

**Exploring servant leadership practices in two schools at Ekurhuleni
South District: A case study**

by

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DATE SUBMITTED: JULY 2020

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South District: A case study**

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**A Research Report submitted in partial fulfilment of the academic requirements
for the degree of Master of Education to the School of Education in the Faculty
of Humanities, University of the Witwatersrand, Johannesburg**

SUPERVISOR: Dr S. E. MTHIYANE

DECLARATION OF ORIGINALITY

I, Serah Ntombikayise Malinga, declare that: “**Exploring servant leadership practices in two schools at Ekurhuleni South District: A case study**” is my own original work and that:

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I, Dr. S. E. Mthiyane

As the candidate's Supervisor, agree/disagree to the submission of this Research report.

Supervisor's signature

Date

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I wish to express my sincere gratitude to:

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My classmates, Tracey, Saadieka and Mawande for their selflessness and countless support.

DEDICATION

I dedicate this research report to my daughter, Nomawethu ‘Soma’, for sacrificing time for me to do this study and for the love of education that she has developed. Her character helped me as a single parent to concentrate on my studies without being worried about her behaviour. I also dedicate this study to my late parents, Christopher ‘Gingi’ and Bellinah Malinga, for the values that they instilled in us and always wanting the best out of us even though they did not get a chance to complete their basic education.

ABSTRACT

The aim of this study was to explore the principals', head of departments' and teachers' conceptualisations, experiences and enactment of servant leadership in schools. The study also aimed to find out the obstacles encountered (if any) in the implementation of servant leadership theory in schools as envisaged by the Batho Pele policy. The research participants' suggestions on what should be done to enhance the implementation of servant leadership in schools were further explored in this study. The reviewed literature recognise servant leadership theory as having the ability to improve service delivery and work ethics in schools through humanity and humbleness that makes leaders sacrifice their authority with an aim of serving their subordinates and the community at large. The literature on servant leadership phenomenon was reviewed in international, continental and national contexts to gain understanding of how it is practiced in different parts of the world.

Semi-structured interviews, questionnaires and document reviews were instruments used for data generation. Semi-structured interviews were the main instrument of data collection. Findings showed that principals, HODs and teachers understood the concept of servant leadership which fastened by Batho Pele policy. Servant leadership is the theory of the study that promotes empathy, building community, listening, and so on. Findings from this study were that principals play a major role in instilling the Batho Pele principles through the word of mouth and the pasting of the principles on the wall however, one principal did not display an in depth understanding of the principles in detailed but there was an overall understanding of the meaning of 'putting people first' which is instilled to subordinates. The study found that both, principals, HODs and teachers apply various instruments as a source of implementing Batho Pele principles in their schools. Lack of parental involvement, passive staff members and lack of Batho Pele workshops from The Department of Education were the challenges of servant leadership encountered in the researched schools. This study found that principals, HODs and teachers viewed workshops on Batho Pele principles, implementation of all policies by the SMT and teachers as well as showing of trust to subordinates as the significant enhancers of servant leadership.



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TABLE OF CONTENTS	
SECTION	PAGE
Cover page	i
Study Title	ii
Declaration of originality	iii
Statement by the Supervisor	iv
Acknowledgements	v
Dedication	vi
Abstract	vii
Ethical Clearance Certificate	viii
Turnitin Certificate	ix
Table of Contents	x
CHAPTER ONE	
INTRODUCTION TO THE STUDY	
1.1 Introduction and background	1
1.2 Problem Statement	3
1.3 Purpose and rationale	4
1.4 Significance of the study	5
1.5 Aims and Objectives of the study	6
1.6 Key research questions	7
1.7 Delimitations of the study	7
1.8 Structure of the study	7
1.9 Chapter summary	8

