged to quit and join the town…I do not see my future ahead." (TG3)

"Elsewhere, you can always become vice or director. In teaching, you're just a teacher. A number of my colleagues in other sectors have been promoted to senior positions, they are called "boss". Here, you can't get far without a relative or a close friend from local authorities. It is informally said that district directors recommend friends, relatives or political allies. Appointments have become political, my friend." (TG5)

Work itself

Teachers in this study worried about the huge systemic changes and new policies they were experiencing. Findings from interviews showed that many teachers were extremely preoccupied with not being ready to accept and adapt themselves to many kinds of changes that happen around them. For some teachers, levels of change are very stressful and difficult to cope with English as a medium of instruction. Two teachers explained it as shown below:

> *"I have been here for ten years. What I can tell you is that there are new policies and developments almost every day. There are too many things piling up. I've had enough. I am fed up… I was about to leave because of language. I can't put up with this disorder. You know, brother..... At my age I can't learn English and use it properly in teaching, even if you take me to England for five years (he laughs). I feel totally unprepared, I really feel like I know nothing. The language makes me uncomfortable. We are thrown into a situation for which we had had no prior training. I feel like I am trying to attain the unattainable."* (TG2)

> *"It is a shame that teachers here who don't know how to speak or read English properly are asked to teach in English….. I fail to understand the subject's concepts…. You can imagine how it is hard to ask a teacher to elaborate maths concepts in a language he/she does not master. I know these concepts in French. Do you know what I do? I exert myself to use English only when I am being supervised, otherwise I explain in Kinyarwanda. Most of the teachers, we prefer to stay in rural areas not to be ridiculed by the "knowers" of English….. Teachers do not want to appear to be opposing official policy…. and so, for reasons of public image, it may not be a very good thing for a school teacher to admit that he/she can't teach in English. I am extremely preoccupied with these policies placed on us, regardless of whether we are ready or not. I am frustrated but I can't do otherwise"* (TG4)

Teachers not only reported that their workload impacts on their personal and social life, but also recognised that larger classes have a harmful and detrimental effect on education. Two teachers commented as shown below:

> *"There are so many students in the classroom that we can't devote enough time to each learner.... I am teaching in 3 classes with at least 50 students each. I can't help them individually... To reach them at the same time in a short teaching period is a difficult task, if not impossible. We actually spend more time to learn to know the learners and their personal circumstances than on teaching. It seems it is difficult to move around in overcrowded classrooms and establish a relationship of trust with the learners.*

Increasingly large classes lead to a greater workload both within the classroom and after school hours, especially during the marking. I don't manage to correct students' work thoroughly and regularly…….at exam times, it is very difficult to correct exam papers thoroughly and equitably and to give in marks to such large numbers of students in a short space of time" (TG2)

"Sometimes, there are hours outside of the school day which take me away from my social life. I spend many hours working at home: I need to plan classes, prepare the material I am going to use, and to correct students' assignments. It's like my mind never rests. I am always busy after school, weekends and holidays, getting things in order. The amount of time I am putting into my teaching job keeps me away from my spouse and my children. It is likely I have left my family and friends." (TG1)

Extrinsic factors

Co-workers

A minority of teachers don't trust their colleagues and felt that they were not very comfortable to engage in work-related dialogue with their fellow colleagues. Two teachers expressed their concerns without mincing words:

*"He [The principal] has some very close friends among teachers. They are the kind of personalities that want to please the principal. I am not sure about the level of trust that exists between the principal and them. I prefer to keep quiet… I feel affected in terms of being discouraged to share my ideas when the others are hesitant to voice out their true feelings and emotions. Serious problems are subtly talked about in the staff room. In some cases, they are talked about in a joking manner or in "hush hush" tones between close colleagues. They are rarely addressed in a staff meeting openly….. Most of the teachers pretend that all is well within the system when clearly, it is not. I don't like it at all. I find that the staff room is a place that I must avoid because I just don't need to have more negativity" (*TG1)

"I prefer to tend to my personal needs. I want to teach in my own style. I don't want to ask teachers for advice on teaching strategies. I hope the training I received at KIE is enough to cope. Besides I don't have time to meet and mingle with all of the other teachers after hours. I am not really close to all of them and I am now busy planning for my future. There is only one teacher in this school that I talk to... he is a degree holder, as well…. I don't want others to know about me. " (TG3)

Support and Management

Teachers criticised the principal for trying to avoid his responsibility for assisting teachers effectively and raised the detrimental effect that principal absences from the school could have on their job satisfaction

> *"Sometimes, the principal fails in his duties and gives us [veteran teachers] the task to train new teachers. It is good; I value the connection with other teachers. It validates a lot of things that I do that are working as well as validating for other teachers…. But we are not hired and paid for that. It is his [principal's] responsibility. I am personally accusing him of running away from his responsibilities as a principal. I think that school principals in general are multi-tasking people. They are wanted everywhere. It is time now for them to confine their efforts to school business."* (TG2)

> *"Most of the time, he [the principal] is absent from the school. He should do his best to be in the halls as often as possible. Unfortunately, he invests much time and energy in politics, rather than in pedagogical matters. He seems to be preoccupied with other things. Teachers feel abandoned….They feel hopeless….. They are like flock without a shepherd. To me that lack of presence is probably the most destructive. During his (principal's) absence, they [teachers] do anything they want and most of the time they are busy doing nothing" (*TG5)

Salary

The interviews revealed that the salary was regarded as one of the key factors negatively affecting teacher job satisfaction. All the teachers commented that they are receiving earnings that are insufficient at providing them with a reasonable standard of living. All categories of teachers reported having daily economic hardship and acute discouragement.

> *"We are terribly underpaid…. the salary is inadequate even to meet our daily requirements and lives with minimum amenities. I give a simple example: I am obliged to resort to "urwagwa", local alcoholic liquor, instead of buying beer or commercial brandy….It's [local beer] not something I am proud of…..it is because I can't afford industrial beer of my choice every moment I want to quench my thirst….I am telling you, we [teachers] are discredited and despised by our peers in other sectors based solely on the fact that we are drinking a cheaper (disrespected) beer (he sighs)…… The society views us teachers as among the lowest cadre of civil servants ….. Very often I find myself unable to pay all of my bills. I am burdened with debts. I am telling you, the credibility of the teachers is in jeopardy. This does not exactly help a teacher's self-esteem. The only*

chance we have is that some prices of food products in remote areas are considerably lower than in urban centres." (TG2)

"Our meagre salary does not allow us to cover various needs such as food needs, family expenditure on children's schooling, housing, communication and decent clothing. I am really living on a pittance. I am unable to help my brothers and sisters in paying their school fees. My family (extended) know my situation and therefore don't include me when they are making decisions on marriage or other celebrations. It pains me a lot to see that I am unable to contribute towards family activities while they expected I do something at the end of the month since I am the only person from my family to have set foot in school….they no longer respect me actually… They say among themselves: "It is better to be a watchman of a company than a teacher. Even traders selling tomatoes, potatoes, and other things at market earn more than teachers"…. They tell me I am crazy to remain in teaching." (TG5)

"It is surprising to hear people sitting on the highest chair saying: "You didn't come into this job for the money. You are not doing it to get rich. You do it for the love of children". Those politicians are blaming teachers for needing money… OK, fine…. Teachers, like all employees, have basic needs that should be satisfied. The astonishing thing is that their salary is twice as much as ours, even three times as much as we earn. We also have families….. I have a large family to support; my salary is not enough to support a family and to save for the future needs. . Financially, it's really difficult for me. Nobody would like to remain as a teacher forever, unless the situation changes." (TG4)

*"In all honesty, I believe that a teacher's commitment is sometimes hampered mainly by our salary… Low pay coupled with a high family dependence ratio results in absenteeism as most of the affected teachers were busy looking for other alternatives to supplement their incomes …. I'm being very, very honest with you… I have a small hardware store in partnership with my brother. Our business is thriving. I am now getting more income from my share of business than from my salary. I know if you dedicate your life to teaching; you can't make any headway... I'm totally disappointed.. I think that this year is the last in teaching." (*TG3)

"Teachers are not really very ambitious... The reality is that teachers' salary is not enough to survive on. Teaching is badly paid. I am receiving a low wage considering the

fact that I have a Bachelor's degree of Education. My friend is earning twice my salary with a poor qualification - he is in banking. The pay is low… My salary is barely enough for food. Young teachers don't try to speak of the future. They have lost all hope. When you are together with your peers you feel poorer and inferior, you don't even have courage to introduce yourself as a teacher. I am not afraid to say that it [teaching] is the drudgery to which we are subjected." (TG1)

The principal's strategies contributing to teacher job satisfaction

Three teachers expressed their views as follows:

"Our principal may not have many opportunities to meet with all the teachers but when he sees any of them, he greets them and asks how they are. What I appreciate the most about him is his humbleness. The principal always comes to the staffroom during breaks and lunches, unless he is on duty or had pressing matters to which he needs to attend. It is very awesome to see the principal and his teachers sitting side by side at the same table at lunch time…. He is like a parent because sometimes is able to detect that a teacher is not happy and / or disturbed by something. This builds positive relations…. I really appreciate it." (TG5)

"I've been here with two principals in eight years. The current principal is interested in everybody. He is honest with people. He is more like a family member than a boss. Before the principal came to the school, teacher attrition had been extremely high. During the first months, he spent most of his time improving the overall condition of the school. He managed to pick up the morale of his teachers. He has initiated a number of brand new things. Lunch and tea breaks are now served. Transport is from now on provided to go into the nearest town for shopping at the end of each month…. The [current] principal found out quickly that he would have to get the discipline situation under control before he could deal with the numerous other problems. The only problem he has, he is avoiding visibility in the school; he is always out of school busy with meetings at the district." (TG1)

"He [principal] doesn't hide behind his office… when he is at school; the principal is seldom in his office. He appears to make a considerable effort to get out of his office and move around the school in order to monitor what is going on in the school and classrooms in particular…… He always makes sure he greets his teachers with a welcoming smile at the start of the day and takes time to stop and talk to teachers as they

leave in the evening. He is a really approachable man…. He has good people skills and he tries to make people feel comfortable and relaxed." (TG3)

Teacher commitment

The finding from participants were directly linked to the interview questions and were presented under the following aspects of teacher commitment: level of teacher's commitment, factors influencing teachers remaining in teaching and at the same school, and strategies used by their principal to support teachers' work and to retain them at school. Each of these aspects is discussed below.

Level of teachers' commitment

In this study, teachers were delighted that their commitment was high. They reported that they were keen to accomplish efficiently their teaching task. However, most teachers stressed that teaching is a demanding, challenging and time consuming job. In addition, teachers revealed that the physical remoteness of the school constituted constraints to handle their duties and responsibilities.

Three teachers expressed their commitment as shown below:

"I am enthusiastic and I take pride in my students. I feel as committed now as I've ever done. I think that I give my best. I consider myself a good teacher and one who takes her responsibility seriously. I make a great effort to perform the job I am required to do and for which I am hired and paid…. I try to be responsible for myself…. I want to ensure that I get the best results…. I am working hours and hours. I even sacrificed my leisure time and familial activities to my work. Sometimes I feel guilty towards my family" (TG1)

"I want to be a competent, effective teacher, respected by my students, the administration and by the community. However, teaching is a boring profession. It is a very demanding occupation with a lot of stresses for a teacher. We have a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching our students. Teachers have little time for themselves. If you don't care for yourself and you neglect yourself, you can die before your time or it will hinder your career to thrive" (TG5)

" I have been working in this school for nearly seven years, I have never been late despite the long distance I walk to come to school…I was exceptionally absent. I pride myself that I don't miss deadlines…. I feel irresponsible being away from my class….Even in very extreme cases of absence, the stress of missing school was eating me

up….. I feel uncomfortable if there is some reason makes me absent. I am working very hard to make this school the best possible learning environment for our children" (TG4)

Though some teachers are willing to commit themselves to their job, the remote location of the school was certainly the important reason hampering their commitment.
Two teachers commented on this issue:

"We are really committed but teachers in rural schools always encounter problems which are not experienced by their counterparts in urban areas. Any trip away from the rural area, to visit a doctor, to collect pay, or to visit family may involve long journeys and missed school days…. the nearest bank here is located to 17 km. I face a problem of having to trek long distance to access my salary. This supposes that I have to absent myself from the school at least once a month. Students are suffering if each teacher must be absent for the salary at the end of each month. In most cases, trips bring about unintentional absences on Friday afternoon or Monday morning" (TG2)

"The expectation is that every teacher must be involved in extracurricular activities. A committed teacher must care beyond their required duties. I am really willing to be involved in many extracurricular things, but, at this school, we have a specific problem. Extracurricular activities tend to be considered as another burden on teachers who live far from school. I walk long distances to school and the time allocated to extracurricular activities is used to walk to or from the school. The only solution might be to find an accommodation for everybody near the school…This is the school administration's concern" (TG4)

Factors influencing teachers remaining in teaching and at the same school

The findings from interviews revealed that some teachers became interested in teaching for idealistic reasons, including student discipline, the love of children, the love of learning and constant interaction with children, and willing all children to have the chance to live, to be useful to the society and become good citizens. The majority of participants maintained that factors such as teaching staff relationships, and the specific school environment, were considered as reasons to stay. They also considered principal leadership behaviours, teachers' perceptions of a moral obligation towards the school, school location and the surrounding community, as well as family related factors, as having a negative or positive influence on their decision to remain in or leaving teaching or the school.
Participants' views and comments regarding each of these factors are discussed below:

Discipline of students

One teacher cited student behaviour as a source of commitment and reason to stay at the school:

> *"I am comfortable with teaching in a rural setting. Students are disciplined compared with their colleagues in urban schools. I have been there [in urban schools] for more than six years. I am very sorry to say that…… I had a class that was rude and disrespectful ... You feel that you're forever fighting to keep control in the classroom rather than trying to concentrate on what you're trying to teach. I found that very stressful.... It was a shock to me ... I gave up and came here… I decided to join a school like this one because I just have to get to a school where learners are disciplined….. At least, our students here are educated, may be because they are mainly from this rural area. They are obedient and respectful children…. They still have a culture. It encourages me. This makes me move ahead"* (TG5)

Concern for the children

The majority of teachers who took part in this research reported that the most significant factors having influenced their decision to stay in the teaching job were related to interest in working with students, the love for the children and interaction with students. The comments of three teachers are shown below:

> *"I love teaching, because it forces me to be less selfish. Teaching gives me the opportunity to work with children, to form relationships with them… I think that relationships underpin everything….. It gives me the opportunity to contribute to the growth and achievement of young individuals. Because I know my students leave every day with something more than they came in with and their lives will be better for it... I like the idea that I am encouraging people to develop their minds. I love to interact with students. I love it when I see the light in their eyes that says, "I get it".* (TG1)

> "*I am personally concerned about the children's education… I try to do my best for the children. You see….I love education and I love learning and it's a natural fit for me to be in a classroom. …. I try to help those children by devoting my free time to caring about them… I chose teaching because it was my vocation. Kids hold veto power over the whole thing. I want to be in the classroom, I want to have a greater impact on their lives. I feel happy I like to get out and talk. Seeing students succeed will be my ultimate reward. I don't want to be anywhere else right now because of my students*." (TG4)

"I was a big personality before the war [1994 genocide]. I was in the military and my wife worked in the Ministry of Foreign Affairs. The situation now has confined me in the rural area….. At the beginning, teaching was hard for me but with the time I am getting used to. I start feeling that I get along better with my students. I am bit by bit enjoying relationships with them. I learn something new every day; my interaction with my students is among key reasons for me remaining in the teaching profession. I take good care of students as I do for my own children. I love teaching because it keeps me young, I do it with pleasure. When I step into the classroom I forgot about all problems I have, I only think about these students and about a pleasant way of teaching them. I enjoy it so much…. I can tell you, I intend to stay in teaching until I'm no longer able to work. Teaching is truly what I want to do for the rest of my life." (TG2)

Familial factors

The support by family members, who were teachers, was reckoned as a factor that influenced respondents to choose and to remain in teaching career. TG1 expressed it in this way:

"Teaching is our family profession. My family was a family of educators…… So I already had this background from my own family…….. My mother and my father were both teachers. They sparked my desire to become a teacher.... I remember one time, when I felt like I wanted to give up [in teaching], they were there to push me ….to support me in any decision I made. They encouraged me….. Whatever I wanted to do, they always pushed me towards that [teaching] …. I finally was happy doing it. My dad went on to say that he would be happy if I got married to a teacher, as well… which I did (she laughs). I like being able to share the knowledge that I have and encourage children to learn" (TG1)

School location

Factors reported to most influence teachers in their decisions to move towards, stay within or move away from a school included the remoteness of the school and the surrounding community. Teachers interviewed had mixed feelings and perceptions of the school location and their views on this issue differed significantly. While only one teacher felt comfortable in the rural area, four teachers considered the remoteness of the school and surrounding community as a negative factor in their decision to stay.

"I stay here because of the love for the profession and the hope that things would change one day. Otherwise, to be located in rural areas without adequate housing is not promising. Last year, I used to walk at least 8 km to and from the school every day. To avoid being late at work, I sometimes hired a bicycle to come to work and return home in the evening. This puts a dent in my salary which is already nothing. This is also not safe

considering the state of our roads, especially in the rainy season. I missed some periods as I waited for rain to decrease. Fortunately this year, I am given a house ….but which kind of house? Imagine that I can't bring my family in. The house is very small, without electricity and is covered in dust. It is not cemented. Every weekend I am obliged to travel to see my family." (TG4)

"This school is in the countryside. I like the rural environment. Clean air and everything is close. The family is kept together in this area of work for my spouse and me. I want my children to grow up safe in a rural community and school. This is the place that gives me peace; I don't find any reasons to move from school to school. When a family member is sick, I may go home quickly, take care of him/her and then come back to school. I don't feel I should absent myself from school and take a half day leave in that case. This encourages me to give the best I can for the school and the learners."(TG1)

She continued saying:

"Rural areas are more positively often associated with a lower cost of living, with lower housing rents, school fees and food prices. Security is totally guaranteed. Sometimes, I sleep with my windows open… I go to bed with my doors unlocked, while in town they do live in fear of being attacked and robbed in some way or another."