CHAPTER TWO	
LITERATURE REVIEW AND THEORETICAL FRAMEWORKS	
2.1 Introduction	9
2.2 Literature review:	9
2.2.1 Review of international literature on Servant leadership	9
2.2.1.1 Conceptualising servant leadership	9
2.2.1.2 Key characteristics of Servant leadership	10
2.2.1.3 Connection of servant leadership with other theories	11
2.2.1.4 Differences between servant leadership and other leadership theories	12
2.2.1.5 Criticism of the servant leadership	12
2.2.1.6 The impact of servant leadership theory	13
2.2.2 Review of African literature on Servant leadership	13
2.2.3 Review of South African literature on servant leadership	15
2.2.3.1 The Service Charter	16
2.2.3.2 Conceptualising of servant leadership	16
2.2.3.3 Enactment of servant leadership	17
2.2.3.4 Challenges and enhancers in the implementing servant leadership	18
2.3 Theoretical and conceptual framework of the study	20
2.3.1 Spears (2005) servant leadership theory	20
2.3.1.1 Listening	20
2.3.1.2 Empathy	21
2.3.1.3 Healing	21
2.3.1.4 Awareness	21
2.3.1.5 Persuasion	22
2.3.1.6 Conceptualisation	22

2.3.1.7 Foresight	22
2.3.1.8 Stewardship	22
2.3.1.9 Commitment to the growth of people	23
2.3.1.10 Building community	24
2.3.2 Conceptual Framework: Batho Pele (People First) Principles	24
2.3.2.1 Consultation	24
2.3.2.2 Service standards	24
2.3.2.3 Ensuring courtesy	24
2.3.2.4 Access	25
2.3.2.5 Information	25
2.3.2.6 Openness and transparency	26
2.3.2.7 Redress	26
2.3.2.8 Value for money	26
2.4 Chapter summary	26
CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY	
3.1 Introduction	27
3.2 Research paradigm	27
3.3 Research design	28
3.4 Research methodology	29
3.5 Research population	30
3.5.1 Sampling instrumentation	31
3.6 Data generation methods	31
3.6.1 Questionnaires	32
3.6.2 Interviews	32

3.6.3 Documents analysis	33
3.7 Data analysis	33
3.8 Issues of trustworthiness	33
3.8.1 Credibility	34
3.8.2 Transferability	34
3.8.3 Dependability	34
3.8.4 Confirmability	35
3.9 Ethical issues	35
3.9.1 Voluntary participation	36
3.9.2 Informed consent	36
3.9.3 Issues of privacy anonymity and confidentiality	36
3.9.4 Avoiding deception	36
3.9.5 Data storage	37
3.9.6 Analysing and reporting in publications (honestly)	37
3.9.7 Beneficence of treatment of participants	37
3.9.8 Respect for participants	38
3.9.9 Justice	38
3.9.10 Other gate-keepers	38
3.10 Limitations of the study	39
3.11 Chapter summary	40
CHAPTER FOUR DATA PRESENTATION AND DISCUSSION	
4.1 Introduction	41
4.2 Biographical findings	41

4.3 Data presentation and discussion	42
4.3.1 Conceptualisation of servant leadership and Batho Pele principles	42
4.3.1.1 Serving rather than leading	43
4.3.1.2 Putting people first	44
4.3.2 Making the staff aware of Batho Pele principles	46
4.3.3 Implementation of Batho Pele principles	47
4.3.3.1 Involvement of the stakeholders in making decisions	47
4.3.3.2 Setting targets	49
4.3.3.3 Treating everyone well including taking care of the school's property	52
4.3.3.4 Approachable and cautiousness of information	54
4.3.3.5 Intervention strategies to address unachieved targets	57
4.3.4 Challenges encountered in the implementation of Batho Pele principles	59
4.3.4.1 Lack of parental involvement	59
4.3.4.2 Passive staff members	61
4.3.4.3 Lack of Batho Pele principles' workshops by the district	63
4.3.5 Enhancement of servant leadership	64
4.3.5.1 Conducting workshops	64
4.3.5.2 Stick to policies	65
4.3.5.3 Trust your subordinates	66
4.3.6 Chapter summary	67

CHAPTER FIVE	
STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.1 Introduction	69
5.2 Study summary	69
5.3 Conclusions	70
5.3.1 Participants' conceptualisation of servant leadership and Batho Pele principles	70
5.3.2 Making the staff aware of Batho Pele principles	70
5.3.3 Implementation of Batho Pele principles	70
5.3.4 Challenges encountered in the implementation of Batho Pele principles	71
5.3.5 Enhancement of servant leadership	71
5.4 Recommendations	72
5.4.1 Training programs on Batho Pele principles	72
5.4.2 Utilisation of various methods of cascading information as an improvement of parental involvement	72
5.4.3 Teambuilding activities	72
5.4.4 Provision of trainings on policy implementations to principals	73
5.4.5 Delegation of duties	73
5.5. The implications of the study	73
5.6. Chapter summary	74
Reference list	75
Appendices	81
Appendix 1: Permission from Gauteng Department of Education	81
Appendix 2: Letter to Gauteng Department of Education	83
Appendix3: Letter to the principal and School Governing Body (SGB)	85