"I have never wanted to teach in a rural or remote school. To be a teacher in a rural area is not so simple. In rural communities, there is a lack of privacy. Very often, people interfere with your business. They intrude on your privacy. Everybody knows everybody's business….. Another issue here is the conservative attitude of community members. The surrounding population is not very supportive professionally and personally. In addition, there is not respect of hierarchy….. You see parents going directly to higher leaders with problems that the teacher should have had the opportunity to handle…. Here I feel alone. I stay for months far away from my family and friends in communities I don't know." (TG3)

"The school is situated in a remote area, far from commercial and trade centres and where local citizens are mostly unemployed, underdeveloped people…They judge everyone they see. When I walk through the narrow road to reach the school, the local people make unnecessary comments and they even laugh at you or swindle you out of your money. ….. The school is near sugar cane fields….. I don't feel I am going to work

in a nice place. You reach school with soiled pants and shoes…. You are obliged to buy very often the shoe polish and to change your pants every day." (TG5)

Supportive principal

Teachers interviewed held the belief that it was a supportive principal that influenced their decision to remain teaching in a rural school. They felt valued, respected and supported by their principal. Two teachers expressed their views in this way:

"If I am still here it is because the principal is very flexible….. He is aware of all these changes. He is someone who really has a feeling of all these things and he is here for us [teachers]. He constantly encourages us to embrace the change……. He is immensely supportive…for example, he understands difficulties we have in English and allows us to mix languages during the teaching process, even though we are all aware that we must know that language [English] if we want to stay in teaching. To be in a place where I am valued and propped up keeps me here." (TG2)

"I can't lie to you. I am here because of the principal. We are the same age and he is my colleague at university. I feel secure to work with a person I know. I can share with him my personal life all the time. He is always ready to back me up and favour me some times. We have cordial relationships…. We have human feelings for each other. If I say I'm sick, my principal is worried. He is more than a brother to me. The connection between the principal and me are deeper than a mere employer-employee relationship. I tried to quit several times, but he was always there to tell me not to give up." (TG3)

Feeling of obligation

Some teachers decided to remain at the school because of a feeling of obligation: One of the teachers explained it as follows:

"I am a Christian and I like to help people when I can. Let me tell you why I am still in teaching and particularly at this rural school. I am from this neighbourhood. Before coming here, I already knew that student outcomes were relatively poor at this school. My dream was to give my all to raise the reputation of the school. I was angry at the low performance I saw here. I believe it's my duty to be able to teach my students, my brothers and sisters, the children of my neighbourhood, my district, to help them find success, to assist the school children to acquire knowledge and skills for their further development. I felt that this was the only way I could thank my [extended] family. I am very proud that now my school is among the best schools in the district. My dream is to

make it the best school not only in this district but in the whole country. That is why I came here. Trust me it's not about the money I am here." (TG1)

Relationship with co-workers

In the quotes below, two teachers mentioned considering the relationship with colleagues as a factor that motivated them to remain at the school:

"The first year I arrived here, I was a brand-new teacher in the area and I didn't know anyone …. At the beginning, I was little worried…. but everyone welcomed me with open arms.... I very often go out to quench my thirst with some of the teachers. I personally invite them to come to my place for dinner or other parties. They are not only my friends but friends of my family, as well … my wife and my children….. I am very happy to be thanked by my wife that other teachers like me and support me. At school, I like how things end in the best amicable way. I found friends that I really can't have the thought of losing them….. It will be very hard to leave such a team….. If it occurs and I leave this place, I will miss everybody." (TG5)

"Nearly all the teachers I met here are friendly. Everyone listens to you— the staff like living as a family and they want the success to be owned by everybody….. It was created a sense of belonging among the teachers……70 % of teachers here are from the same area. We already know each other personally. Relationships are not built at school. They were established so long ago... … There are many opportunities for socialising…. Problems are always settled in a very amicable manner. I really enjoy working with them. You can't find this team spirit anywhere else. You know, I have this feeling in me that I never want to leave this school." (TG2)

Lack of other career opportunities

Two teachers considered teaching as their last resort:

"To be honest with you….Most of the things I do are not because I am convinced of them or a result of deep thinking. Teaching is one example. The situation [1994 war] made me become a teacher. Just after the war, I applied for about ten jobs… I couldn't get any. It was not easy at that time; I think that you know…So I was obliged to stay here and get involved in teaching. It is logical that the teaching profession was my last resort to survive. Several times, I have made an attempt to leave the career [teaching], but I couldn't. Frankly speaking, teaching became an alternative to unemployment rather than my first choice. Honestly, I don't expect to be able to keep up this for long. It is very

difficult, especially when you are still young and single with a lot of dreams. Given my financial needs I am not yet ready to lose this meagre salary. Otherwise, I would resign from my job". (TG3)

"I have been fired from my last job because I was not qualified for it. You understand that I am obliged to love this one, whether I like it or not. Half a loaf is better than no bread, my friend. I will see if I must stay in teaching after I complete my degree." (TG4)

Strategies used by the principal to support the teachers' work

Participants reported several qualities of the principal that inspired them and increased their commitment. These were the principal's strategies to treat teachers as professionals, to listen, to be frank, to discuss things and to find solutions to problems encountered by teachers. Teachers were also motivated by the transparency that prevailed at the school.

Three participants sang the principal's praises:

"I feel very committed to working at this school. I enjoy the atmosphere and the support I get from the principal. There is a difference between him and the previous one. He is not stubborn like his predecessor who believed that he was always right and just. I want to continue to work at this school because I am treated as a professional and given the opportunity to grow. For instance, last summer, our principal paid for extra English language training after realising that almost all the teachers were experiencing serious problems in using English as a medium of instruction." (TG2)

"My principal is a supportive and understanding person. He is always directing me to do a good job..... He tells me in a reasonable manner so that I can understand. Even if I don't really understand, I can even ask him two times to explain to me what it does mean. He listens to our problems and takes enough time to discuss with each teacher for a possible solution. He has encouraged every teacher to get one day off in the week. This helps them [teachers] to prepare their lessons since they can't work late evenings as a result of lack of electricity at home." (TG4)

"Management is OK .....I am satisfied .... The principal is friendly not only to me but also to all the teachers, sometimes I do not wait for meetings to address my problem. I go straight to his office and discuss the issue. He is transparent even about the financial details of the school that others principals try to avoid and tend to consider the topic of money as a top secret matter…. He informs us of every development and invites our

suggestions ..... He is very candid ....there is nothing hidden for anyone. I feel included. I feel I am valued." (TG3)

Principal Leadership Behaviours

Teachers' perceptions of the leadership behaviours of their principals can be separated into positive and negative behaviours. The discussion below distinguishes between these two types of leadership behaviours.

Positive leadership behaviours

The findings regarding positive behaviours were summarised according to the dimensions of transformational and transactional leadership

Transformational leadership

Idealised influence

The principal was often perceived to be a good role model. TG2 commented on the fact that the principal was willing to demonstrate by his actions and to behave in accordance with the values they are preaching or supporting:

> *"Our principal is performing his job well. All of the teachers, we appreciate him and people believe him. He is a man of integrity. I believe that he is held to high standards of ethical behaviour. Since he became our principal, destructive behaviour of alcohol consumption on weekdays drastically decreased among teachers thanks to his powerful example. You will always see him living a sober life be it at school or at home. You will never see him drunk at school. He treats others politely and he always keeps his word. He demonstrates high standards and ethical conduct. We admire him, respect and trust him. He behaves in a desirable way to be a role model for his teachers. He is a role model for us and we are affected by his style and outlook. He is a real man to emulate."*

Intellectual stimulation

The interviews showed that the principal is perceived to be a leader who values teachers, someone who is open for suggestions and advice, inviting teachers to join him to find solutions to old problems. Three teachers commented as shown below:

> *"Our principal is trying. If the ideas and the solutions of problems suggested by teachers differ from his ideas we are not criticised….I mean publicly. He appreciates and evaluates the attitudes and opinions of their teachers. He listens to us and is interested in our attitudes and ideas. I adore my principal ….I think that he respects teachers' professionalism and lets them attempt new ideas"* (TG1)

"During our meetings, everyone participates in discussion and no one is criticized for their ideas. We are encouraged to put our heads together and come up with some ideas. I feel that the principal needs my help. We are not afraid to provide any ideas we believe we should consider. When the time comes that there is a difference of opinion, it is not taken personally, he always tell us that working together is the key to accomplishing whatever we want to accomplish."(TG4)

"The arrival of the current principal in 2003 resulted in improvements in the school's success. He invites teachers to join him to find solutions to old problems. He is convinced that the success is not lonesome work. Teachers join hands together with the principal to successfully transform the school…He always tells us that we are sailing in the same boat. Besides, the degree of freedom given to us in exploring our creativity and innovation gives us the autonomy to do our job as creative individuals and allows us to take risks on a daily basis and to encourage our students to do the same."(TG2)

Inspirational motivation

Two participants were able to comment on the principal's efforts to communicate the school mission and on his endeavours to make teachers feel comfortable during the visioning process.

"The principal communicates us the school mission only at the start of each academic year in the staff meeting. Especially, new teachers need to know what the school mission is about. The school vision and mission are continually discussed in respective departments. Teachers meet in order to share ideas concerning their profession, discuss about strategies that they can use in their schools as a group. Apart from these regular meetings encouraged by the principal at departmental levels, we have termly meetings with the principal, we review the term that's been and the term that is coming up and identify critical issues. The visioning process involved all staff of the school. It is a very good feeling to contribute my ideas and be part of the vision. Our principal believes that we [teachers] are the key people in the school and should be kept well informed on matters of importance to them. We are really imbued with it and we are happy to work together towards achieving that vision. It is my pleasure to be working with him." (TG4)

"We [teachers] really get involved in coming up with our school vision even though it takes up too much time. Well, I've recently worked at another school and during that time … the vision statements were done only by the principal. Teachers followed and worked accordingly. I believe that being involved and being aware of what is required to achieve the mission and goals of the school has helped staff to set higher expectations for them.

I from now on know that I am going to do. The principal is very explicit and clear in delivering his expectations across. I clearly know where I want my students to go….. What topics I need to cover…. what's the next step to get from here, from A to B. It [school mission] is a worthwhile use of my time. It helps keep me going… It is a very good feeling to contribute my ideas and be part of the vision. It is motivating." (TG1)

Individualised consideration

Teachers characterised their principal as displaying individual concern and understanding for their needs. Two teachers commented on the leadership behaviours of principals that demonstrated important aspects of individualised consideration

"One of the things I particularly like about him, he strives to know what we are doing and he has to know all of us. One of his great strengths, from my point of view, is that he is aware of what is going on with everyone. He knows on a day to day basis what's happening in everyone's life. He manages to know what's doing and happening in our department. More importantly, our principal is a man who doesn't sweep problems under the carpet; he doesn't discount them, hoping that they will go away; he rather confronts them and seeks immediate solutions" (TG4)

*"The current principal is far different from his predecessor. This one knows everyone…. Yes, everyone's situation (social, economic, professional situation)… He is a good leader. He is very helpful and empathetic. He is the one who puts himself in someone else's situation. He is always very keen that there is no favourite… He fights with great force against any ideology that tends to divide the teaching staff." (*TG5)

Transactional leadership

Contingent rewards

One teacher reported the principal's efforts to recognise teachers' achievements.

"He [principal] always acknowledges people's efforts quite publicly. He's very, very quick to accept something that is being done well and to congratulate staff and immediately. He is like that. If you've done something well, he'll tell you. On the other hand, if you've done something unprofessional, you'll get hauled over the coals. We all were surprised but excited last year when he decided to reward teachers who were never absent from school the whole term" (TG4)

Laissez-faire leadership

One teacher reflected that the principal was reluctant to make decisions, being afraid to get in conflict with district officials:

"The principal hesitates to make a final decision before he contacts officials at the district….It seem that he is exposed to the pressure of influential personalities in local communities…. His decisions are biased and can be changed according to the way they have been perceived by political faces in the area….I feel a bit discouraged….But that is the system. He must know the system politics and how to operate within it. He knows that if he loses credibility with the system officials, he can get himself in serious trouble… You understand what I mean…" (TG3)

Negative leadership behaviours

Most of the teachers who participated in this study reported the way the principal failed to manage the school in accordance with existing employment law. One teacher expressed his feelings of anger towards the school principal about using his power in abusing transfer procedures of teachers to other schools.

"The principal is a good man but has a great fault. He wants us to do exactly as he says and he does and no sooner said than done is one of his principles. He is managing the school as he manages at home. He forgets that our job is governed by rules and regulations necessary to regulate the conduct and behaviour of the people involved in this institution. He was responsible for me not being able to get a transfer last year. He didn't want me to leave for the school of my choice and wrote unjustified negative letters against me so that I saw my transfer refused. I have been coerced to remain here. I feel in deep anger towards my principal. It seems I lost the joy of teaching at his school. I don't know how I will finish this year with such frustration and devastation" (TG2)

Several female teachers accused their principal of inappropriate sexual behaviour. One female teacher recounted the way she was about to be sexually abused by the principal.

"I had problems with him one day when he called me in his office. He was constantly telling me how pretty and sexy he thought I was. He smiled at me and was trying to put his hands all over me. I reminded him that I am already married and how my husband was his best friend. Fortunately, he understood…. he didn't go far and let me get out. But my friend, until now I fear to go back in his office alone (she laughs a lot). Many female teachers used to talk about it behind closed doors, but I couldn't believe them until I became myself victim of his shameful behaviour. Such unacceptable workplace behaviour is to be condemned. Unfortunately no body, including myself, so far has taken courage to publicly denounce him [principal]. Even my husband knows nothing about it."(TB1)

Principal's Perspectives

Teacher Job Satisfaction

The responses, in accordance with the interview questions, were organised and discussed under the following aspects of teacher commitment: factors that increased teacher job satisfaction, factors that decreased teacher job satisfaction and strategies used by the principal to increase teacher job satisfaction.

Factors increasing teacher job satisfaction

These factors are grouped as intrinsic or extrinsic:

Intrinsic factors

Recognition

The principal explained that recognition and appreciation of the teachers' work were significant in promoting job satisfaction. He recounted that:

> *"I believe personally that recognition plays an important role. You know, teachers are sometimes just like kids, to pat teachers on the back to recognize that they have done something good, they highly appreciate it... One day a female teacher learned that an officer who often visited the school had commended her. She was very much excited, feeling that her efforts had been appreciated and recognised not just by her principal but also by other authorities."*

He added that:

> *"It is really difficult to know if you are really doing a good job or not. But when teachers get the national exam results and see that almost all of the students are achieving good grades in National exam in their subject, they feel that they successfully taught the subject. They feel they did a good job. They feel a genuine sense of accomplishment. They are really pleased that their lessons went so well. It becomes superb when we publicly recognise their efforts. They get excited."*

Responsibility

The principal explained how giving teachers enough freedom and power to carry out their tasks helped them to be more satisfied.

> *"I can say my teachers have great freedom… they need autonomy in their job. They are allowed to use methods they consider educationally appropriate during their teaching. They deserve to be respected as professionals. In most cases, methods are developed by*

educational experts who often have never set foot in the classroom. Thus, teachers must have the professional freedom to select the teaching methods and strategies which are most appropriate for the students in their classrooms. They have freedom to orient their teaching towards the level and interest of the pupils."

Advancement and promotion

The principal highlighted the importance of teacher training as follows:

"Many teachers that newly come to my school from universities don't know how to do a year plan; they don't know how to do a daily lesson plan. They don't know how to do assessment.

It [training] helps teachers become more and more familiar with their job and more confident in what they are doing. They need this additional support that helps them cope in their work. Even those with previous teaching experience were encouraged to attend workshops to learn new techniques and strategies or new topics. For instance, everybody needs training to be able to use the computer as a common individual working tool. In addition, we all need training in English language as it became the new medium of instruction."

Extrinsic factors

Co-workers

The principal praised his teachers for their satisfaction from helping and assisting their colleagues both in their professional life and in their social life. He said that:

"What I appreciate for teachers here is the collaboration among them. ....I love that they are happy looking out for each other. These guys that I work with, they understand each other, they enjoy being always there for each other. Veteran teachers are keen on providing good support for the new teachers and are willing to assist. It's actually amazing when you see a teacher with many more years of experience coming in the staff room, sitting down together with a new teacher discussing a problem the latter has. It is really good to see how they enjoy it. I do my best to put in place a leadership encouraging teachers to share their practice and solicit feedback from one another because really close friends tell each other what they need to know, as well as what they want to know, and they have shared values. Help and support did not only bring teachers together socially but also energized their teaching as professionals."

Factors decreasing teacher job satisfaction

Intrinsic factors

Recognition

The principal concurred with his teachers that the teaching profession is not respected by the society:

> *"In the past, the teaching was a respected profession. It was a profession one would be proud of. In rural areas, teachers were like "god". They were standard bearers in the communities. Nowadays, the society no longer regards teaching highly when compared to other sectors of profession. The profession has been marginalized. For me, the reasons are twofold. The first reason is obvious. It is the low salary which promoted the observed poor image of teaching profession in the society and puts the teacher to be considered financially weak. The second is the teacher's behaviour. There are some members of society who feel that teachers do not take the profession as seriously as they should. The society perceives a true teacher as one who leaves behind his legacy to inspire the society and the example of his competence to be quoted even after he is no more in this world. But sadly some of them don't behave decently and disgrace their colleagues. Their actions are reported and they sully the image of other teachers*."

Responsibility

The principal reported teachers' dissatisfaction regarding their limited involvement in school policy making:

> *"If teaching is to be a profession, teachers must be involved in school policy making. It can be seen that teachers are seldom involved in the process of curriculum when it is them who ultimately decide the ways in which curriculum improvements are put into practice. The teacher should be given an opportunity to act as a full partner in the process of curriculum development and implementation. Things should be initiated from the grassroots, bottom-up, particularly by teachers who are on the field and know what and where there is a need instead of imposing some changes on them . This would yield very limited teachers' reluctance in their implementation. Teachers here are not altogether satisfied with their level of involvement in decisions made by outside policy makers who, in most cases, are not aware of what is going on in the field*."

Work itself

The principal expressed his concern about attracting and retaining teachers in rural areas

> *"It is hard to attract people to rural areas, as the conditions are difficult… There is a profound fear among newly trained teachers with a modern individualistic outlook that if they spend too much time in an isolated village without access to further education, they become a village man. They say they are vanished into the countryside. …you know how our country is, infrastructure is poor, in this remote area, there is no accessibility, no transport due to poor road network….In addition to the lack of electricity, and there is a poor mobile phone network… more qualified teachers prefer to go to town. Most of the new teachers we have here have no degrees and are currently studying by distance within KIE programme."*

The principal also recognized that the amount of hours teachers put into their job was so high and that the teaching profession is so stressful.

> "Teachers *need extra time for lesson preparation and marking. This is not something that other professions need to worry about. They work too many hours after school, weekends, holidays, etc…The day never ends like at other jobs. When the day is over you go home and the work stays…. with teaching, the work is never done. I can say that approximately over 35 percent of teachers' work time occurs outside the standard workday*."