Appendix 4: Participation information sheet for school principal	87
Appendix 5: Participation for HODs and post level-one teachers	88
Appendix 6: Approval by the chairperson of SGB to conduct a research	89
Appendix 7: Research approval by the school principal	90
Appendix 8: Principal's declaration/ informed consent form to be a research participant	91
Appendix 9: HOD's declaration/ informed consent to be a research participant	92
Appendix 10: Teacher's declaration/ informed consent to be a research participant	93
Appendix 11: Questionnaire for HODs and post level-one teachers	94
Appendix 12: Interview schedule for school principals	98
Appendix 13: Interview schedule for HODs	101
Appendix 14: Interview schedule for post level-one teachers	104
Appendix 15: Documents review schedule	107

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction and background

This case study explores the conceptualisations, experiences and application of servant leadership practices in two public schools in the context of the Batho Pele policy that requires public servants, including teachers, to uphold certain principles in line with the above policy. Van Dierendonck (2011) states that the concept ‘servant leadership’ was conceived by Robert Greenleaf (1904-1990) where servant leadership defined as the leadership that starts with the “natural feeling that one wants to serve, to serve first, the conscious choice brings one to aspire to lead...” (Greenleaf, 1970, p. 15) while Northouse (2016) defines it (servant leadership) as the leadership theory in which leaders prioritise the interest and growth of the followers than their own. Spears (2005) also posits that servant leaders have a holistic approach to work, encourage power-sharing in decision-making and are more interested in serving others and have a strong sense of community. Furthermore, Northouse (2016) explains that the presence of a servant leader in a group generates exceptional results. Similarly, Russell and Stone (2002) state that servant leadership takes place when leaders assume the position of *servant* in their relationships with fellow workers. This chapter will focus on how servant leadership is applied in South African public sectors, the problem statement that has triggered me to conduct the study on servant leadership, the study purpose and significant of the study, study aims and objectives, key research questions as well as delimitation of the study.

In the South African context, the Department of Public Service and Administration introduced the Public Service Act (Proclamation 105 of 1994) to promote an efficient and citizen-friendly public service sector. In line with this Act, the government introduced the Batho Pele Policy in the public sector. The broad objective of the Batho Pele Policy was to help improve public service delivery by supporting the transformation of the public service into **citizen-orientated** government departments (Republic of South Africa, 1997b). This, it was hoped, would bring about a more positive perception of the public service by staff and citizens alike, which was the ultimate dynamic required to effect the transformation process. Further, when the consumers of government services start saying that government is providing for their needs in a friendly manner, the transformation process would on its way to being well entrenched (Batho Pele Abridged Programme, 2014).

The Batho Pele White Paper (Republic of South Africa, 1997b) signalled very strongly the government’s intention to adopt a citizen-orientated approach to service delivery informed by the

eight Batho Pele (People First) principles of: *consultation, service standards, access, courtesy, information, openness and transparency, redress and value for money*. These principles also resonate with the theory of servant leadership (Smith, 2005) which speaks to *listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and the building community*.

Hence, this study explores the conceptualisations, experiences and practices of servant leadership at two schools located at Ekurhuleni South District in Johannesburg and what we can draw from this leadership theory to enhance leadership and management at the two researched schools. The study focuses on the role of school principals, head of departments (HODs) and teachers. Blanchard, Blanchard and Zigarmi (2010) posit that when people lead at a higher level, they change the world to be a better place, as their goals are focused on greater results and this requires a unique kind of a leader: a *servant leader*. Self-interest should not motivate servant leadership; rather, it should ascend to a higher plane of motivation that focuses on the needs of others.

In addition, Taylor, Martin, Hutchinson and Jinks (2007) posit that the application of servant leadership in schools could assist the followers to develop the servant leadership skills (such as, respect, humbleness, serving others, and so on) which could benefit their future followers and be able to approach social and pedagogical challenges that could be encountered in their current and future life experiences. In addition to the above-mentioned Batho Pele principles, these authors have identified additional functional attributes of servant leadership. These are *vision, honesty, integrity, trust, service, modelling, pioneering, appreciation of others, communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching, delegation and empowerment*. It would be interesting in this study to find out if the research participants identify with these principles and how they practice them as part of their leadership and management responsibilities.

Furthermore, Northouse (2016) posits that servant leaders are driven by the sense of caring for others and their leadership priority is on seeing the followers improving in all the spheres of lives. In addition, Parris and Peachey (2013) state that servant leadership is used in different organisations including government sectors, the corporate world, religious institutions and non-profit organisations. Recently, the current President of South Africa, Mr Ramaphosa has been calling for South African citizens to heed the call “Send me” (*Thuma mina*) and during the 2018 State of the Nation Address (SONA), he said: “Now is the time to lend a hand, now is the time for each of us to say ‘send me’, now is the time for all of us to work together, in honour of Nelson Mandela, to build

a new, better South Africa for all” (Ramaphosa, 2018 p. 17). It is in this context, that it becomes important to explore how the school principals, heads of department and teachers conceptualise, experience and practise servant leadership to lend a helping hand to transform the leadership and management of schools into Batho Pele sites.

1.2 Problem statement

The Batho Pele Policy provides a framework that guides the implementation of public services according to specific standards and criteria. Furthermore, it sets out how government departments should cooperate and engage with citizens in the course of delivering public services. According to the Public Service Act (Proclamation 105 of 1994) and other government policies, all government departments must implement the Batho Pele Policy and this policy has eight principles (as indicated in the introduction) which should be seen as a tool to transform the South African public sector by making it more responsive to the needs of its citizens (Republic of South Africa, 1997b).

Schools, as part of the public sector, have to implement Batho Pele principles, however due to multiple challenges like “non-conducive work environment; unionism; abuse of power by recipients (members of the public knock down the management when fulfilling consultation and transparency) and abuse of power by public servants” (Ngidi & Dorasamy, 2013, p. 209), it is not easy to implement these principles in the public sector. Similarly, Mafunisa (2008) posits that unethical behaviour, which is contrary to the notion of servant leadership, usually begins at the top of public service leadership, where public service values are not prioritised.

Taylor et al. (2007) assert that servant leadership should be used for in-service training, school management and administration as well as in teaching. This view affirms that Batho Pele principles resonates with the application of servant leadership, consequently, better results can be achieved if these principles could be properly practiced. Even though the Department of Public Service put measures in implementing servant leadership (as Batho Pele principles) in South African schools, my experience and observation is that, in some schools, teachers are not aware of the Batho Pele policy (servant leadership) and that they have a duty to implement its principles. Grobler, Bisschoff and Beeka (2012) posit that there is no description and training in place that is given to school principals to help them in delivering good service to the consumers. This study seeks to explore how school principals, head of departments (HODs) and teachers conceptualise, experience and implement servant leadership principles (known as Batho Pele principles) in schools and what we can learn from this leadership theory to enhance school leadership and management in the

researched schools. To conclude this section, the researcher hopes that this study will contribute to the broader literature on servant leadership in the public sector.

1.3 Purpose and rationale of the study

In my school, my observation has been that not all Batho Pele principles are fully implemented. The issues of *consultation, information, courtesy and value for money* raise a concern. My observation has been that the school enrolls learners whose parents only come when they need a space for their children and once they are admitted, the majority of parents do not attend parents' meetings when invited by the school and if individual parents are called by subject teachers regarding learner performance or behaviour they do not respect the invitation instead they send older siblings or neighbours to attend to the matter. This results to parents depriving themselves in receiving information and consultation about the school issues. Based on my observation, there is a huge performance gap between old and young workforce, old teachers put more effort towards their work whereas most young teachers are not dedicated in their teaching, they lack classroom management skills, instead of teaching learners they spend most of the time capitalising on minor mistakes made by learners and this affects value for money. The other challenge is that school premises are not in good order, administrators are not always receptive towards visitors and the staff members in general, young teachers do not treat parents with respect should their children commit an offence and this is in contrary to the principle of courtesy. In my view, servant leadership should be applied by all government employees through Batho Pele principles, and the failure in implementing these principles raises serious concerns.