Extrinsic factors

Salary

The principal also agreed that inadequate pay was a major problem:

> *"Teachers' salaries are really shocking. Our teachers are constantly in a mess financially. Near the end of the month, they always are in my office borrowing some money ….. The problem is common for secondary and primary teachers. Salary scales are developed at higher levels and, in all our meetings of school principals, we always raise the issue related to the salary. Those politicians always explain themselves that it is very difficult to raise teachers' salaries due to their big number in the country. We are sick and tired of speaking to a government that does not want to help us. Teachers are suffering. They console themselves by receiving a very little bonus on top from parents' contributions. It is better than nothing, as I can say."*

Strategies used to increase teacher job satisfaction

The principal reported that he incorporated recognition activities into his leadership practices. He said:

> *"I use any form to recognize their [Teachers'] achievements….for educators just to say thank you, is appreciated….. I try to build that into our culture over here. Giving recognition by simply saying 'thank you' for a well done job does not cost anything. …We also have small social meetings where during break we come together as a staff, we have a tea club. We also have these birthday lunches. When the teacher is doing well in the class, we acknowledge him/her in front of the other colleagues during those small gatherings. We jump at all these opportunities to verbally thank extra committed teachers. This also helps teachers who are not doing well by motivating them to do more. They would like to be thanked on the next occasion, as well. More interestingly, once a year, we organise a party during which we invite different personalities and publicly we recognise teachers who did well. Last year we went on to reward the teacher who didn't miss any days of school during the last term. It was awesome and everybody was excited"*

From the interview findings, it was clear that the principal of school G upheld a culture of freedom and responsibility providing discretion to teachers especially in performing their teaching activities. He explained it in this way:

> *"My teachers are mature enough and must be held accountable for their actions and their words. Once they are in their respective classrooms, they are master of all activities. Thus, I leave them the freedom. As I said above, I let them use their intelligence and experience to direct their teaching activities. However, it does not give them carte blanche to do what they want in the classroom. They must meet a series of standards to be respected in the classroom. Therefore, the school has the authority to evaluate their competences and their compliance. What I do is to ascertain if things are being carried out properly. I use various strategies including my regular supervisions."*

He also explained how he endeavoured to provide his teachers with useful support:

> *"I strive to be an accessible person. It's very seldom that my door is closed. I'm very open. I keep an open door policy so I can listen to issues that arise and support my teachers as much as humanly possible. Teachers have unlimited access to me. They always feel comfortable sharing with me the good and the bad. I encourage teachers to share their opinions, to talk through issues I encourage co-operation, rather than competition. Teachers and I are partners, rather than super-ordinates and subordinates. We work together."*

Moreover, the principal reported the way teachers were assisted in developing their computer skills:

> *"A large number of the teachers are not computer literate. The Ministry of Education is assisting teachers in developing personal computer skills of teachers. Almost all the schools have received computer laboratories and training. The only problems we have are electricity and not having an ICT manager. However, during holidays, one teacher will undergo a series of training so that he can help his colleagues in using the computer. Let us hope that by next year we will be connected to the national grid."*

The principal acknowledged that positive relationships among teachers contribute to improving teachers' job satisfaction and the quality of their work. The following two quotes illustrate the strategies used by the principal to maintain appropriate relationships and to rationally use them in improving both the personal and professional life of the teachers.

> *"Before, teachers were not used to collaborating. But now, they treat each other in a friendly manner which helps them do better in cooperative work if needed. Teachers need someone to listen and understand. They also want the opportunity to share their excitement and successes. I take this opportunity with two hands to encourage them to talk to their peers about both themselves and their teaching. I don't think teaching is something you can do successfully in a vacuum all by yourself, at least not these days. I make sure that everybody receives help within the department they belong to and are not simply doing isolated work doing whatever they want. I identify teachers with certain strengths to be used in helping other teachers. But such efforts are time consuming and can lead to conflicts if are not well managed. I try to find a way to bypass those differences that can lead to unnecessary conflicts."*

> *"We have introduced a good culture. The first week of the school year is devoted to the programme designed to support new teachers. Experienced teachers present model lessons to new teachers within different departments. This helps novice teachers become proficient in the art of teaching, they develop confidence, and they become more relaxed, and even have fun. It helps them a lot even though many new teachers don't know what kind of assistance they need, especially in their first week. It is a rewarding experience for both (new and experienced teachers). It's a thrill for a veteran teacher when new teachers successfully use strategies and ideas she or he has helped them develop. On the other hand, the new teachers greatly appreciated being observed in the classroom…getting direct feedback and guidance by their colleagues. Teachers become*

acquainted with each other's strengths, and know to whom they can address for ideas and support. Teachers who give help are particularly appreciated by their colleagues"

Teacher Commitment

The findings from the principal, as guided by the interview questions, were presented under the following aspects of teacher commitment: level of teacher commitment and strategies used by the principal to support teachers' work and to retain them at school.

Level of teacher commitment

Findings from interviews showed that the school principal was in agreement that his teachers are committed despite inappropriate behaviour observed among some teachers such as alcohol abuse. In addition, the principal recognised that teacher commitment is negatively influenced mainly by the rural parents' and local authorities' attitudes towards the education of their children.

The principal applauded the level of his teachers' commitment with the following comments:

"Teachers at this school are enthusiastic about their work. The school had a poor reputation in the community; we are now working together towards raising standards. Parents begin to trust that our school is the best for their child….. I am proud of it. Generally, new teachers experience problems. It takes them some years to develop teaching competence and stability. Unfortunately, once they become more familiar with their work, we can't keep them at this school for a long time. They shun school either for administrative positions or for another school in town, running away from rural teaching constraints."

"In the past, teachers in this school who are advanced in years had the habit of heavy alcohol drinking mid week, but nowadays the situation is no longer alarming. Teachers are becoming more and more responsible and we are experiencing a better teacher attendance, compared to the past where alcohol abuse was one of the issues the principal was grappling with. The higher teachers' attendance rates have a positive impact on academic achievement of students. Teachers are now aware of the unacceptable behaviour actions which jeopardize the profession. They all are willing to be involved in school vision and they love to see the school doing well. They are really striving very hard for the betterment of the students and the school."

The following comments from the principal alluded to the impact of the school location on teacher's commitment:

" Even though teachers are committed, the quality of their work tends to be lower…… here in general, parents in rural areas often have a lower level of education, and attach a lower value to schooling so that they are less likely to monitor the quality of the teaching. In addition, the local community places a lower value on education and feel less able to challenge the authority of teachers apart from criticizing them negatively. Teachers are not altogether happy about this and are discouraged in their commitment."

"In general, teachers are committed. A great challenge in the school is the late coming by the teachers. Fortunately, it is a small group, two or three. They come late; they always come some minutes after we start. We are supposed to be at school at least 15minutes before school starts….. But I understand them …. The reason is that they live far away from the school. I am making arrangements so that teachers who live far from school may start late in the morning and finish early in the afternoon."

"Some teachers think that in the rural areas they are not expected to do much or have much to do. They are relaxing a little bit. There is not much pressure because the expectation is that rural schools do not do well. Due to transport difficulties, isolated schools are less likely to be visited by external inspectors. If the principal is not strong and serious, teachers tend to be "small" kings in rural schools and do whatever they want."

Strategies used by the principal to support teachers' work and to retain them at school.

The principal's responses revealed some strategies put in place to retain teachers, namely the principal's qualities as a good listener and empathetic leader. Besides, the principal believed feedback he provided to his teachers was very helpful and contributed to boosting their commitment.

The principal (PG) clarified the extent to which he was always seeking to make his teachers more comfortable by being cooperative. He explained:

"I am a good listener and I guess I am empathetic and the teachers seem to know that they can open up to me and can talk and I'm not afraid to bring out more sensitive issues with them … I strive myself to build good relationships with my teachers. By being on good terms with each of my staff, I not only earn their trust and respect I also make me more able to recognise and address any staff problems as soon as they arise. I always encourage mutual collaboration. Being cooperative, listening to my teachers, sharing views and ideas is what I consider as the key to my success as a principal."

The principal used the following quote to explain the way he provided the feedback to his teachers:

> *"I conduct class visits at least once a term to each teacher. I pay more attention to the new teachers who need more support. The constructive feedback is given immediately after the lesson. Feedback should not be viewed as a personal assault or a list of errors or mistakes. Feedback is about getting all teachers to perform at their best. I start out with positive things and reinforce the things well done before criticizing anything. I try to be as specific as I possibly can. Share ideas, rather than give advice, and discuss what you have seen."*

Principal Leadership Behaviours

The discussion of the principal's responses is structured according to transformational and transactional behaviours:

Transformational leadership

Individualised consideration

The principal acknowledged that knowing his staff was part of the leadership function he exercised in his school. The following three quotes highlight individualised consideration behaviours reported by the principal himself:

> "*At the beginning of the year, I use to call every teacher and give everyone time to talk to me and voice their opinions, be it related to work or personal problems. I take all my time and give them my listening ears. Taking the time to talk to people, one-to-one in the places they work, allows me to know each and every teacher, to know better their strengths as well as their weaknesses. I recognize the differences and needs of each individual teacher. I demonstrate my care and consideration accordingly. I consider each of my teachers as an independent identity and I try to listen to the concerns of everyone affected by an issue."*
>
> *"I respect you for who you are, the human beings you are… I try to respect everybody for what they are able to do. I respect anyone regardless of where you're coming from, from which ethnic group you are from… We have to tell the truth; we come from a difficult past [1994 genocide]... people are still psychologically vulnerable... While the physical appearance of people may be improving, the wounds are still there … Reasonable precautions have to be taken before taking any decision……I am aware of that … we have received training in post traumatic incident management"*

"I go to every funeral of every employee who has lost a loved one. I never knowingly miss an opportunity to call my teachers at home if they're ill or welcome them back. . . . These are people who need to be treated with total respect, sympathy and regard. Where trust prevails, teachers feel free to be creative and risk takers"

Idealised influence

Findings revealed that role modelling behaviours exhibited by the principal affect the level of trust teachers have in him and that the example set by the principal tends to influence teachers. In this regard, the principal said that:

"Well, I strive to be a role model to the teachers first of all. I do that by showing them how I am doing it, too. I don't like preaching about one thing and then doing another. I think that if you are not exemplary, you fail maintaining the highest standards of ethical behaviour and professional integrity and you immediately lose the respect and trust of the teachers... If you want your teachers to be punctual, you must be punctual. If you want your teachers to be committed, you must be committed as well. In a nutshell, before you start telling your team what to do, you must first be able to abide by your rules yourself and they will emulate you. I think I am trying."

Even though he was convinced that he might preach by example, he apologised for not always being in the vicinity of the school compound. He said that:

"*They [teachers] always comment that I'm not always around. It's almost like that is what they expect a good principal to do. I'm not always visible in the school. I would like to be there 24 hours, but very difficult, even impossible. I have meetings to attend or administrative arrangements to make be it at district level or at National level. As result of the remoteness of the school to the district, I am away from the school for these purposes for the whole day or even two consecutive days."*

Intellectual stimulation

The principal explained his endeavour to respect his teachers' talents and interests.

"I strive to be supportive, kind and empathetic. Being supportive is one of the greatest tools to motivate someone. One of the most harmful things we can do in our relationships is to dismiss or lessen the value of someone else's passions, interests, or talents. My role is then to continue to inspire them so they can be thoughtful and reflective, keep them thinking of ways that they can innovate in their classrooms".

Inspirational motivation

The principal reported that teachers are allowed latitude in the decision making process. The principal believes that giving teachers the opportunity to participate in decision making processes builds trust and more accountability.

> "*I use the first meeting of the academic year to help teachers understand the school mission. I discuss it with all the teachers…we also talk about the annual goal. The teachers' opinions are continually shared in the different meetings within their department. Teachers feel comfortable and appreciate being consulted, involved and allowed to participate in decisions that affect their role in the school. The chances for teachers' participation in the decisions about school vision help them have a greater sense of belonging to the school and promote their job satisfaction. It also allows them to feel they are part of a team."*

During the interviews, the principal was enthusiastic in explaining how teachers are given the opportunity to speak out and voice their opinions. He recounted:

> "*Teachers, they are the ones [educators] to implement these decisions. I always encourage the teachers to participate and voice out their opinions on issues I raise in staff meetings. So we share what we think best for the school. I always try to make them feel comfortable… that there is a cordial relationship between myself and teachers….I get teachers to discuss things. I respect their opinion and make my own decisions after listening to a lot of them. I never make them feel that they are inferior parties".*

Transactional leadership

Management by exception

The principal reported that he strived to monitor teachers' performance to uncover potential problems and to take necessary measures to ensure the quality of his teachers' work.

> *"I closely monitor teachers' performance to anticipate any mistakes before such mistakes became a problem. I jointly utilise various methods to uncover problems or weaknesses in teacher performance. I use students' test scores and assessments, student surveys and feedback, feedback from classroom observations and actively talking with teachers, feedback from their respective departments, in extremely rare cases parent feedback and views on teacher performance. Once problems are detected, the onus is actually on me to take responsibility and find the best possible solution. I ask the concerned teacher to correct the mistakes. I really hate to take an action that has an intense effect for a*

teacher, but if the problem persists, serious measures can be taken including to terminate his contract for the sake of the children and the school's reputation."

Overview

This chapter dealt with the presentation of the data obtained from the interviews conducted at school G. Likewise in the previous chapter, the presentation of the results revolved around three major themes: teacher commitment, teacher job satisfaction and principal leadership behaviours.

The results revealed that teachers demonstrated a real commitment to their job but their teaching overload, and factors related to the school's location in a rural area, such as long distances travelled to and from school, as well as the mindset and attitude of the surrounding community towards education, were considered as major impediments.

In respect of factors encouraging teachers to remain at the school, student behaviour and the love of children were mostly cited. Participants also referred to factors such as teaching staff relationships and the specific school environment, principal leadership behaviours, a moral obligation towards the school, school location and the surrounding area as their reasons to stay. The teachers mostly offered the view that the principal is a man of integrity, humble, honest, empathetic and understanding, despite some teachers' allegations of sexual impropriety.

This chapter also examined the factors of teacher job satisfaction at school G. They were classified into intrinsic and extrinsic elements. They cited, in particular, the positive feedback and recognition received from their principal, the training that helped them to continually expand their knowledge and skills gained in school, the freedom in using their own discretion in delivering the curriculum, as well as tea at breaks and lunch, provided by their principal. However, teachers were not satisfied with certain factors, including training that was too theoretical, the lack of recognition from the community, and limited involvement in some of the decisions made by the central administration and policy makers, as well as the low salary.

This chapter also addressed the principal's leadership behaviours. The results obtained from interviews indicated that the principal of school G demonstrated both transformational and transactional leadership behaviours. However, transformational leadership behaviours were more frequently observed and applied than transactional leadership behaviours. All the four dimensions of transformational leadership were exhibited; idealised influence, inspirational motivation, intellectual stimulation, and individualized consideration.

However, the teachers were disappointed that the principal hesitated to confront the truth and did not make tough decisions, to avoid confrontation with high level authorities. Teachers also condemned the behaviour of the principal in attempting to sexually abuse women teachers.

In general, the principal's views were corroborated by teachers' responses. But in some cases, the principal and teachers differed in their perceptions on the theme of the supervision. One difference was that the principal believed that he efficiently performed his supervisory function efficiently, while teachers complained that he was often absent from the school teachers emphasized that the principal should be spending the majority of time fulfilling this role. The claim of the principal may be explained by the fact that he might not have many opportunities to meet with all the teachers, but when he was at school, he appeared to make a considerable effort to get out of his office and move throughout the school.

The next chapter discusses and analyses the findings from all data sets.

Chapter Seven: Discussion and Analysis

Introduction

The purpose of this study is to ascertain the impact of the principals' leadership behaviours on teachers' job satisfaction in secondary schools using a mixed-methods approach. In this chapter, the findings presented in the three previous chapters are discussed, compared and linked to the literature. The discussion focuses on the findings from both qualitative and quantitative studies in accordance with three major themes that emerged from both the literature review and the finding chapters. They include teachers' commitment, factors of teachers' job satisfaction and principals' leadership behaviours.

The researcher integrates the results of the quantitative and qualitative phases into a coherent whole comparing and contrasting all the findings linked to the empirical literature. Combining the results from both phases of the study allows for a more robust analysis maximizing the reliability and validity of findings and providing a fuller understanding of the phenomenon.
The combination of techniques and methods (documentary analysis, interviews and questionnaires) helped the researcher to conduct an in-depth study of how principal leadership behaviours impacted on teachers' job satisfaction at secondary schools in Rwanda and enabled him to gain insights that are more comprehensive and valid than could be acquired through the use of a single method. In order to contextualise the study, the researcher expands the discussion by interweaving the study's findings with the empirical literature reviewed in chapter two.

The section below provides a discussion and analysis of the research findings in terms of the three key themes emerging from the data.

Teacher Job Satisfaction

In this section, findings related to the factors influencing teachers' job satisfaction will be analysed and discussed. These findings included both intrinsic and extrinsic factors and the researcher's intention was to demonstrate how the two different sets of factors defined teachers' job satisfaction in secondary schools in Rwanda. The quantitative data showed that, although both intrinsic and extrinsic factors influenced teachers' job satisfaction, teachers at secondary schools in Rwanda expressed a higher degree of satisfaction with the intrinsic factors (M= 2.68; SD= 0.86) than with extrinsic factors (M=2.64; SD= 0. 98).

These findings differ from the evidence from other low- resource countries, which show that teachers are more satisfied by extrinsic factors (Zembylas & Papanastasiou, 2004; 2005). However, they concur with other research that, in developing countries, as well as in richer countries, teachers are likely to be motivated by a mixture of intrinsic and extrinsic factors (Jacobson, 1995; Asgwara, 1997; Dvorak & Philips, 2001; VSO, 2004). Despite the very different contexts, these findings appeared to support the findings from the developed world that teachers seem to enter teaching for intrinsic rather than extrinsic reasons (Dinham & Scott, 1998, 2000, 2003; Speal et al., 2000; Chimanikire et al., 2007; Klassen & Anderson, 2007).

The results from the quantitative study showed that, on average, the level of teacher job satisfaction was very similar in all the schools surveyed. The consistent scores may be due to the centralised nature of the Rwandan education system. These similarities may also be due to the fact that the surveyed teachers were working in the same rural area under the same district administration, were employed under the same contract, and were subject to the same dynamics of rural education.

In providing a detailed discussion of findings pertaining to specific factors of teacher job satisfaction, the researcher divided the results into their two major groups. The first set of results was associated with intrinsic factors while the other was related to extrinsic factors. The researcher also focused on both positive and negative aspects of the factors of teachers' job satisfaction, within these two dimensions.

Intrinsic factors

The factors found to be related to job satisfaction were recognition, responsibility, opportunity for advancement and promotion, and the work itself:

Recognition

The quantitative study showed that recognition was the second-ranked factor of teacher job satisfaction (M=2.95; SD=0.85). These findings are not surprising as recognition was the topic which was most passionately discussed during interviews. In accordance with the quantitative findings that more than half (57.55%) felt that they were recognised for doing a good job, the participants' comments from the two case study schools reflected the satisfaction teachers received from being valued as professionals, being respected for their expertise, and being recognized for their ability to contribute to the overall education process. This finding concur with that of Pearson and Moomaw (2005) who found that greater job satisfaction was associated with a high degree of professionalism and empowerment. In this study, all teachers

at both schools felt their efforts were recognised by their principals individually and publicly in front of their colleagues, students and other stakeholders. By celebrating achievements together, principals let teachers feel that they are part of the group and part of something significant. It also increased the sense of belonging.