Other critical friends who are teachers from other public schools have a mutual concern about proper implementation of Batho Pele principles. The issue of lack of parental involvement that leads to schools making decisions based on the minority of parents, teachers not communicating appropriately with learners and learners not knowing how they have obtained their final marks, are some of the mutual challenges that relate to information and consultation. Teachers who have never undergone full time studying do not go an extra mile in reading extra teaching material or networking with other teachers which will assist them in putting more effort in their teaching instead they are complaining about being discriminated by those who were full time students. Furthermore, my colleagues from other schools are not satisfied by the behaviour of young educators in spending more of their times chatting on smart-phones and taking pictures instead of teaching and this jeopardise value for money. In addition, some teachers complain about the lack of openness and transparency in schools, only the School Governing Body (SGB) members who have

information about the schools' finances and no proper reporting is done in parents' meetings. Meanwhile, the servant leadership theory requires teachers and other school officials to properly implement Batho Pele principles.

Dubrin (2010) characterises a person in leadership as the human brain and spirit to save the life of an organisation. Leithwood and Riehl (2003) confirm that leadership impacts significantly on the learner's outcome, therefore it is important to observe if the above-mentioned stakeholders do partake in making sure that schools are led in line with Batho Pele principles. The Department of Public Servants and Administration (DPSA) came up with the concept of 'Batho Pele' which means 'putting people first' as a push towards the public servants including school employees for introducing servant leadership and implementing it so that all the public servants could meet the nature of their work status 'public servants'. Different scholars have different conceptions of a servant leader with different characteristics which have a common goal of serving people first. Van Dierendonck and Nuijten (2011) propose eight characteristics of a servant leader and these are: empowerment, humility, standing back, authenticity, forgiveness, courage, accountability and stewardship while Spears (2005) suggests the following attributes of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community. From the above-mentioned servant leadership characteristics, it is clear that being a servant leader means that you put your followers first and that followers will respond positively because of the instilled values by the leadership and management of the organisation. In addition, Brewer (2010, p.4) posits that devoted servant leadership commence with a conscious effort to create warm relationships with the organisation's followers. Northouse (2016) suggests that further studies of actual servant-leaders should be conducted to give a clearer understanding of how servant leaders influence others for the achievement of organisational goals. Thus, the purpose of this study is to explore the conceptualisations, experiences and practices of the said research participants to promote servant leadership principles as they lead and manage their schools.

1.4 Significance of the study

Ngidi and Dorasamy (2013) conducted a study on the implementation of Batho Pele Principles at the Department of Home Affairs in Durban and found that consultation, service delivery and access were not yet achieved. Similarly, Pretorius and Schurink (2007) found that service standards in District municipality of Gauteng province was hindered by limited funding, resources, communication and lack of subrogation of duties between the district municipality and local

municipality. Constable, Mabena and Minishi-Mjanja (2007) posit that thirty government libraries or information centres that were researched on Batho Pele principles confirmed the implementation of these principles even though there were no systems in place that were employed by the government to monitor them.

Pietersen (2014) finds out that all eight Batho Pele principles are rarely or occasionally applied in the department of education at a district level and recommends that the district officials should deal with the accountability of individuals' performances; management should systematically include 'service delivery' in the agenda when conducting review meetings; human specialist should recognise training needs and then conduct training programmes. Van Der Hoven (2016) after conducting a quantitative research methodology finds out that servant leadership should be practiced by school principals to build a school environment that is productive for proper teaching and learning and suggests a further research with the application of a qualitative design methodology. Due to the studies that I have read in relation to servant leadership in education, I have realised that there is a silent gap in connection with the studies about the implementation of eight Batho Pele principles in the school context. My study will be significant in a way that it will be exploring the participants' conceptualisations, experiences and enactment of Batho Pele principles in a school context. Therefore, it will be useful to all levels of department of education and to the future researchers.

1.5 Aims and objectives of the study

The main research objectives are:

- To explore the principals', heads of departments' and teachers conceptualisations, experiences and enactment of servant leadership in the researched schools.
- To find out what could be the obstacles (if any) in the implementation of servant leadership principles as envisaged in the Batho Pele policy at schools.
- To explore what the research participants suggest should be done to enhance the implementation of servant leadership in schools.

1.6 Key research questions

- What are principals', heads of departments', and teachers' conceptualisations, experiences and enactment of servant leadership in researched schools?

- What are the obstacles (if any) do the research participants experience as they implement the Batho Pele policy?
- How do the research participants enhance the implementation of servant leadership in their schools?