Unfortunately, teachers' feelings of frustration were heightened by the low level of recognition they received from the community. This finding is in line with Sergiovanni, as cited by Zembylas and Papanastasiou (2004), that the factors which influence teachers' occupational satisfaction / dissatisfaction are no longer confined to the microcosm of the school. Wider social forces also have a major influence in determining how teachers feel about their work. One major reason cited by teachers in this study was the low salary which prevented them from living a decent life compared to their colleagues in other sectors. This situation of disappointment is similar to that in many African countries. In Tanzania and Kenya, teachers felt that this lack of respect resulted largely from being forced to live in poor conditions (Davidson, 2007; Mwangi & Augustino, 2002). In Nigeria, Baike (2002) found that teachers felt society is dismissive of the teaching profession merely because of lower pay. In this case, while low pay is an extrinsic factor, it also led to low esteem from the wider society, an intrinsic factor.

The same phenomenon, but not necessarily aligned to poor salary in this case, is also evident in the developed world whereby recent research findings emphasize that low teacher morale was linked to the lack of recognition and respect they received in their districts (Huysman, 2008 and Reed, 2010 in the USA; Mackenzie, 2007 in Australia and Speal et al., 2000 in the UK).

With regard to poor recognition of teachers in their community, the school G principal interviewed for the current study, asserted that teachers lost respect in the community because their image as role models was compromised by the observed behaviour of teachers that no longer meets community's expectations, where teachers were expected to be an ideal model for their children. These findings are supported by Kafu (2010) who asserts that, in Kenya, fact that some teachers are involving themselves in activities that go against the expectations of the profession, and the wider society, has compromised the status, integrity and image of the teacher.

Responsibility

The quantitative study showed that responsibility had the highest mean satisfaction (3.44; SD=0.63). The findings are consistent with the data collected in the qualitative study where all teachers from the two case study schools pointed out that they relished the opportunities for freedom and flexibility in how they defined their tasks. In this study, teachers were satisfied with being provided with opportunities for discretion to schedule their work and to select the methods used to complete their daily duties. Teachers recounted that enhancing their autonomy increased ownership of problems and motivated them to try out and master new tasks. The effect of teachers' perceived autonomy in the classroom was also examined by previous studies and was found to be positively correlated with job satisfaction (Kreis & Brockoff, 1986). The current results also support Baldacci (2006) who stressed that, when trust prevails, teachers feel free to be creative and risk takers. Nevertheless, as noted by Hess (2004), it is not appropriate for each school to "reinvent the wheel". The Rwandan principals reported that their duty was to oversee the activities of teachers to ensure that all teachers conformed to the generally accepted principles and guidelines in accordance with the country's educational policies. Therefore, it is significant that teachers' responsibility was somewhat constrained by the centralised and hierarchical nature of educational administration in Rwanda. This is not unique to Rwanda, but rather is common throughout African countries, where tension between centralised planning and local autonomy are likely to continue as the formal structure of education still locates decision making power at the centre (Samoff, 1990; Maile, 2002).

Although teachers enjoyed making decisions and teaching what they considered to be educationally appropriate in their classrooms, they felt cut off from developing and voicing individual opinions about curricular and policy matters. They often complained that they are not adequately consulted regarding policy changes; instead, they only took orders from politicians and policy makers who had no knowledge of their classrooms. The salient example given by all participants was English as a medium of instruction brought in without any preliminary discussions with teachers on its implementation. Many teachers, especially those from school G, stated that some of the policies were rushed and not well thought through. In Rwanda, for that reason that the education system remains centralised, major decisions are still made at the ministerial level for all the public and subsidised schools.

Opportunities for advancement and promotion

The survey findings demonstrated that opportunity for advancement and promotion was the lowest rated factor for the intrinsic factors of teacher job satisfaction (M=2.49; SD =1.11). The findings are consistent with the data collected in the qualitative study where, teachers during interviews hopelessly reported that their opportunities to pursue further academic studies were limited due to their financial constraints and/ or the geographical remoteness of schools with exception of the unqualified teachers who were able to undertake distance training under the KIE programme. Teachers from school G were more concerned with this problem as their school is situated 15 km from the nearest tarmac road and about 35 km from the closest city.

The teachers appeared to feel that promotion opportunities were limited as they perceived that the recruitment and appointment policies were unclear and unfair. Linked to this, Dessler (2001), and Drafke and Kossen (2002), found that many people experience satisfaction when they believe that their future prospects are good. Similarly, their job satisfaction may decrease if they feel they have limited opportunities to be promoted to a senior position or the upper scale. In the qualitative part of this study, teachers' disappointment has reached such levels that they no longer viewed teaching profession as their lifelong career. The survey and case study data offer different perspectives. This may be because participants are more open in interviews or because the case studies are not representative of the survey data.

Teachers claimed that there was a great deal of nepotism being practiced and recruitment/ appointment depended on strong connections in the district. They often expressed dissatisfaction with the reality that higher authorities tended to empower their favourite men or women regardless of their background, qualifications or the level of the achieved work. This practice is not unique to Rwanda, but rather is common throughout African countries, where the school principals' appointment is closely related to political or social connections (Herriot et al., 2002; Oplatka, 2004 cited by Bush and Oduro, 2006).

However, this study revealed that teachers were satisfied with their opportunities to develop their teaching skills. A large majority (85.85%) claimed that they could learn new things and develop their skills in their job. The results of this study were compatible with those of Patterson et al. (2002) and Blasé and Blase (2000), who propound that those teachers, who have the opportunity to develop their skills, are more satisfied than those who do not have the opportunity to do so. Even though participants in the current study reported that they were satisfied with their access to professional development opportunities, they felt frustrated by the

reality that most in-service workshops they took part in dealt with theoretical aspects, not with the practical and pedagogical ones. They thus considered some of the training as a waste of their time. This finding is an indication that not acquiring these practical skills is likely to inhibit promotion opportunities. This also confirms the important role promotion opportunities play in teacher job satisfaction as also highlighted by Robbins (1998) who maintains that promotions provide opportunities for personal growth, increased responsibility, self-confidence and social status. This is supported by Drafke and Kossen (2002) who postulate that many people experience satisfaction when they believe that their future prospects are good. They also maintain that, if people feel they have limited opportunities for career advancement, their job satisfaction may decrease.

As far as teaching materials are concerned, teachers were satisfied with their principals' endeavour to fight for all facilities and materials needed for staff to work effectively and efficiently despite the limited resources allocated for this item. This links to Akinwumi's (2002) view that teaching materials are essential in teaching and teachers' tasks as they will definitely help teachers to perform well. However, despite all these principals' efforts, teachers repeatedly commented on not having sufficient materials so that some of them resorted to buying their own equipment and supplies to keep up to date. This seems to be a serious burden for most teachers. Because of their poor financial status, they may not be able to afford to pay for their own teaching materials.

The teachers also referred to new technology, when materials and supplies were discussed in this study. In the interviews, all the teachers were of the opinion that computer knowledge and skills were important in today's technological age, but felt left behind technologically as computer use in their schools was still at an early stage. Lacking appropriate materials, and having little access to ICT, makes it difficult for teachers to carry out their jobs properly and does not allow them to have access to global knowledge, thus affecting their promotion prospects. The problem was experienced differently in the two surveyed schools. In school G, teachers were at least satisfied with having computer lab, even though there was no internet. In school G, however, teachers were lamenting about the lack of capability and freedom to access ICT.

Work itself

The survey showed that this dimension was ranked third among the intrinsic factors of teachers' job satisfaction (M= 2.33; SD =1.08). The interviewees were consistent in saying that teaching was the safest and most secure career option compared to other sectors. The majority of the teachers interviewed argued that, while elsewhere, the organizational structure was hierarchical and subordinates were at the mercy of their bosses, in the teaching profession teachers were respected and treated as professionals by their principals. This is not a surprising finding because, unlike most high status professions, teaching is an unappealing profession which not many people want to join. Thus, school principals have to do their best to attract and retain quality teachers. This is the reason why teaching was acknowledged to be a job for life.

However, the teachers' job satisfaction in this study was affected by a series of factors associated with the work itself. The vast majority of teachers perceived increasing class sizes had escalated their workload. This is not surprising as the two case study schools involved in this study had class sizes of more than 50 students. The effect of class size has been subject of many studies which show that small classes are safer, partly because they are easier to manage and because teachers are able to use a wider variety of instructional methods and strategies (Zahorik, 1999; Caillods, 2001; Wasley et al., 2000; Adelabu, 2005).

In addition, the heavy demands on teachers of planning and preparing lessons at work and at home were often mentioned during the interviews. Teachers in the current study added that the number of hours worked were often referred to as a source of tension and frustration in their personal life, especially for parents. The interview findings are not surprising as the teacher job description document also gives an impression that teachers are overloaded. These complaints about overwork suggest that it is hard for teachers to juggle both teaching work and family life. The author's results agree with previous studies about a possible conflict between work and family life as results of teacher workload (Dinham & Scott, 2000; Spear et al., 2000; Evans, 1998; Hutchings et al., 2004; Adelabu, 2005). Results from the current study also corroborate those of Brante (2008) who indicated that classroom work is no longer the most time-consuming element of a teacher's job and this intensification has implications for the well-being of teachers who often think about work even when they are on breaks or when they have finished for the day.

Furthermore, it was clearly apparent from this research that school location did matter in terms of job satisfaction; teachers alluded to the long distance travelled, the mindset of the

surrounding community and the poor infrastructure. They also emphasised that rural schools in remote areas were not easily accessible, and lacked basic necessities such as running water and electricity. This view is supported by Sargent and Hannum (2003), Cobbold (2006) and Mulkeen et al., 2008, who stated that teachers in rural villages may face a lack of access to transportation and may feel isolated especially if they are from the outside or if there is a wide educational gap between themselves and the local community.

Extrinsic factors

Several extrinsic factors, salary, supervision and management, and relationships with colleagues, were found to be related to job satisfaction.

Salary

Salary and benefits was the lowest ranked extrinsic factor of teachers' job satisfaction (M=1.93; SD =1.12). This result is compatible with the qualitative data. In general, both teachers and principals were of the opinion that the low salary was the factor which decreased teachers' job satisfaction the most. They were unanimous in stating that teachers' salary was very meagre compared to other civil servants and that the salary was not adequate to meet their basic daily needs. This finding is consistent with other studies in different African countries (Cobbold, 2006 in Ghana, Afe, 2003 in Nigeria, Mwangi and Augustino, 2002 in Kenya; Xaba, 2003 in South Africa; Brown & Schulze, 2007, and Mhozya, 2007, in Botswana). However, the present study is not consistent with studies from the developed world, where monetary aspects are not emphasized, as intrinsic factors appear to play the main role in motivating individuals to enter and remain in teaching (Perrachione et al., 2008).

This study also revealed that because of the poor remuneration of teachers, teaching was no longer an enviable profession, but rather has become a profession youths went into when there were no other alternatives. Teachers also believed that salary was at the root of all their problems. They stressed that the low pay was the main reason why teachers are held in low esteem in society. Most of the teachers underscored that the only solution to their predicament was to leave teaching and seek employment elsewhere. The findings reported here support previous studies indicating that teachers tend to quit the teaching profession for more income producing activities (Igwe, 2004; Bennel, 2004; Akiri & Ugborugbo, 2009). As an attempt to stem the teacher attrition, a supplementary salary payment from parents was introduced but teachers stated that is too small to fill the gap. Furthermore, in this study, school principals reported that they did feel they possessed little say over teachers' salaries. They said that

teachers' poor pay was always raised in their meetings with high level officials but they always received a disheartening answer that the government cannot afford teachers' salary demands without crippling the national treasury, because of the large number of teachers.

Supervision and management

The quantitative study revealed that supervision and management was ranked second among the extrinsic factors of teachers' job satisfaction with a mean value of 2.81 and a standard deviation of 0.88. Many interviewed teachers also reported that they were satisfied with the support received from their principals. They perceived their principals as being respectful, valued and trusted, treating teachers as professionals and providing guidance and direction to deal effectively with their daily issues. This is consistent with the plethora of literature that exists on this issue that working with principals who are friendly and supportive facilitates job satisfaction (Hallinger and Murphy, 1986; OECD, 2001; Theron, 2001; Pont et al., 2008; Cerit, 2009).

Furthermore, the vast majority of teachers in this study pointed out that principals took time to pay visits to their classroom and provided them with constructive and meaningful feedback about what was observed by the principal in the lessons through subsequent discussions and meetings. In the case studies, teachers reported that principals strived to understand classroom issues, to recognize the day to day problems faced by teachers, and to provide realistic solutions to those problems. This finding has been repeated in several studies all over the world. Constructive feedback, enabling teachers to know whether their actions are consistent with their intentions or expectations, was closely associated with their job satisfaction (Dabo, 1998; Gosnell, 2000, Michaelowa, 2002; Sargent & Hannum, 2003).

However, in the same way that Yukl (2002) and Blase and Blasé (2000) suggest that teachers expect principals to be a more visible presence in the building, the results of the present study revealed that some teachers complained about principals' endless meetings at the district which prevented them from having enough time to effectively support teachers; principals were rarely seen at schools and teachers then felt unsupported. This matter was worsened by the geographic location of school G as principal was obliged to sometimes absent themselves from his school due to the long distances between schools and the closest administrative office.

Co-workers

The survey findings show that "co-workers" was the highest ranked extrinsic factor of teachers' job satisfaction (M=3.19; SD =0.78). Most of the participants in the qualitative study,

principals and teachers alike, indicated that teachers gained much satisfaction from collegiality. All participants identified interpersonal relationships in the workplace as extremely important and useful as teachers were willing to share their personal values, personal interests, talents, and skills. Many of the teachers reported feeling that these relationships provided them with encouragement, inspiration and new insights. They added that, by working with and alongside others, as opposed to against them, they developed a sense of affiliation to the school and to one another. These results are consistent with the numerous studies which suggest that co-worker relations are the precursor of job satisfaction (Mowday & Sutton, 1993; Lambert et al., 2001; Michaelowa, 2002; Richer et al., 2002; Morrison, 2004). This finding also supports Markiewicz et al.'s (2000) study which found that the quality of close friendships was associated with both career success, and the job satisfaction of employees, and prevented them from being disgruntled at work.

The present study also underscored that teachers' relationships were not limited to the staffroom or the school premises, but also extended beyond the school. Teachers continually socialised and interacted with colleagues in the community and actively participated in a variety of social functions in which they also got the opportunity to meet the partners of their colleagues. This finding is consistent with that of Bryk and Schneider (2002) who found that teachers who are actively engaged with their peers, both at their own school and beyond their school, are likely to be more satisfied at work. However, a minority of teachers preferred to remain more aloof. They showed a general reluctance to socialise with other teachers mainly because of fear of exposing their weaknesses to their colleagues who expected from them higher expertise as a result of their higher qualifications.

Teachers' Commitment

The research showed a clear relationship between teacher job satisfaction and teacher commitment. This section, therefore, discusses the findings related to teacher commitment within secondary schools. The discussion of findings revolves around the following aspects of teacher commitment: level of teachers' commitment, factors influencing teachers remaining in teaching, and at the same school, and strategies used by their principals to support teachers' work and to retain them at school. Each of these aspects is discussed below.

The level of teachers' commitment

The findings from the qualitative phase of this study found that teachers from both schools were remarkably committed and were willing to invest time and energy into their daily

teaching job. Teachers reported a positive dynamism, which was appreciated by principals, as well. Based on the results of this study, it is possible to state that teachers were committed to exerting great efforts for their schools, being proud of their schools and willing to have responsibilities for the achievement of schools. The qualitative study, teachers reported acutely experiencing practical constraints that they felt were impeding their fully commitment. This information is not surprising as a close analysis of the teachers' job description document also gives an impression that the teacher is overloaded within his/her duties and responsibilities. Although having to do lesson preparation and assessment is normal, and working outside prescribed hours is what is expected of a professional (Nolan and Hoover, 2005), all interviewees (teachers and principals) recounted that preparing lesson plans or marking students' assignments was a burden and generated excessive workload of teachers. It was clear from teachers' comments that their teaching job was interfering with all aspects of their lives so that much of their work spilled over into their personal time. This finding concurs with that of Hutchings et al. (2004) and Adelabu (2005) that the reality of teacher's workload threatens teacher retention. However, the workload was not the only influence on teacher commitment as shown in the next section.

The factors influencing teachers remaining in teaching and at the same school

The most common reason that teachers gave for becoming a teacher could be characterised as altruistic; teachers became interested in teaching for idealistic reasons, including student discipline, the love of children, the love of learning and constant interaction with children, and willing all children to have the chance to live, to be useful to the society and become good citizens. This is in line with many previous research studies that the joy of working with children is almost a universal motivator for all teachers (Kuruseka, 2003; Kington, 2006; Eick, 2002; Sizer, 1984 cited by Lingam, 2005). On similar lines, Brewer (2005) described that the greatest enjoyment in teaching comes from seeing students who have achieved success academically, and in seeing the students developing their personal characters and identities. As for Ingersoll (2003), teachers' dissatisfaction with their jobs is due to student discipline problems. In the present study, these findings were also consistent with other research (Hobson et al., 2004; Morgan, 2005) which highlighted the factors such as working with young people and rapport with students as contributing to teacher attraction.

Furthermore, some teachers in this study considered teaching staff relationships and the specific school location as reasons to stay. However, the school location's influence on commitment was mixed. For the most part, teachers considered factors related to their school location such as the remoteness and isolation of their school, long distances to travel, shortage

of decent housing, lack of access to transportation, and lack of electricity, as the main factors that could discourage rural teachers' commitment. This finding concurs with Matovu (2001) that availability of housing and electricity in a school has an influence on teacher mobility and attrition. However, a few teachers felt comfortable in the rural area attributing their satisfaction to factors associated with the low cost of living and security. This is not a surprising finding, as those teachers are mainly teaching in their home villages and do rely much on their farm products rather than on goods imported at great expense from towns.

The other factors which were found to underpin teachers' retention were their perceptions of a moral obligation towards the school as well as having a family that was supportive of their being teachers. Until recently, the research did not extensively explore this influence of family and friends. However, Garrison's (2006) study indicated that teachers in a rural school chose to teach and live in the area because of the proximity to family and friends. The outcome is also supported by Williams' (1988) study that pointed out that close family members and their former teachers influence teachers in their decision to join teaching and to remain at schools.

Additionally, teacher relationships were viewed as an important factor that influenced teachers decided to remain at their respective schools because they demonstrated satisfaction with their links with their co-workers. Mulford (2003) notes that teachers who work together in a meaningful and purposeful way are also more likely to remain in the profession because they feel valued and supported in their work. The finding is also in agreement with Certo and Fox's (2002) results that collegial relations were cited as reasons for staying in a school. Besides, interaction with colleagues was one of the conditions that had a direct influence on self-efficacy, on teaching and on remaining in teaching (Stuart, 2000). Finally, several researchers stated that teachers need time to collaborate with their peers (Cochran-Smith, 2004; Guarino, et al., 2006; Johnson, 2007; Piccucci et al., 2002; Hirsch and Emerick, 2007).

However, it is significant that some teachers were reluctant to ask their colleagues for assistance, mainly because of embarrassment or fear to expose their weaknesses.
It also emerged from interviews that the factor related to the effective support of principals played a vital role in retaining teachers at secondary schools in Rwanda. Interviews revealed that principal support was defined by teachers as having the following characteristics: the principal assists in problem solving, the teachers felt backed up by the principal with regard to disciplinary issues, the teachers felt understood by the principal, the teachers felt included in

school vision achievement, the teachers felt encouraged and facilitated to the collaboration among themselves.

The findings from this study are supported by previous researchers' conclusions that teachers who experience higher levels of principal support are more likely to experience greater job satisfaction and school commitment (Cross and Billingsly, 1988; Leithwood et al., 1999; Cross and Billingley, 2005). These findings also concur with Spinella's (2003) findings which indicated that principal support for a teacher, especially in the form of respect, positively affected the teacher's decision to remain in the profession. In addition, teachers recounted that they are reluctant to abandon their schools because they were provided with tea and with lunch. However, many teachers, especially the younger ones, stayed in teaching simply because they thought they had no employment alternatives. The quantitative study revealed that almost 70% of teachers chose teaching because there were no other alternatives. This finding corroborates that of Carvel (2000) who found that a considerable number of teachers would resign if they had the choice of other employment. This suggests that teaching is increasingly seen as the last resort, a factor closely linked to the low salary, and to the low image of teaching among members of the public.

Strategies used by the principal to support teachers' work.

In this study, participants from the two case study schools highlighted several qualities of the principal that inspired them and increased their commitment. These were the principal's strategies to treat teachers as professionals, to listen, to be frank, to discuss things and to find solutions to problems encountered by teachers. The findings were also consistent in declaring that the teachers were motivated by the transparency that prevailed at the school. It also seems that a great number of teachers did perceive that their school principals focused on issues related to teachers' commitment.

These findings confirm what was reported in the literature review, that school leadership is a critical component in influencing a teacher's decision to stay or leave (Guarino et al., 2006; Ingersoll & Smith, 2003; Kapadia and Coca, 2007; Olsen & Anderson, 2007; Otto & Arnold, 2005). Birkeland (2003) indicates that teachers who enjoy more face-to-face time with their principals are satisfied and are committed to teaching. Corroborating this, Stockard and Lehman (2004) say that teachers who experienced inconsistent, unsupportive, abusive, or neglectful principals left their schools either to pursue another career or to teach at another school.

Useem (2001) notes that school principals who maintain a welcoming and respectful administrative approach towards all staff encourage all teachers to feel supported and to gain a commitment to the school and to their responsibilities. Ndoye (2010) adds that teachers are likely to stay if school leaders adopt a leadership style that could promote a vision, build trust, and shared responsibility, so that teachers can feel motivated to do their job. The interviews also showed that teachers were reluctant to move away from their schools because of a range of strategies used by their principal to increasing their commitment that included actively assisting teachers with discipline issues, listening to and supplying needed resources, as well as providing tea and lunch. This is not a surprising finding since the quantitative study revealed that more than 67% of the surveyed teachers were planning to remain in their schools the following year. Similarly, most teachers agreed that they received necessary instructional materials to do their work effectively (63.46%) and almost two-thirds (64.76%) felt free to go to the principal about problems related to their personal welfare. If a teacher is given the opportunity to grow and develop, by ensuring in-service training and appropriate promotion prospects, their work is likely to improve.

In this study, principals were also reported to be determined to develop and maintain trusting relationships among teachers by engaging the full teaching staff in activities and discussions and pulling all teachers together to work as a team in relation to the school's mission, vision, and core values. The finding is supported by quantitative results that 54.62% of surveyed teachers felt encouraged to work towards the same goals. It is worth mentioning that strategies used by school principals in Rwanda are similar to those suggested by previous researchers; that school administrators should focus on improving administrative support, increasing student motivation and discipline, improving working conditions, encouraging collegiality, and raising teachers' participation in the school decision-making process, as ways to increase teacher retention and attraction (Berry et al., 2002; Ingersoll & Smith, 2003; Inman & Marlow, 2004; Patterson, 2005). Again, strategies used to support teachers' work were closely related to those used to increase teacher job satisfaction, given the close link between the two variables: teachers' commitment and job satisfaction (See chapters five and six).

Principal Leadership Behaviours

In this section, the results are discussed in terms of transformational and transactional leadership behaviours. While the quantitative phase of the present investigation identified the core leadership behaviours, the qualitative study enriched the findings by elucidating how these behaviours were operationalised in practice. In this discussion, the findings from the

quantitative and qualitative strands are integrated, compared and discussed in relation to previous research. This study revealed that the principals displayed both positive and negative behaviours. Therefore, the researcher's discussion refers to the principals' behaviours that may impact either positively or negatively on teacher job satisfaction.

The quantitative findings showed that the principals have been rated higher on transactional dimensions (M=3.66; SD=1.12) than on transformational aspects (M=3.22; SD=1.25).
The results from the current study confirm Bass's (1985, 1997) claim about the universality of the transformational and transactional leadership paradigm across different nations and societies. In other words, the findings of the present study add testimony to the fact that, transformational and transactional leadership is not necessarily confined to the Western world. This conclusion has also been drawn in other research (Koh et al., 1995 in Singapore, Bogler, 2001 in Israel, Leithwood et al., 2002 in Hong Kong and Nguni in Tanzania).

The finding that secondary schools principals were perceived by teachers to be exhibiting more transactional than transformational leadership behaviours contradicts previous claims that teachers prefer to work with a principal who exhibits a transformational type of behaviour rather than a transactional one (Koh et al., 1995; Bogler, 2001; Oluremi, 2008).
Although, principals have been rated higher on transactional leadership, teachers in this study perceived their principal displaying less contingent reward leadership. This is not a surprising finding since it is mainly based on contingent reward and punishment behaviours (Bass, 1985, 1998; Avolio, 1999). Several possible reasons may exist for this. The findings from the document analysis and the interviews suggest that contingent reward leadership may be perceived to be less significant because of the limited policy-making power of principals, which hinders them from exercising full control over the decisions regarding the teaching staff. This concurs with the findings by Gershberg & Winkler (2003) in Zambia, by De Grauwe et al. (2005) in Mali and Senegal and by Osaki (2000) in Tanzania, where school managers had been made to fear making difficult decisions, including reprimanding lazy workers.
The next two sub-sections provide a detailed discussion of the findings pertaining to the specific dimensions of transformational and transactional leadership:

Transformational leadership behaviours

Transformational leadership was discussed in terms of the aspects that represent all four dimensions of transformational leadership which are idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. As noted earlier, the

discussion was associated with negative and positive behaviours pertaining to each of the four dimensions of transformational leadership and their effect on teacher job satisfaction.

Idealised influence

The quantitative study indicated that Idealised influence was rated the third highest transformational dimension (M=3.14; SD=1.23). This finding is contradictory to that of Bass (2000) that the highest form of transformational leadership is idealised influence. However, the qualitative study found that idealised influence behaviours dominated among principals in Rwandan case study schools. Additionally, the case studies showed that the principals of both schools displayed almost similar behaviours with regard to this dimension. All the teachers looked upon principals as their role models because they always lead by example such as not drinking at work and always being on time.

The two principals were admired and respected by their teachers. They were highly appreciated for demonstrating an image of hard work, transparency and honesty. This result reinforces the work of Bass and Riggio (2006) who found that leaders with great idealised influence act as role models and are highly admired, respected and trusted by their followers. In addition, the finding that idealised influence leadership strategies have positive effects on teachers' job satisfaction is consistent with several researchers, who suggest that leaders who utilised the idealised influences leadership emphasise the purpose, commitment, and confidence among followers (Bass & Avolio, 2004).

The results of the present study also indicated that both the two principals were seen as leaders with character, dignity and integrity despite the allegations against the school G principal in respect of sexual abuse. This shameful behaviour was regarded as a factor that pushed teachers, especially females, to be careful in taking advantage of the open door policy established by their principals. This may have contributed to the low score for teacher job satisfaction in this school.

The finding supports the Kouzes and Posner's (2002) study that poor behaviours on the part of principals can damage the efforts of teachers. However, teachers reported that their principals strived to translate their intention into reality and to sustain it with an appropriate set of positive actions and behaviours, serving as a role model and having actions that speak louder than words. This is in line with earlier research that the behaviours and attitudes exhibited on a daily basis by school leaders have a direct impact on teachers in achieving the mission and vision of the school (Hackman and Johnson, 2000).

Intellectual stimulation

The results emanating from the quantitative study indicated that the lowest transformational leadership mean was for intellectual stimulation (2.84), with a standard deviation of 1.33. However, the case study interviewees agreed unanimously that teachers relished freedom and autonomy to develop suitable strategies and to exercise professional judgment in their classrooms.

These findings are consistent with those of Zembylas & Papanastasiou (2005) who see autonomy as empowering and emancipating. In this study, teachers praised principals who displayed respect for their professional capabilities and have confidence in their capabilities for completing their tasks, giving them freedom to determine the methods they needed to employ and enhancing their abilities to think for themselves. They were satisfied to be treated as professionals who were valued for their expertise and trusted to make decisions that were in the best interests of their students. Linked to this finding, Sergiovanni (2001) argued that the key to teacher satisfaction and commitment was through allowing and encouraging staff to develop their skills as individuals, giving them the scope to bring new ideas and initiatives into the school.

In accordance with Zembylas and Papanastasiou (2005), teachers in this study unanimously agreed that perceptions of autonomy were associated with higher teacher satisfaction in that they increased their perceptions that they could effectively accomplish their goals. However, although teachers cherished the latitude to go their own way, they agreed that their autonomy was not absolute. Teachers did not consider their classrooms as their kingdoms, but rather they worked closely with their principals who were definitely responsible for overseeing the appropriateness of the choices made by teachers within the confines of the classroom. Teachers' activities were constantly monitored and checked by the principals through regular supervision to make sure that there was continuity and consistency.

Inspirational motivation

The highest rated transformational leadership behaviours were the components of inspirational motivation (M=3.47; SD= 1.22). The interviews at the two schools also showed that principals displayed inspirational motivation behaviours. The qualitative phase of the study illuminated aspects of vision building within schools and the extent to which teachers had a clear understanding of the role of vision within their respective schools.

Participants indicated that teachers were acquainted with the vision that was developed in a dialogue between principals and teachers and opportunities for them to put into practice its content were created. Consistent with previous research, it was also identified that on many

occasions, teachers who are given the responsibility for implementing the school's vision feel motivated and believe that they are useful and important members of the team (Mualuko et al., 2009). These findings support the views of Day et al. (2000), and Chemers (2001), who suggest that people were trusted to work as powerful professionals, within clear collegial value frameworks which were common to all. Thus, the successful, effective leader has the ability to have his or her vision accepted, as well as to motivate followers to work toward a common end.

It was stated that both principals in the qualitative survey clearly communicated the school vision at the beginning of each year and the school mission and goal were continuously discussed in a variety of ways within staff meetings and within different departments. Also, within their departments, teachers developed a shared vision with their co- workers, and created common ground that serves to facilitate or compel action to the realization of this common vision. However, this vision was not shared with other departments. This is an example of balkanization, which refers to a culture where teachers are not working in isolation, nor with most of their colleagues as a whole school, but in small sub- groups within the school community; working and associating together with smaller groups of their immediate colleagues (Fullan & Hargreaves, 1992).

Among the staff interviewed, many saw this balkanising effect as strengthening their understanding of their role in achieving the school's vision. In addition, balkanisation among departments is encouraged for its effect of diluting the influence and centrality of the school's vision which, in turn, engenders a great commitment to the shared vision of the school (Abolghasemi et al., 1999).

In the current study, all the interviewees concurred that teachers were able to air their opinions within their departments to make sure they are fulfilling their duties towards the same goals. Further, teachers stressed that their principals continually reminded and encouraged them to transcend their own self-interest for the sake of the students' betterment. The above results are consistent with those of Robinson et al. (2008) who pointed out that teachers are more satisfied when the school principal fosters teacher involvement in school decisions, respect, encouragement, and sharing of information with colleagues. The finding that teachers were given enough voice in the school by the principal is in contrast to Mualuko et al.'s (2009) study, in respect of Kenya, where all decision making is centred in the principal's office.

The principals in this study all recognized that a professional principal is the one who does not work alone in isolation and behind closed doors. These findings are in agreement with similar findings by Seashore (2009) that the effective leader must refrain from being the chief problem

solver in a school. This result also supports that of Mohajeran & Ghaleei (2008) who show that principals' willingness to share power with teachers is an important condition for empowering them.

The principals in this study invited teachers to join them to find solutions to problems and encouraged creative problem solving. This supports the argument that, when goals are set together, members become committed, self-confident and knowledgeable about the set goals, thus helping teachers to perform well (Mohajeran & Ghaleei, 2008).
However, even though teachers were pleased to take part in the process of developing the vision of the school, they felt neglected as active participants in developing school policies because they were forced to carry out the decisions and directives which came from the top without any preliminary discussion with them. Principals agreed with teachers that their input was disregarded and were generally only given the role of executing decisions that have been made at a central level.

Individualised consideration

The survey showed that this dimension was ranked at the second position among transformational leadership behaviours of secondary school principals in Rwanda (M= 3.08; SD =0.92). (M=3.32; SD=1.19). The qualitative study provided further support for this finding as teachers characterised the nature and usefulness of individual consideration behaviours extended to them by their Principals. The interviews showed that principals recognized the differences and needs of each individual teacher and demonstrated their care and consideration to the teachers in their own different way. The principals invested in their approachability and direct communication with teachers, and interacted with them, so as to be acquainted with everyone's weaknesses and strengths and to provide them with appropriate support. The findings from this study conform to those of Drysdale et al. (2008) who state that successful school principals need to acknowledge the individual talents of teachers.

In the present investigation, individualised recognition occurred when principals provide informative and constructive feedback about performance in order to enhance a teacher's sense of professional self-efficacy. This supports Leithwood et al.'s (1999) view that recognition of their efforts contributed to a teacher's overall sense of job satisfaction.

Moreover, the two case study principals in this study appeared to be soft spoken and good listeners. It was reported that they always resorted to conciliatory approaches to solve problems. The striking similarities for the two principals were that all of them showed high

trust and fairness, not showing favouritism towards particular groups or individuals. This result might have something to do with the historical context in which the current study was conducted. In tandem with Bush and Oduro's (2006) view that school principals in Africa lead and manage their schools in very difficult circumstances, principals in this study were concentrating their efforts on fighting genocide ideology, which became the number one priority for the Government, in the aftermath of the 1994 genocide. In this study, the principals were mostly looked up to as leaders who treated each teacher in the same way without an ulterior motive.

Transactional leadership

Transactional leadership is discussed in terms of the three dimensions; contingent reward, management by exception, and laissez faire leadership:

Contingent reward

The quantitative study indicated identical responses (42.99%) for principals' willingness to tell teachers what to do to receive rewards for their efforts, and for the principal's commitment to giving them recommendations, praise and promotion when they performed well. This is the opposite of the findings from the qualitative study, where it was clear that the reward referred to by the participants was not a material one. It included individual recognition, where principals praised teachers whenever they performed exceedingly well during formal or informal events. This supports Bass & Riggio (2006) who state that contingent reward is not only material, such as a bonus or increase in salary, but can also be psychological, such as praise or positive feedback. The likely explanation for this use of non-monetary rewards, rather than financial recognition, may be that, in Rwanda, schools are handicapped by limited resources and there is no money available for this item. Another explanation is that secondary school principals in Rwanda do not play a major role in providing contingent reward to teachers related to salary, promotion, and status. The results of this study concur with that of Nguni (2007) in Tanzania that all the responsibilities are allocated by the central government to the District Education Office.

Management by exception

Several studies have found lower levels of staff satisfaction with management-by-exception leadership styles (Bass & Avolio, 1990; Densten & Gray, 1998), in the current study this item is second ranked dimension of the dimensions of transactional leadership. A possible explanation may be that management-by-exception principals were perceived to monitor their teachers not only to prevent mistakes, but also to improve the quality of education and the welfare of the teaching staff. The quantitative findings showed that almost 70% agreed or

strongly agreed that the principal paid more attention to school affairs when there were problems, irregularities and mistakes in the school. This finding is reinforced by the findings of the qualitative component of the study where principals reported to continually monitor teachers' performance, utilizing various strategies to uncover potential problems including students' test scores and assessments, student surveys and feedback, feedback from classroom observations and actively talking with teachers, feedback from their respective departments and, more rarely, from parents' reports. It was reported that teachers took the criticism from that monitoring positively and used it as an opportunity to improve. This result is inconsistent with the findings of Stordeur et al. (2001) that the manager's monitoring may be perceived as a lack of trust by staff. This could be explained by differences in contexts.

In this study again, it was reported that once problems pointed out, all stakeholders immediately sought the way to deal with them as quickly as possible. If needed be, if the mistakes and errors persisted, principals might be forced to terminate a teacher's contract in the best interest of the school's cause and mission. However, given the fact that arrangements of teacher deployment, transfers and dismissals are regulated and decided at district level, the principal's authority is only limited to assessing teacher's performance and submitting the rapport to the district for the final decision.

Laissez- faire leadership

The quantitative study indicated that laissez-faire leadership was the most demonstrated leadership style. For many of the teachers interviewed in this study, principals avoided disagreeing with their bosses and tended to be influenced by political issues when making decisions. This finding is not surprising considering the allegations of nepotism in the principals' appointment. These principals seemed to be hesitant in making tough decisions on their own, so as not to contradict those who supported them to occupy the post, because they want to hold on to their position as long as possible. As suggested by Bass (1985), and Leitherwood et al. (1996), that passive leadership is an unhelpful form of leadership in schools, teachers in this study did not perceive the laissez-faire leadership style as an approach that could enhance their job satisfaction. This is because, if principals avoid their responsibilities in decision making, or who are absent from their schools when needed, teachers may become frustrated.

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Overview

This chapter discussed the findings from this study according to three major themes: teacher commitment, teachers' job satisfaction and principals' leadership behaviours.

The study demonstrated that a high level of teachers' overall commitment exists in secondary schools in Rwanda, despite the teachers' complaints that they are overloaded. Many teachers explained that they decided to remain in teaching for altruistic reasons; good relationships with other staff, the support of their principals, and the specific school environment. However, some teachers only remained in the teaching profession because of the lack of other career options. In addition, even though principals were not always visible in schools, secondary school principals strived to put in place some strategies to retain teachers. These included the culture of discussing issues with teachers, and finding solutions to problems encountered by teachers, the culture of treating teachers as professionals, the culture of listening and the culture of being frank and open.