1.7 Delimitations of the study

According to Simon (2011), delimitations of the study are defined as features that form the demarcation to your study. Factors like “the choice of objectives, research questions, variables of interest, theoretical perspectives that you adopted (as opposed to what could have been adopted), the population you choose to investigate and choice of the problem” (Simon, 2011, p. 2).

This study was conducted in Gauteng Province. In terms of the Gauteng Department of Education, the province is demarcated into fifteen districts. Each district operates in large areas with a large number of schools. Therefore, my study took place in Jacaranda Secondary School and Pine Primary School (pseudonyms), the public schools in Katlehong Township at Ekurhuleni South District and the participants are eleven in total yet these schools have a large number of staff members. For these reasons, the findings of the study cannot be generalised.

1.8 Structure of the study

Chapter One deals with the orientation of the study based on a brief summary of servant leadership and its principles, challenges in the application of servant leadership in public sectors with special attention to public schools, problem statement and the key research questions. The aims and objectives, purpose of the study are also dealt with in this chapter.

Chapter Two focuses on the literature review and the theoretical framework of the study. The review focuses on international, continental and national literature that underpins the study. The chapter also presents the theoretical framework of the study.

Chapter Three sets out the research design and methodology of the study. The research was conducted under interpretive paradigm and it covers ontology, epistemology and methodology of the research phenomenon. The study applied qualitative methodology through case study. The selected research participants were chosen according to their possession of information and characteristics that are relevant to the phenomenon. This study used questionnaires, semi-structured

interviews and documents analysis to collect data from the research participants. The content analysis approach was used in the study as it was able to analyse data that were generated using interviews, questionnaires and document analysis. The themes and codes were allocated to data and the voice recordings were transcribed to English language as it is the language that is used in the study. The study speaks to *Credibility, Comparability, Transferability, Dependability and Confirmability* when dealing with the issues of trustworthy. Ethical clearance from the University, permission from the GDE (DoE) and other gate-keepers, issues of privacy, consent forms completed by the research participants were used. The limitations that were experienced by a researcher are reported in the study.

Chapter Four focuses on presentation and discussion of data within the context of research questions.

Chapter Five concludes the research report through offering recommendations to increase the application of servant leadership and suggesting areas for future research.

1.9 Chapter summary

This chapter outlines the dissertation by highlighting some of the previous research on servant leadership in public sector through the application of Batho Pele principles. The chapter shows reflections of the researcher's experience, colleagues from other schools and scholars and these triggered the purpose of the study about the researched phenomenon. Due to the fact that there were sources available for servant leadership through Batho Pele Principles from other sectors of the public but limited sources in the Department of Education, this indicated a gap which made it significant to conduct the study on Batho Pele Principles in public schools. The next chapter presents and reviews pertinent literature on the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

Chapter one supplied the introduction and background of the entire study. Relevant issues and motivations of conducting the study, the problem statement, purpose and rationale, research objectives and questions as well as the significance of the study were all outlined. This chapter focuses on critical literature review of the previous studies on servant leadership and its potential for school leadership. It also provides a limelight on what other writers have already built regarding the topic of this study. From the literature reviewed, this provides some theoretical understanding to my research questions in chapter one. The theoretical frameworks that underpin the study are also included in this chapter. The literature is reviewed from international, continental and national perspectives.

2.2 Literature review

Creswell (2012) defines the literature review as a written intellectual journal articles, books, and other documents that describe about the past and current situations of your research phenomenon. Similarly, Scott and Morrison (2007) posit that literature review directs researchers in finding suitable ways through the research, it can also serve as an alarm of unrealised challenges. In this study, I will use the literature review to establish the current understanding about servant leadership theory and its potential challenges and enhancement in school leadership.

2.2.1 Review of international literature on Servant leadership

2.2.1.1 Conceptualising servant leadership

Servant leadership is one of the trending leadership theories that are studied by leadership practitioners. The founder of servant leadership Robert Greenleaf (1904-1990) in his seminal work “The Servant as Leader” first published in 1970:

It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test is:

Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? (Greenleaf, 1977, p. 7)

Greenleaf (1970) did not conduct a study on servant leadership but through his observations of different institutions, the theory was created (Spears, 2005). Additionally, Spears (2005) posits that servant leaders have a strong foundation of humility yet rational, whereby they prioritise service to others and value collective decision making. Blanchard (2010) and Kim, Kim and Choi (2014) posit that Jesus Christ is a relevant example of a successful servant leader. Furthermore, Blanchard (2010) relates recent leaders like Mahatma Gandhi, Dr Martin Luther King Junior and Nelson Mandela as the latest exemplars of servant leadership theory. The above-mentioned leaders are known about their common leadership style which focuses on ‘serving’ their subordinates and the community at large.