Teachers expressed a higher degree of job satisfaction with intrinsic factors than with extrinsic ones. They are satisfied with such intrinsic dimensions as responsibility, opportunity for advancement and promotion, work itself and recognition and achievement. However, extrinsic factors, such as lack of resources and teaching materials, increased workloads, low public esteem of teaching as a profession, and low salary, were considered as factors that decreased teacher job satisfaction. Teachers are also dissatisfied with their lack of autonomy within the context of school reform, as a result of the centralized system of education.

Job satisfaction is strongly linked to principals' leadership behaviours. The secondary schools principals were perceived by teachers to be displaying more transformational than transactional leadership behaviours. Principals were seen to exhibit several transformational leadership behaviours, including inspirational motivation, individualised consideration, idealized influence and intellectual stimulation.

Principals were also perceived to display certain transactional behaviours; management-by-exception, contingent reward and laissez-faire leadership. Although principals were perceived as displaying more positive behaviours than negative ones, the school G principal was accused of sexually abusing female teachers. In addition, principals' reluctance to make major decisions, as well as their frequent absences from school, were regarded as significant shortcomings. However, the principals claimed that they were concentrating their efforts in fighting genocide ideology, in the aftermath of the 1994 genocide.

The survey and case study data indicate that principals engaged with teachers largely on an individual basis, through transactional and transformational behaviours. There was little evidence of distributed approaches to leadership.

The next and final chapter summarizes the study and presents conclusions and recommendations.

Chapter Eight: Conclusion

Introduction

This final chapter provides the conclusion to this study. It provides answers to the research questions and discusses the significance of the study, linked to previous research and literature. The limitations of the research are also discussed and recommendations are made about policy, practice and further research.

Answering the Research Questions

This study used a mixed methods approach to examine the impact of principal leadership behaviours on the job satisfaction of teachers working in secondary schools in Gakenke district in Rwanda. The research questions guiding this study were:

1. What are the factors influencing secondary school teachers' job satisfaction in Rwanda?
2. How do teachers in Rwanda secondary schools perceive the impact of their principals on their job satisfaction?
3. How does job satisfaction affect teachers' task implementation and improvement in secondary schools in Rwanda?
4. Does the leadership behaviour of the principal impact on the job satisfaction of the teachers?

The next section provides answers to each of the four research questions, based on the evidence from the survey and the two case studies.

Research question 1: What are the factors determining secondary school teachers' job satisfaction in Rwanda?

This research question was aimed at exploring principals' and teachers' perceptions of the factors that increased or decreased teachers' job satisfaction. These factors included both intrinsic and extrinsic dimensions and the researcher's intention was to demonstrate how the two different sets of factors defined teachers' job satisfaction in secondary schools in Rwanda. Intrinsic factors included recognition, responsibility, opportunities for achievement and promotion, as well as work itself. Extrinsic factors comprised co-workers, salary and benefits, and supervision and management. To a large extent, the researcher attempted to answer this question by referring to Herzberg's (1959) motivation-hygiene theory, according to which factors that affect job satisfaction are divided into two categories. He wanted to learn if the two-factor theory is still relevant considering the historical context in which the theory was developed

The researcher then sought to identify both positive and negative features in order to develop a dual typology of the features of job satisfaction among secondary school teachers in Rwanda. These data were gathered through a teacher job satisfaction questionnaire administered to all the teachers at public and subsidised secondary schools in the District. A qualitative study was also conducted, through case studies, to gain a more in-depth understanding of teacher job satisfaction as well as to explore the strategies used by secondary school principals to increase teachers' job satisfaction.

The results revealed that both intrinsic and extrinsic factors influenced teachers' job satisfaction at secondary schools in Rwanda, although teachers expressed a higher degree of satisfaction with the former than with the latter. The results from this study appear to be inconsistent with those of previous studies conducted in low income countries, which found that teachers are more satisfied by extrinsic factors (Zembylas & Papanastasiou, 2004; 2005). They were rather concomitant with the findings from developed countries where teachers were satisfied more by intrinsic than extrinsic factors, despite the significant contextual differences between Rwanda and these developed countries (Dinham & Scott, 1998, 2000, 2003; Chimanikire et al., 2007).

The Rwandan qualitative study showed that the presence and the absence of both intrinsic and extrinsic factors could respectively increase and decrease job satisfaction among Rwandan teachers. A possible explanation for this finding is that, due to their precarious working and welfare conditions, teachers in Rwanda can scarcely cover their basic needs, so that both motivators and hygiene factors interplay in determining their job satisfaction.

However, results from the current study are consistent with Herzberg et al.'s (1968), and Maslow's (1954) findings, which are supported by Sergiovanni (1968) and Evans (1997), that hygiene issues must be met first. For Maslow, gratification of lower-order needs, such as security and payment, leads to the emergence of higher-order needs involving social relations, self-esteem, and self-actualization. The extrinsic aspects (the lower order needs) of the job are seen as a prerequisite to satisfy before satisfying the intrinsic job related elements (the higher order needs) can become relevant or possible. In the author's study, the lack of extrinsic factors could prevent the intrinsic factors from becoming significant.
For instance, the low pay (extrinsic factor) of Rwandan teachers seemed to lead to low esteem from the wider society, an intrinsic factor.

Research question 2: How does job satisfaction affect teachers' commitment in secondary schools in Rwanda?

The purpose of this question was to assess the relationship between teacher job satisfaction and their commitment within the school. The consequences of teacher job satisfaction or dissatisfaction were explored. The purpose was threefold: 1) examining the level of teacher's commitment; 2) determining the factors influencing teachers remaining in teaching and at the same school; 3) identifying strategies used by their principals to support teachers' work and to retain them at school.

The study established the degree of association that may exist between two variables and showed that teacher job satisfaction and teachers' commitment at secondary schools in Rwanda were overwhelmingly connected to each other. The survey results suggest that teachers who are more satisfied with their jobs are also more committed to the schools where they work. Unsurprisingly, if job satisfaction is increasing and maintained, the teachers' commitment may also increase. This finding is in line with Day's (2005) findings that teacher commitment is closely associated with job satisfaction. Likewise, Ingersoll (2001; 2003) noted a strong positive relationship between job satisfaction and teacher commitment, pinpointing that high rates of teacher turnover are often a result of teachers who are dissatisfied with teaching as a career. This finding also supported other studies, which revealed a positive correlation between job satisfaction and organizational commitment (Shan, 1998; Ingersoll et al., 2002). This strong connection between the two variables is not surprising as many researchers found that teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries (Huberman, 1993; Woods et al., 1997 cited by Zembylas. & Papanastasiou, 2004; Leithwood, 2006; Boyd et al., 2009).

Connected with the above, it is not surprising that most factors that determine teachers' job satisfaction were more likely to be themselves determinants of teacher commitment. Thus, the researcher, during the qualitative study, delved deeper into the specific aspects of teacher commitment through interviews with both teachers and principals at the two case study schools. The findings confirmed, among other things, the need to increase teacher job satisfaction in order to enhance their commitment. They also showed that the strategies developed to increase teacher job satisfaction are very similar to those of teacher commitment, since the former is a cause of the latter.

It is important to note that teacher job satisfaction is also a predictor of the improvement of the teaching task in which teachers are engaged. More importantly, satisfied teachers not only perform better but also provide a better service to students. In this study, all participants, both teachers and principals, concurred that when teachers' work was recognised, when teachers enjoyed some autonomy, when teachers received enough teaching materials, when teachers felt they were receiving adequate feedback, they were likely to perform their work better.

Research Question 3: How do teachers in Rwandan secondary schools perceive the impact of their principals on their job satisfaction?

The purpose of this question was to establish teachers' perceptions of the impact of principals' leadership behaviours on their job satisfaction. The researcher focused on teachers' views, rather than the actual behaviours of the principals, and, to some extent, on principals' self-assessment of their own leadership behaviours. The intention was to provide a greater insight into teachers' and principals' understanding of principals' behaviours and how they may impact either positively or negatively on teacher job satisfaction. Both transformational and transactional leadership behaviours were explored in the quantitative and qualitative phases of the study. While the quantitative phase identified the core leadership behaviours, the qualitative study enriched the findings by elucidating how these behaviours were operationalised in practice.

The quantitative results showed that the principals displayed both transformational and transactional leadership behaviours but also indicated that they were rated higher on transactional aspects than on transformational dimensions. Additionally, the findings revealed that the secondary school principals exercised four transformational leadership behaviours; idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. They were also perceived to display three transactional leadership behaviours; contingent reward, management by exception, and laissez-faire leadership.

The results from the current study confirm Bass's (1985, 1997) claim that transactional and transformational leadership can be found in all parts of the globe and in all forms of organisations, including schools. Also, the finding that Rwandan secondary principals were exercising both transformational and transactional leadership behaviours confirms Bass's (1985) view that the same leader can display both two types of behaviours and that the best leaders are those who display the full range of leadership, including both transformational and transactional factors.

However, although some transformational and transactional leadership traits of leaders are generalisable across cultures and organisations, in practice, the characteristics of leadership are functions of time and situation, and leaders might need to act in different ways within differing cultural contexts in different countries (Burns, 1978). For example, in this study, school principals were concentrating their efforts on fighting against genocide ideology, considering the socio-historical background of Rwanda**.** This is connected to teacher job satisfaction because there is no longer suspicion between teachers and principals and this positive climate may be the major reason for teachers to be at their ease in choosing the schools they would like to teach in. Further, the effort of principals in fighting against genocide ideology may also be the raison d'être of good relationships among teachers.

The current study also demonstrated that school principals displayed more positive behaviours than negative ones. However, negative behaviours might not derive from the lack of leadership capacities among principals. In the present study, for example, contingent reward leadership was less effective merely because Rwandan principals have access to fewer resources and, therefore, have control of fewer rewards.

Research Question 4: Does the leadership behaviour of the principal impact on the job satisfaction of the teachers?

This question deals with the relationship between teachers' perceptions of principals' leadership skills and teachers' job satisfaction in secondary schools in Rwanda. The purpose was to examine the effects of principals' leadership behaviours (transformational and transactional) on teachers' perceptions of their job satisfaction. More specifically, it attempted to explore how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their principals' leadership behaviours.

The results of the present study revealed two important findings. First, the research discovered that there was a strong positive relationship between principal's transformational leadership behaviours and teacher job satisfaction. This finding confirms the results of other studies conducted in Africa by Walumbwa et al (2005), in a cross cultural study involving the United States and Kenya, Nguni et al. (2006), in Tanzania, together with Ejimofor (2007), and Evans and Olumide-Aluko (2010), in Nigeria, which all established a strong and positive effect of transformational leadership on job satisfaction. Many studies outside Africa (Bogler, 2002; Martino, 2003; Geijsel et al.,2003 ; Harris & Muijs, 2004; Barnett et al., 2005; Egley & Jones, 2005; Sancar, 2009) reached a similar conclusion.

It appeared from the findings that open, constructive and supportive relationships at work, mutual respect, and shared beliefs, would improve teachers' job satisfaction. These findings are supported by some previous studies whose results revealed that a principal who handled criticism constructively, who gives praise genuinely, who listens and accepts teachers' suggestions, could also improve job satisfaction among teachers (Blasé & Blasé, 2000; Barnett & McCormick, 2002; Mulford, 2003). All those projects, and the present study, agree that an open democratic leadership style, where teachers are considered as equal partners, to whom power and responsibility in decision making are distributed equally, contributes to enhanced job satisfaction.

Another finding from this study was the positive correlation between transactional leadership and teacher job satisfaction. This correlation suggests that leadership behaviours involving exchange of rewards for meeting agreed-on objectives, highlighting problems, ignoring problems, or waiting for problems to become serious before taking action, do influence job satisfaction.

Although the transactional leadership behaviours was mostly displayed, the contingent reward management was exhibited by principals at a lesser extent. This might be due to the principals' limited control of resources (e.g. salary and other special benefits) that are necessary for teachers to be able to satisfy their basic needs. Because such rewards are not under the direct control of principals, their bargaining power diminishes (Bass, 1990). This leaves principals very little opportunity to provide contingent reward to their teachers for acknowledging individual teachers' performance. As noted earlier, principals resorted only to non-monetary rewards to provide teachers with recognition of their work and efforts.

The findings from this study also showed wide variations in teachers' perceptions of their principal's transactional leadership across all the schools. The possible explanation for those variations could be attributed to the disproportion of subsidies in schools involved in this study. As noted earlier in the introductory chapter, subsidised schools are likely to be provided with more support as compared to public schools, and thus school principals may not be equally empowered in recognising teachers' performance.

Addressing the research purpose

As noted at the beginning of this chapter, the key purpose of the study was to examine the impact of principal behaviours on teacher job satisfaction. The survey and case study data collectively showed that the principals' behaviours had a significant impact on teacher job

satisfaction. Principals were exercising both transformational and transactional leadership behaviours. Teachers stated that their principals' visionary leadership behaviour produced a marked influence on their satisfaction. The principals, as visionary leaders, communicated the school vision, mission and goals through a school development plan that provides a framework for short and long term strategic planning.

The results of this study also confirmed that teacher job satisfaction is a complex phenomenon that is determined by a series of interrelated factors. These included receiving encouragement, both as a group and individually, acknowledgement of effort, the ability to develop strong relationships with colleagues. It appeared from the findings that "open door" policy, constructive and supportive feedback, mutual respect, shared beliefs, and concentrating efforts on fighting against genocide ideology, would improve teachers' job satisfaction. Teachers also felt they were autonomous in their classes and were considered as professionals by the principals.

However, the current study also demonstrated that school principals displayed negative behaviours that could impact negatively on teacher job satisfaction. Teachers from school G lamented their principal's sexual abuse. Teachers' job satisfaction was also negatively influenced by some of their principal's transactional leadership behaviours. Their responsibility and power were also limited as they were financially constrained to manage the resources, materials and facilities of their schools effectively, as well as to make important decision on their own.

In addition, contingent reward management was displayed by principals at a lesser extent. The principals' limited control of resources leaves principals very little opportunity to provide contingent reward to their teachers.

Significance of the Study

This section states why the study is important and worthy of the time and effort required to completing it. The study makes a number of contributions to the field; empirical, theoretical and practical.

Empirical significance

In comparing the author's findings with the literature on the topic related to teacher job satisfaction across African and developed countries, the current study is empirically significant by showing a different balance between intrinsic and extrinsic factors (see table 8.1):

		Developed countries	**Sub-Saharan Africa**	**Rwandan data**
Intrinsic factors	Responsibility	Teacher job satisfaction is strongly associated with responsibility which allows them the flexibility to carry out their duties. Teachers feel free to be creative and risk takers (Baldacci, 2006). The effect of teachers' perceived autonomy in the classroom was found to be positively correlated with job satisfaction (Kreis and Brockoff, 1986).	Teachers are subject to the pressure of higher authorities in carrying out their responsibilities (Maile, 2002; Samoff, 1990). Tension between centralised planning and local autonomy are likely to continue as the formal structure of education still locates decision making power at the centre. (Samoff, 1990; Maile, 2002).	Teachers relished the opportunities for freedom and flexibility in how they defined their tasks. Teachers were satisfied with being provided with opportunities for discretion to schedule their work and to select the methods used to complete their daily duties. Teachers' responsibility was somewhat constrained by a centralised system, which culminates in imposed changes.
	Recognition	Greater job satisfaction was associated with a high degree of professionalism and empowerment (Pearson and Moomaw, 2005). Teachers are recognised for a job well done (Bobek, 2002). Low teacher job satisfaction was linked to the lack of recognition and respect they received in their districts (Reed, 2010; Huysman, 2008; Mackenzie, 2007, Speal, 2000).	Lack of respect from communities resulted largely from being forced to live in poor conditions. (Davidson, 2007; Mwangi and Augustino, 2002; Baike, 2002). Teachers are sometimes involved themselves in activities that go against the expectations of their profession and the wider society; and this has compromised their image (Kafu, 2010).	Teachers were valued as professionals, respected for their expertise, and were recognised by the principals when they performed good work. Teachers felt their efforts were recognised by the principals individually and publicly in front of their colleagues, students and other stakeholders when celebrating achievements together. Frustration was heightened by the low level of recognition they received from the community, mainly because of low pay.

				Teachers lost respect in the community because their image as role model was compromised by their unaccepted behaviour.
	Opportunities for advancement and promotion	Many people experience satisfaction when they believe that their future prospects are good (Dessler, 2001; Drafke and Kossen, 2002). Teachers, who have the opportunity to develop their skills, are more satisfied than those who do not have the opportunity to do so (Patterson, 2002; Blasé and Blasé, 2002). Promotions provide opportunities for personal growth, increased responsibility, self-confidence and social status (Robbins, 1998).	Teachers' in service training is needed to update their knowledge and teaching skills (Akyeampong, 2004; Oyebade, 2007). Teaching materials are essential in teaching and teachers' tasks as they will definitely help teachers to perform well (Akinwumi, 2002). The appointment of principals often relates to political or social connections(Herriot et al., 2002; Bush and Oduro, 2006)	Teachers felt that promotion opportunities are limited. They perceive that the recruitment and appointment policies are unclear and unfair. Teachers no longer viewed teaching as their life long career. Teachers were satisfied with their opportunities to develop their teaching skills but their workshops are too theoretical. Not having sufficient materials pushes some of teachers to resort to buying their own equipment and supplies to keep up to date Teachers felt left behind technologically as computer use in their schools was still at an early stage.

	Work itself	Teachers are most satisfied with the content of their job and least satisfied with the context in which their job is performed (Johnson et al., 2011). Classroom work is no longer the most time-consuming element (Brante, 2008). There is a possible conflict between work and family as results of teacher workload (Dinham and Scott, 2000; Spear et al., 2000; Evans, 1998).	Teachers' lack of suitable working conditions including state of infrastructure, availability of textbooks and learning materials and class sizes (Caillods, 2001). Working conditions of teachers have deteriorated. Class size is a source of worry to teachers (Adelabu, 2005). Teachers in rural villages may face a lack of access to transportation and may feel isolated especially if they are from the outside or if there is a wide educational gap between themselves and the local community (Cobbold, 2006).	Within the profession, teachers were respected and treated as professionals by their principals It is hard for teachers to juggle both teaching work and family life. School location influences the satisfaction of teachers. They alluded to the long distance travelled, the mindset of the surrounding community and the poor infrastructure. They also emphasised that rural schools in remote areas were not easily accessible, and lacked basic necessities such as running water and electricity.
Extrinsic factors	Pay	No significant relationship between salary and benefits, and school teachers' job satisfaction (Perrachione et al., 2008).	Teachers' pay and other material benefits are too low (Cobbold, 2006; Afe, 2003; Mhozya, 2007). Teacher job satisfaction is determined by pecuniary factors (Brown and Schulze, 2007; Xaba, 2003). Teachers are undervalued by	Teachers' salary is low compared to other civil servants and the salary is not adequate to meet their basic daily needs. Because of the poor remuneration of teachers, teaching was no longer an enviable profession The low salary is the main reason why

			society and tend to quit the teaching profession for more producing activities(Igwe,2004; Bennel, 2004 ; Akiri and Ugborugbo, 2009)	teachers are held in low esteem in society Teachers underscored that the only solution to their predicament was to leave and seek employment elsewhere.
	Support and management	Working with principals who are friendly and supportive facilitates job satisfaction (Hallinger and Murphy, 1986; OECD, 2001; Theron, 2001; Pont et al., 2008; Cerit, 2009). Constructive feedback, enabling teachers to know whether their actions are consistent with their intentions or expectations, was closely associated with their job satisfaction (Bogler, 2001).	Teachers are dissatisfied with many principals who continue to have extensive administrative responsibilities in addition to pedagogical ones (Makori, 2004).	They perceived their principals as being respectful, valued and trusted, treating teachers as professionals and providing guidance and direction to deal effectively with their daily issues. Principals took time to pay visits to their classroom and provided them with constructive and meaningful feedback about what was observed by the principal through subsequent discussions and meetings But some teachers complained about principals' endless meetings at the district which prevented them from having enough time to support teachers. Teachers expect principals to be a more visible presence in the building.

	Co-workers	Co-worker relations are the precursor of job satisfaction (Ingersoll, 1991; Mowday, 1993; Lambert et al., 2001; Richer et al., 2002; Morrison, 2004; Markiewiez, 2004). Teachers who are actively engaged with their peers, both at their own school and beyond their school, are likely to be more satisfied at work (Arnold and Stevenson, 1998; Bryk and Schneider, 2002).	Co- workers behaviours influence the job satisfaction of the teachers (Michaelowa,2002).	Teachers gained much satisfaction from collegiality. Many of the teachers reported feeling that these relationships among colleagues provided them with encouragement, inspiration and new insights. Teachers' relationships were not limited to the staffroom or the school premises, but also extended beyond the school However, a minority of teachers preferred to remain aloof because of fear of exposing their weaknesses

Table 8.1: A comparison between the Rwandan findings and previous research in developed countries and Sub-Saharan Africa

A careful analysis of table 8.1 provides a distinction between findings from the current study and previous research in developed countries and in Sub- Saharan countries. The findings show that the factors that influence the job satisfaction for teachers from developed countries are different for teachers in sub-Saharan African countries in general and in Rwanda, in particular. For instance, while there is no significant relationship between salary and school teachers' job satisfaction, in developed countries, for teachers from Sub Saharan Africa, including those from Rwanda, the job satisfaction is determined by pecuniary factors. Because of their low salary, teachers from Sub Saharan Africa and those from Rwanda are held in low esteem in the wider society.

The findings also illustrate the difference between developed countries and Sub Saharan countries with regards to working conditions. For instance, in Sub Saharan countries including Rwanda, teachers are still working under very difficult conditions; they are highly dissatisfied due to poor teaching conditions and condition of service. It appears that Sub Saharan teachers are also less satisfied with their profession when they have to teach classes with a high number of students. On the contrary, in the most developed countries, teachers express high levels of satisfaction with their working conditions.
However, like teachers from developed countries, teachers from Rwanda relish autonomy in their classrooms even though, like their counterparts from Sub Saharan countries, they are not happy about the pressure from higher authorities in carrying out their profession due to the centralized system of education.

Table 8.1 also shows that teacher job satisfaction in developing countries might be influenced by factors that are different from those affecting teacher job satisfactions in the developed countries, where most teachers are attracted to the teaching job generally by intrinsic factors. In Rwanda, intrinsic factors are also significant, but this present study shows that the need to fulfil basic needs (extrinsic factor) featured highly among reasons for coming into teaching. As outlined by other research in low income countries, and especially in Sub Saharan Africa, questions of basic educational infrastructure and teacher salaries could play a major role in countries where education may happen under a tree, and where many teachers can hardly afford their living and can hardly cover the basic needs of their families (Michaelowa, 2008).

Theoretical significance

This study investigated the impact of principals' leadership behaviours on job satisfaction among secondary teachers in Rwanda. The theoretical framework in this research was based on Herzberg et al.'s (1959) and Maslow's (1969) theories to measure the job satisfaction of the teachers. It also used Bass's (1985) theory of transformational and transactional leadership. As this study is the first of its kind in Rwanda, it significantly contributed to the body of knowledge, research and literature in the area of job satisfaction and leadership. Although Herzberg's paradigm of hygiene and motivating factors and Maslow's hierarchy of needs may still have broad applicability, the current study demonstrated that these theories are not entirely applicable to secondary school teachers in Rwanda. Thus, the present study reached to the conclusion that theories and theoretical perspectives developed in the Western world do not necessary apply in developing Africa, especially regarding the two set of factors of teacher job satisfaction. The current study, however, extended and confirmed the theory of Bass (1985), according to which transactional and transformational leadership can be found in all parts of the globe and in all forms of organisations including schools.

While these issues (job satisfaction and leadership) have been extensively researched in developed countries, very little work has come from developing countries and this is an unexplored area in Rwanda. This study then contributes to the literature on the topic by exploring the applicability of theories about teacher job satisfaction and principals' leadership behaviours in Rwandan secondary schools.

Even though the current study revealed considerable commonalities in what is satisfying to the Rwandan and Western teachers with regard to intrinsic factors, it reached the conclusion that extrinsic factors are of greater significance in developing contexts than in Western countries as pay and working conditions are much worse. Therefore, the significance of the researcher's study is enhanced by two important contributions. On the one hand, unlike the case of western teachers, this study support Maslow's (1969) theory that basic (extrinsic) needs have to be satisfied before higher order (intrinsic) needs can be fully satisfied. On the other hand, the current data modifies the limited theory available on developing countries because some intrinsic needs are met before extrinsic needs are fully satisfied. The results of

this study provide important insights into the factors related to teachers' job satisfaction and effects of leadership behaviours of secondary school principals in Rwanda.

Practical significance

The present author's study is also of practical significance for teachers, school principals, and other stakeholders in Rwanda. It helped to uncover the impact that principals' behaviours can have on the commitment and satisfaction of teachers. Job satisfaction is essential for teachers because it forms the fundamental reason for performing work. Thus, if all education stakeholders took into consideration the findings from this study and job satisfaction of teachers at all levels is addressed, teachers may feel more satisfied in their jobs.

This study would also be useful for principals aspiring to become more effective leaders. They need to use the knowledge from this research to self-assess their daily practices and understanding of the factors which could increase or decrease the job satisfaction of their teachers. Determining job satisfaction for an individual, who chose teaching as a career, and remains in the field, can provide insight into how to retain those quality teachers in the profession. School principals need to develop appropriate leadership behaviours in order to deal with the needs of those teachers who experience less job satisfaction and commitment to the school. Knowing that teachers' job satisfaction has a strong positive relationship to their work commitment, school principals should seek to enhance teacher job satisfaction, since this is likely to promote teacher retention. Also, when dissatisfaction is evident, principals may be able to improve the situation and contribute to an increase in teacher commitment. Despite the fact that principals are not able to affect many of the factors that impinge on teacher job satisfaction because of centralisation, it is hoped that they would accomplish efficiently what is in their power to increase the job satisfaction of their teachers

This study may also serve as a guide to educational policy makers at both the state and the district level as it may help them to develop guidelines for school principals to improve on the aspects they may be lacking in order to raise the satisfaction of the teachers in their schools. More importantly, the data from this study may help policy makers to become more sensitive in handling problems related to their teachers' job satisfaction. Given the close link

between teacher commitment and job satisfaction, addressing teachers' job satisfaction should be of utmost importance to the Government in order to retain talented teachers.

The author's findings also provide information which should help the Ministry of Education to plan and execute training and development programmes to improve principals' leadership effectiveness.

Limitations of the Study

The author's study is significant because it is the first major study of teachers' job satisfaction and principals' leadership behaviours in Rwanda. However, as in most if not all research, it also has certain limitations which should be addressed as a means for improvement or potential strategies for further study.

This study was restricted to public and subsidised secondary schools in a single district of Rwanda and omitted private schools that also contribute very much to secondary education in Rwanda. The study could be strengthened by increasing the sample size. Since a study of this kind has never been carried out in Rwanda, the findings of this study would be a guide for further research to be carried out on and cover many secondary schools in other districts across the country, or to other types of schools, to obtain more generalisable results.

The findings of this study are mainly applicable to rural settings. Therefore, further research may also take into account other contexts and include for example a study examining closely the difference in the job satisfaction of urban and rural secondary school teachers in Rwanda. Further, the current study was limited to secondary schools. Thus, given the scarcity of empirical studies available in Rwanda on job satisfaction of teachers, future studies should be done among teachers at all levels (primary, secondary and tertiary).

Furthermore, the study of the relationship between principal leadership behaviours and teacher job satisfaction should be expanded to include student achievement, teacher effectiveness and school effectiveness.

Teacher job satisfaction and principal leadership are multidimensional phenomena. Thus, the current research did not exhaust all the job satisfaction facets or factors that the previous researchers and theorists identified. Future research should therefore go beyond identifying

the factors that affect the job satisfaction of the teachers and ascertain how these factors relate to such characteristics as gender, age, educational level, years of service and many others.

The current study was confined to transformational and transactional leadership. Therefore, the future research should look at other models of leadership, for example collegial or distributed leadership, participative leadership, managerial leadership, situational leadership and instructional leadership.

Lastly, the findings obtained from this study are limited to the perceptions and opinions of the respondents. The author's experience confirmed the value of providing both breadth and depth in a wide range of approaches to the study. However, respondents' perceptions may be subjective and they may have been affected by variables that were not examined in this study. If more time was available, the research should also include observational studies.

Recommendations

The following recommendations arise from the author's findings. The first set relates to teachers:

- As the teachers appear to be underpaid compared to other similar public sector workers, the government should review the current salary scheme for teachers. This salary should be perceived as equitable, compatible with daily basic needs, commensurate with job demands and comparable to other similar occupations. Government should work with donors to ensure that teachers are recognized in their efforts to deliver quality education by lobbying for increased, long-term predictable aid to finance increases in teacher salaries,
- Principals' and teachers' perceptions both show the importance of the inclusion of teachers in the decision-making process at all levels. All the participants lamented that teachers were not given enough decision-making by higher authority and that they felt frustrated by instructions received from educational authorities. A mechanism should be provided to enable teachers to be consulted before new educational policies are introduced.
- Most teachers in this study regarded training as important for their professional development, but they considered some of the current training as over-theoretical and a waste of time. They expressed the need to continuously upgrade their competencies and

have the ability to adapt readily to changing circumstances. To achieve this, in-service workshops should be adequately organized and focused more on practice, rather than dealing with theoretical aspects. The Ministry of Education should review and adapt teachers' training policy to more readily meet the needs of the teachers and communities they serve.

- The teachers in this study were unhappy when the principal was away from the school, for example at district meetings. Principals should demonstrate a positive presence and visibility within the school unless their absence is essential.

The next set of recommendations relate to the principal's role in increasing teachers' job satisfaction. Principals should:

- Deal equitably with all the teachers under their supervision.
- Adopt strategies and practices that promote and enrich a collegial and respectful school climate creating a sense of belonging and teamwork among teaching staff.
- Provide teachers with appropriate professional autonomy in decision-making and motivate them to express their points of view.
- Know that teachers need recognition, appreciation, honour and praise for the work well done preferably in the presence of colleagues during a team function or a social activity where other stakeholders are invited to the occasion.
- Create an opportunity for one-on-one sessions with each teacher giving positive feedback on performance rather than dwelling on the negative aspects, unless this is unavoidable.
- Influence teachers by role modelling the appropriate behaviours. Then teachers will identify with role models who are perceived in a positive light.
- Demonstrate a transformational leadership style by articulating a vision that inspires teachers to accept accountability for their tasks, and keeping the teaching staff informed about all aspects of school business.

Overview

The general objective of this study was to explore secondary school principals' leadership behaviours and their impact on teacher job satisfaction in Rwanda. The study used a mixed method approach and was conducted in both public and subsidised schools in the Gakenke district. The study was underpinned by four research questions. The first two research questions explored the principals' leadership behaviours as well as the factors that influence their teachers' job satisfaction. The remaining two questions were aimed at ascertaining the relationships between variables. This study investigated the effect of principals' leadership behaviours on their teachers' job satisfaction as well as the relationship between the teachers' job satisfaction and their commitment.

The author's study showed that teachers in Rwandan secondary schools were generally satisfied with both the intrinsic and extrinsic factors of job satisfaction but that hygiene factors were dominating mainly because of the low pay and difficult working conditions. However, this study does not entirely support Herzberg's (1959) and Maslow's (1969) theories as it found that the presence and absence of both intrinsic and extrinsic factors could respectively increase and decrease job satisfaction among Rwandan teachers. Both motivators and hygiene factors are acknowledged to influence their job satisfaction due to precarious working and welfare conditions for teachers in Rwanda.

Nevertheless, the author's study revealed that the behaviours displayed by Rwandan school principals were in line with Bass's (1985) assertions about the universality of the transformational and transactional leadership paradigm across nations and societies by showing that the Rwandan principals exhibited both sets of leadership characteristics but displayed contingent reward leadership behaviours to a lesser extent. Therefore, this Rwandan-specific data modified Bass's (1985) theory by disclosing that some secondary school principals' behaviours were less effective merely because Rwandan principals have access to fewer resources and, therefore, have control of fewer rewards.

This research is the first major study of this topic in secondary schools in Rwanda. It also provides an evidence-based contribution to understanding the relationship between principals' leadership behaviours and teachers' job satisfaction in Sub-Saharan Africa in

general and in Rwanda, in particular. The findings also serve to map out the leadership strategies that the principals utilised, or need to utilise, to increase both teacher job satisfaction and teacher commitment. The study also has implications for improving the principals' leadership effectiveness. This could affect teachers' job satisfaction and also have a positive impact on teachers' commitment to their profession.

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Appendices

Appendix A: Principal Leadership Questionnaire

The purpose of this survey is to examine the relationship between principals' leadership practices and the job satisfaction of the schoolteachers in Rwanda. It is being undertaken as part of the researcher's PhD thesis at the University of the Witwatersrand, Johannesburg, South Africa.

Be assured that the records of this study will be kept in private. No information that will make it possible to identify a subject or a specific school will be included in the author's final thesis, and/or in any other report that might be published. School officials will never see any individual's response. Therefore, the efforts will be made to maintain the confidentiality and anonymity in this study. Your cooperation in completing this survey is greatly appreciated.

This instrument is designed to provide you with the opportunity to assess the leadership behaviours of your principals vis-à-vis your job satisfaction. The following statements describe various aspects of school principal behaviour within a school. Indicate how often your principal displays the given behaviour by ticking the number that reflects your opinions. The response options range from 1 to 5 as follows: 1(not at all); 2(rarely); 3(often); 4 (very often); 5(always). There are no right or wrong responses, so do not hesitate to mark the statements frankly. The questionnaire is anonymous. Do not record your name on this document.

L'objectif de cette enquête est d'examiner la relation entre les pratiques de l'administration du directeur et de la satisfaction au travail des enseignants au Rwanda. La recherche est entreprise comme partie de thèse de doctorat à l'Université de Witwatersrand, Johannesburg en Afrique du Sud.

Soyez assurés que les enregistrements de cette étude seront gardés en privé. Aucune information pouvant identifier le participant ou l'école spécifique ne pourra figurer dans le rapport final de cette étude. Les autorités de l'école ne verront jamais les réponses des

participants. Aussi les efforts seront-ils fournis pour maintenir la confidentialité et l'anonymat dans cette étude. Votre coopération est grandement appréciée.

Cet instrument est fait pour vous donner l'opportunité d'exprimer vos opinions sur votre travail en tant qu'enseignant. Les énoncés suivants décrivent les aspects variés des comportements du (de la) Directeur (trice) au sien de votre école. Indiquez combien de fois le Directeur affiche tel ou tel autre comportement. Les options de réponses varient de 1 à 5 comme suit: 1 pas du tout ; 2(rarement); 3 (souvent) ; 4 (très souvent); 5(toujours).

Il n'y a ni bonne ni mauvaise réponse. N'hésitez pas d'indiquer votre opinion en toute franchise. Le questionnaire est anonyme. N'indiquez donc pas votre nom sur ce document.

……/……

N◦	**Items**	**1**	**2**	**3**	**4**	**5**
1	The principal explains and communicates clearly school mission, goals and priorities/ *Le (la) Directeur(trice) explique et communique clairement la mission, les objectifs et les priorités de l'école*					
2	The principal encourages teachers to work towards the same goals/ *Le (la) Directeur (trice) encourage les enseignants à travailler pour les même buts et objectifs*					
3	The principal talks with me frequently about my instructional practices/ *Le (la) Directeur (trice) discute souvent avec moi de mon enseignement*					
4	The principal provides teaching facilities to support me in doing my job properly/ *Le (la) Directeur (trice) me donne le matériel d'enseignement pour m'appuyer à faire mon travail comme il faut..*					
5	The principal facilitates teachers doing research and training/ *Le (la) Directeur (trice) facilite les enseignants à faire de la recherche et de la formation*					
6	The principal takes my opinion into consideration when initiating actions that affect my work/ *Mes opinion sont prises en considération par le (la) Directeur (trice) dans l'initiation des actions pouvant affecter mon travail*					

7	The principal is concerned with my problems and is ready to help me getting solutions to them/ *Le (la) Directeur (trice) est préoccupé par mes problèmes et m'aide à leur trouver des solutions*					
8	The principal encourages teachers to consider the points of views of other teachers during staff meetings/ *Le (la) Directeur (trice) encourage les enseignants à considèrer les points de vue des autres enseignants pendant les réunions*					
9	The principal is concerned with teachers' welfare (lunch, accommodation, bonus …..)/ *Le (la) Directeur (trice) est préoccupé (e) par le bien être des enseignants (le repas de midi, le logement, prime…)*					
10	The principal encourages and stimulates me to participate willingly and happily in doing school duties and other extra curricular activities/ *Le (la) Directeur (trice) m'encourage et me stimule à participer volontairement et gaiement dans les activités tant scolaires que para scolaires.*					
11 **"N"**	The principal pays more attention in the school affairs when there are problems, irregularities and mistakes in the school/ *Le (la) Directeur (trice) prête beaucoup d'attention aux affaires de l'école lorsqu'il y a des problèmes, irrégularités ou des erreurs à l'école*					
12	The principal recognises the job well done/ *Le (la) Directeur (trice) reconnait un travail bien fait*					
13	Whenever they feel necessary, teachers can negotiate or talk to the principal what reward they can get for what they accomplish/ *Lorsque ca s'avère nécessaire, les enseignants parlent au (à la) Directeur (trice) des récompenses qu'ils peuvent recevoir pour ce qu'ils font.*					
14	The principal creates conditions that allow teacher to do their teaching job even within his/her absence*/ Le (la) Directeur (trice) crée des conditions qui permettent à l'enseignant de faire leur tâche même à son absence.*					
15 **"N"**	The principal does not take action until problems become serious/ *Le (la) Directeur (trice) ne prend la décision que lorsque les problèmes deviennent sérieux*					
16	The principal avoids getting involved when important issues and problems arise in the school*/ Le (la) Directeur (trice) évite de*					

"N"	*s'impliquer lorsque une affaire sérieuse surgit à l'école*					
17 **"N"**	The principal waits for intervention from District authorities to take decision*/ Le (la) Directeur (trice) attends l'intervention des autorités du District pour prendre la décision*					
18 **"N"**	The principal avoids making decisions and pushes his/her deputies to do so*/ Le (la) Directeur (trice) évite de prendre des décisions et pousse le préfet des études ou de discipline de le faire à sa place.*					
19	The principal makes me feel good to be around him/her because he/she has an impressive and charming personality / *Le (la) Directeur (trice) me met à l'aise lorsque je suis avec lui par sa personnalité charmante et impressionnante.*					
20	The principal treats each teacher in the same way without any ulterior motive/ *Le (la) Directeur (trice) traite chaque enseignant de la même manière sans arrière- pensée*					
21	The principal tries to help teachers work out how to solve problems/ *Le (la) Directeur (trice) essaye d'aider les enseignants à chercher comment résoudre leurs problèmes*					
22	The principal promotes a sense of belonging among the teachers in my school (to be with them at lunch time, etc.)/ *Le (la) Directeur (trice) promeut le sens d'appartenance au groupe enseignant dans mon école (Etre avec eux pendant le repas de midi…)*					
23	The principal focuses his/her attention on finding exceptions, deviations and weaknesses in teachers/ *Le (la) Directeur (trice) fixe son attention à trouver des exceptions, des déviations ou des faiblesses chez les enseignants*					
24	The principal is respected by teachers/ *Le (la) Directeur (trice) est respecté(e) par les enseignants*					
25	The principal tells teachers what to do to receive rewards for their efforts/ *Le (la) Directeur (trice) met au courant les enseignants de ce qu'ils doivent faire pour être récompensé de leur effort.*					

26	The principal ensures that teachers have adequate involvement in decision making related to programmes and instruction/ *Le (la) Directeur (trice) s'assure que les enseignants ont une implication adéquate dans la prise de décision en rapport avec les programmes et l'instruction.*					
27	The principal demonstrates a willingness to change his/her practices in light of new understandings and changes/ *Le (la) Directeur (trice) démontre la volonté de changer ses pratiques eu égard aux nouveaux changements et orientations*					
28	The principal is committed to giving teacher special recommendations, praise and promotion for a good work/ *Le (la) Directeur (trice) s'engage à donner aux enseignants des recommandations spéciales, reconnaissance et promotion pour un travail bien fait.*					

Thank you for agreeing to complete this questionnaire

Merci d'avoir accepté de compléter ce questionnaire

Appendix B: Teacher Job Satisfaction Questionnaire

The purpose of this survey is to examine the relationship between principals' leadership practices and the job satisfaction of the schoolteachers in Rwanda. It is being undertaken as part of the researcher's PhD thesis at the University of the Witwatersrand, Johannesburg, South Africa.

Be assured that the records of this study will be kept in private. No information that will make it possible to identify a subject or a specific school will be included in the author's final thesis, and/or in any other report that might be published. School officials will never see any individual's response. Therefore, the efforts will be made to maintain the confidentiality and anonymity in this study. Your cooperation in completing this survey is greatly appreciated.

This instrument is designed to provide you with the opportunity to express your opinions about your work as a teacher. The following statements describe various aspects of teacher job satisfaction or teacher commitment within a school. Indicate the extent to which you agree with the statement by ticking the number that reflects your opinions. The response options range from 1 to 4 as follows: 1 (Strongly disagree); 2(disagree); 3(agree); 4 (strongly agree); There are no right or wrong responses, so do not hesitate to mark the statements frankly. The questionnaire is anonymous. Do not record your name on this document.

L'objectif de cette enquête est d'examiner la relation entre les pratiques de l'administration du (de la) directeur (trice) et de la satisfaction au travail des enseignants au Rwanda. La recherche est entreprise comme partie de thèse de doctorat à l'Université de Witwatersrand, Johannesburg en Afrique du Sud.

Soyez assurés que les enregistrements de cette étude seront gardés en privé. Aucune information pouvant identifier le participant ou l'école spécifique ne pourra figurer dans le rapport final de cette étude. Les autorités de l'école ne verront jamais les réponses des participants. Aussi les efforts seront-ils fournis pour maintenir la confidentialité et l'anonymat dans cette étude. Votre coopération est grandement appréciée.

Cet instrument est fait pour vous donner l'opportunité d'exprimer vos opinions sur votre travail en tant qu'enseignant. Les énoncés suivants décrivent les aspects varies de la

satisfaction au travail d'un enseignant ou de son engagement à l'école. Indiquez a quel degré vous êtes ou pas d'accord avec l'énoncé en cochant le nombre qui correspond à vos opinions. Les options de réponses varient de 1 à 4 comme suit: 1(je ne suis pas du tout d'accord; 2(je ne suis pas d'accord; 3(je suis d'accord); 4(je suis tout à fait d'accord. Il n'y a ni bonne ni mauvaise réponse. Donc n'hésitez pas d'indiquer votre opinion en toute franchise. Le questionnaire est anonyme. N'indiquez donc pas votre nom sur ce document.

……/…….

◦	**Items**	**1**	**2**	**3**	**4**
1	I am interested in the vision and policies of my school and help for their achievement\ *Je m'intéresse de la vision et de la politique de mon école et je contribue à son accomplissement*.				
2	I understand clearly the goals and priorities of my school set by the principal/ *Je comprends clairement les objectifs et priorités de mon école telles qu'établies par le (la) Directeur (trice).*				
3	I am working under a good supervision/ *Je travaille sous une bonne supervision*				
4	I am evaluated fairly in the school/ *Je suis évalué(e) loyalement et equitablement*				
5	I get feedback on the quality of my work /*Je reçois le feedback sur la qualité de mon travail*				
6	I do have responsibility for my teaching/ *Je suis responsable de mon enseignement*				
7	I am given respect by my colleagues/ *Mes collègues me donnent du respect*				
8	I help other teachers who have professional problems/ *J'aide les autres enseignants qui éprouvent des problèmes professionnels*				
9	I can learn new things and develop my skills in my job/ *Je peux apprendre de nouvelles connaissances et developer mes capacités/ habiletés dans mon travail*				

10	I am recognized for the job well done/ *On reconnait mon travail bien fait*				
11	I feel free to try new ideas and teaching techniques in the classes that I teach/ *Jesuis libre d'essayer les nouvelles idées et techniques d'enseignement dans la classe que j'enseigne*				
12	Teaching gives me the feeling that I can change the people/ *L'enseignement me donne le sentiment que je peux changer les gens*				
13 **"N"**	I sometimes feel it is a waste of time to try to do my best as a teacher/*Jesens quelques fois que c'est une perte de temps de faire de mon mieux en tant qu'enseignant.*				
14 **"N"**	I have too much paperwork even out of the normal work time / *J'ai beaucoup à faire même en dehors des heures normales de travail.*				
15	I am on good terms with most colleagues/ *Je suis en bon terme avec presque tous mes collègues*				
16	I receive the necessary instructional materials to do my work effectively/ *Je réçois le materiel necéssaire pour faire efficacement mon travail*				
17 **"N"**	Teaching provides limited opportunities for advancement and for promotion/ *L'enseignement offre des accasions limitées pour l'avancement ou promotion*				
18 **"N"**	I have too much to do at work/ *J'ai beaucoup à faire au travail*				
19 **"N"**	I am sometimes absent from the school without the permission of the principal/*Je suis quelques fois absent de l'école sans l'autorisation de mon (ma) Directeur(trice)*				
20 **"N"**	There are benefits we do not have which we should have/ *Ily a quelques avantages que nous ne recevons pas alors que nous devrions en bénéficier*.				
21	I am always ready to do any extracurricular duties given by the principal/ *Je suis prêt à faire un travail extra scolaire assigné par mon (ma) Directeur(trice)*				

22	I feel a sense of pride in doing my job/ *J'ai un sentiment de fierté en accomplissant mon travail d'enseignement*				
23	I plan to remain in this school next year / *J'*envisage *de ne pas changer dans mon établissement la rentrée prochaine*				
24 **"N"**	I chose teaching because there were no other alternatives/ *J'ai choisi l'enseignement parce qu'il n'y avait pas d'autres alternatives/choix*				
25	I feel free to go to the principal about problems related to my personal welfare/ *Je me sens libre d'approcher le (la) Directeur(trice) pour des problèmes relatifs à ma vie personnelle*				
26	I am satisfied with my incentives and rewards/ *Je suis satisfait des motivations et des recompenses que je recois*				
27	Salaries paid in this school system compare favourably with salaries in other systems with which I am familiar/ *Le salaire offert à cette école est comparativement satisfaisant par rapport à d'autres salaires dans des organisations qui me sont familières*				
28 **"N"**	I feel unappreciated by the community when I think about my salary/ *Je me sens sous- estimé par la société lorsque je pense à mon salaire*				
29	I am always on time to work / *Je suis toujours ponctuel au travail*				
30	I am allowed to join in decision making that affects me/ *Il m'est permis de participer à la prise de décisions qui m'affectent.*				

Thank you for agreeing to complete this questionnaire

Merci d'avoir accepté de compléter ce questionnaire

Appendix C: Interview Protocol (For Teachers and Principals)

Interview protocol for teachers

Teacher commitment

- To what extent are you happy to stay at your school? / What has caused you to remain in teaching at your school?
- How are you committed to your work at your school?
- How, if at all, does the principal sustain your level of commitment to your work?

School principal leadership behaviour

- Describe your school principal leadership behaviours that have a positive impact on your job satisfaction.
- Describe your school principal behaviours that have a negative impact on your satisfaction

Teacher job satisfaction

- Identify and describe which factors in your job have increased your job satisfaction, and explain how.
- Identify and describe which factors have decreased your job satisfaction and explain how.
- Describe how things should change for you to be more satisfied in your job?
- What strategy does the principal use to increase teacher job satisfaction?

Interview protocol for principals

School Principal Leadership behaviour

- Describe your leadership behaviours that have a positive impact to teacher job satisfaction.
- What strategies do you use to motivate teachers

Teacher commitment

- To what extent, and how, are teachers committed to their work?
- What strategies could you use to maintain teacher commitment?
- What strategies do you put in place to maintain teachers at your school?

Teachers' job satisfaction

- Identify factors that have increased teacher job satisfaction, and explain how
- Describe how things should change for teachers to be more satisfied in their job?
- What strategies do you use to increase teacher job satisfaction?

Appendix D: Consent Form for Principals and Teachers

A research project in secondary schools on teacher's job satisfaction, linked to school leadership in Rwanda is being conducted by Claudien Ntahomvukiye in the Gakenke District. This research project forms part of the thesis for the completion of the PhD programme in Education at the University of the Witwatersrand, South Africa.

I therefore would like to solicit your consent to take part in this study as interviewee. This interview will take approximately 40 minutes to 1 hour. Please be aware that you are not required to participate in this research, interview is voluntary and you may, at any time, decide to discontinue your participation, decline to answer any question or stop the interview for any reason. In addition, be assured that efforts will be made to maintain the confidentiality and anonymity in this study. No names or personal information will be divulged. All data will be kept confidential and used for research purposes only. No identifying information will be used in the transcripts or the research report. Furthermore, the tapes and transcripts will not be seen or heard by any person in this organisation at any time, and will only be processed by the researcher. Lastly, all tape recordings will be destroyed after the research is complete.

This agreement form aims to give you a general idea of the nature of the research. If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Claudien Ntahomvukiye at 00 250 788 42 61 88 or through his e- mail address: naclaud2003@yahoo.fr

If you agree to voluntarily participate in this research project as described, please indicate your agreement by signing below. Your signature attests that you have understood the above information concerning your participation in the research project and indicates that you agree to participate, knowing that you can revoke your consent at any time. Please keep one copy of this form for your reference, and thank you for your participation in this research.

Signature of Volunteer/participant _____Date _____.

Signature of Researcher _____ Date _____.

Appendix E: Teachers' and Principals' Job Description

Teachers' Job Description

The duties and responsibilities of teachers are individual and varied, depending on their competences and school needs. They include but not limited to the following:

- Integrity, honesty, loyalty, responsibility, motivation, cooperation
- Professional conscience and love of the profession
  - The main purpose of teaching must be intellectual and humane blooming of the learners.
  - Teaching must be in line with the levels and prescribed programmes
  - Cooperation and spirit of initiative are necessary to the achievement of common objective, innovation and purposeful progression of lessons.
  - Lesson preparations must take into account new approaches, active methods of teaching and learning, formative in- service assessment, use visual aids…
  - To establish a classroom environment that stimulates effective and active learning.
  - Use the learners' own experiences and knowledge as fundamental and valuable resources during lessons.
  - Initiative in the field of research and making visual aids
  - To plan and organise progress assessment and learners' results.
  - To report on learners' academic progress.
  - To identify aspects which require special attention and to assist in blooming and remediation activities.
  - Self-updating of teachers to new approaches and learning methods and in – service and formative appraisal.
  - Preparation and up-to-date pedagogic documents
  - Respecting the time table (punctuality, regularity …)
  - Use rationally pedagogic free days (documentation, preparation, marking,)

- ***Extra-curricular***
  - To care for the educational needs and general welfare of all learners
  - To assist school manager in learner counselling and guidance
  - To assist school manager in organising and conducting extra-curricular activities
  - To participate as much as possible to activities organised by and for the community.
  - To extend their influences over the school surrounding

- ***Administrative***
  - To coordinate and report on academic activities of each subject taught.
  - To coordinate the availability and use of equipment
  - To participate in meetings and administrative tasks
  - To inform school management about any eventual anomalies and be ready to contribute to its solution
  - To provide promptly documents and administrative papers related to administrative files

- ***Interactions with stakeholders***
  - To avoid any action or behaviour that may undermine relations between the school and its stakeholders.
  - To participate in lesson assessment in order to review and improve the quality of teaching and learning
  - To contribute to the professional development of colleagues by sharing knowledge, ideas and resources
  - To remain informed of educational trends and curriculum development

- ***Communication:***
  - To inform school authorities and learners (in some cases) about problems that may affect their work.

- To meet parents and discuss with them the conduct, progress and results of their children.
- To cooperate with colleagues of all grades in order to maintain a good teaching standard.
- To participate with teachers of other schools in organising and conducting extracurricular activities
- To participate in departmental committees, seminars, workshops and courses, in order to update their professional standards.

Principals' job description

- ***Management of personnel and students***
  - Official authority: Apply laws and regulations governing education, perform in
  - Ceremonies, sign letters and other official documents, represent the school
  - Manager's role: Responsible for staff performance, motivate and counsel staff
  - Assess personnel activities, school and extra-curricular activities
  - Serve as link between school and different stakeholders ensuring discipline at school
  - Promote socio-cultural activities and activities generating income.
  - Propose and implement strategies for motivating staff and students
  - Ensure adequate feeding of students.
  - Attend to health and hygiene matters in the school
  - Carry out pedagogic inspections
  - Assign tasks and delegate responsibilities

- ***Communication:***
  - Get information from formal and informal sources about staff performance and Student achievements
  - Pass on information to teachers, parents, learners and other concerned people.
  - Prepare and chair pedagogic meetings
  - Make quarterly and occasional reports

- ***Decision making***
  - Supervise the preparation of school action plan
  - Coordinate school activities
  - Entrepreneur role: look out for ideas, plan activities, and launch new projects
  - Negotiable: negotiate responsibilities with teachers and find out solutions to problems
  - Manage school assets and resources.

Appendix F: Mean calculation of Responses of teachers of school C about their job satisfaction

ITEMS	RANKING				TOT.
	1	2	3	4	
1	1	4	11	4	20
2	0	3	9	8	20
3	0	5	9	6	20
4	2	8	5	5	20
5	7	6	7	0	20
6	0	4	10	6	20
7	0	4	6	10	20
8	0	8	4	8	20
9	4	11	5	0	20
10	0	0	10	10	20
11	0	3	6	11	20
12	0	1	13	6	20
13	0	7	9	4	20
14	0	7	8	5	20
15	0	8	7	5	20
16	0	7	8	5	20
17	0	6	10	4	20
18	3	8	6	3	20
20	4	10	6	0	20
22	5	4	7	4	20
25	7	7	5	1	20
26	5	10	3	2	20
27	0	6	9	5	20
28	0	4	9	7	20
30	0	6	12	2	20
sum	38	147	194	121	500

Applying the formula of responses mean= 38*1+ 147*2+194*3+121*4, divided by 500 , we obtain M=2.80

Appendix G: Authorisation to conduct the research

REPUBLIC OF RWANDA

Gakenke , 15th/01/2010
No.065/07.04.02/ SDTA

NORTHEN PROVINCE
GAKENKE DISTRICT
B .O.BOX 152 RUHENGERI
TEL : 55105902
gakenkedistrict@minaloc.gov.rw

To: Claudien NTAHOMVUKIYE

RE: Authorisation to conduct your research

Referring to your letter of 4th/01/2010 requesting for permission to conduct research in secondary schools in Gakenke District on teacher's job satisfaction ,linked to school leadershipin Rwanda(a case study of secondary schools in GAKENKE District);

I am glad to inform you that you are authorized to conduct your research in the secondary schools in GAKENKE District .

You will hereby find attached the signed list by principals, deputy principals as well as by the teacher as consent form from the participants of your research.

I wish you all best for your research and I hope that its findings will contribute to improving educational quality in Rwanda in general and in Gakenke District in particular.

King regards

HAKIZAYEZU Pierre Damien
The Mayor of GAKENKE District

CC:
- Governor of Northern Province/**KINIHIRA**
- President of District Council /**GAKENKE District**
- Vice –Mayor in charge of social affairs /**GAKENKE District**
- Coordinator of SDTA/**GAKENKE District**

Appendix H: Ethics Clearance

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3007 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

Student Number: 416598
Protocol: 2010ECE35C

28 April 2010

Mr Claudien Ntahomvukiye
Kigali Institute of Education
P O Box 5039
KIGALI
RWANDA

Dear Mr Ntahomvukiye

Application for Ethics Clearance: Doctor of Philosophy

I have a pleasure in advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

The impact of principals' leadership behaviours on teachers' job satisfaction in Rwanda.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education

Cc Supervisor: Prof T Bush