Sendjaya, Sarros and Santora (2008) posit that though servant leaders are the holders of authority but they have characters of ‘serving’ at heart. There is no single measurement in analysing the servant leadership but there are six dimensions of leadership behaviour: “voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence” (Sendjaya et al., 2008, p. 406). Kim et al. (2014) assert that servant leaders’ role is to support the stakeholders to grow and being innovative. It is observed that servant leaders support their followers for the improvement of their morale. Northouse (2016) states that servant leaders have to pay attention to the concerns of their juniors and when they feel comforted, they gain maturity. Additionally, Joseph and Winston (2005) and Van Der Hoven (2016) assert that a high level of trust between leaders and followers generates good work environment. The above definitions clarify the importance of prioritising the stakeholders of an organisation as a source of effective service delivery.

2.2.1.2 Key characteristics of servant leadership

There are various theories and models that are brought by the servant leadership scholars in practicing its features as they were set by Greenleaf (1977). These models are all significant in nature and are utilised in different studies of servant leadership theory by the leadership scholars. Spears (2005), from Greenleaf’s work came up with ten characteristics of servant leadership and these are: “listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community” (p. 1). Nevertheless, Van Dierendonck (2011) argues that Spears (2005) did not formulate a model that will show a

difference between intra-personal aspects, interpersonal aspects, and outcomes of servant leadership. In view of Spears's characteristics, the observations of Greenleaf are utilised in generation of a model that promotes humanity character which can produce a servant leader.

Northouse (2016) supports value-based model of servant leadership which was introduced by Patterson which consists of designs that separately focusing on goodness and conducts of servant leaders. These designs have some elements of someone who has an excellent character. They consist of: "agape love, humility, altruism, vision, trust, empowerment and service" (Patterson, 2003, p.7). However, Van Dierendonck (2011) argues that although the strength of Patterson's model lies in the conceptualisation of the notion of the need to serve, but it excludes leadership aspect.

Among others, Wong and Davey (2007) characterise servant leadership as: "serving and developing others, consulting and involving others, humility and selflessness, modelling integrity and authenticity, and inspiring and influencing others" (Northouse, 2016, p. 230). Furthermore, Dierendonck and Nuijten (2011) propose eight characteristics of servant leadership, these are: "empowerment, humility, standing back, authenticity, forgiveness, courage, accountability and stewardship" (Northouse, 2016, p. 230). From the above different characteristics of servant leadership, it is noticeable that this type of leadership is perceived differently by the scholars but its main feature is 'service'. Therefore, rendering the best service should be a priority for all public sectors including schools.

2.2.1.3 Connection of servant leadership with other theories

Creff (2004) asserts that servant leadership is strongly related to Ubuntu leadership theory. The common values between Ubuntu and servant leadership are "collectivist rather than individual focus, a focus on the follower rather than the organisation, humility, altruism, trust empowerment, commitment to the leader and service" (Winston-Bekker, 2003 as cited in Creff, 2004, p.8). From definitions of Ubuntu and servant leadership (as mentioned above) the common interested of valuing human beings and their welfare is displayed.

Dodd, Achen and Lumpkin (2018) assert that when servant leadership is combined with ethical behaviour, it results to an improvement in ethics within an organisation. According to Northouse (2016), servant leaders are ethical and the way they lead is of greater good towards organisations, society and community as a whole. Spears (2005) posits that all organisations are opting for

leadership styles that take good care of employees instead of traditional top-down leadership styles. If organisations can combine servant leadership with ethical leadership as they are both practiced through humility and integrity, employees' work ethics could be promoted.

2.2.1.4 Differences between servant leadership and other leadership theories

Servant leadership and transformational leadership are both committed and passionate with work but their exercises are different in a way that servant leaders prioritise the needs of their followers whereas instructional leaders focus on capability of leadership (Sendjaya & Cooper, 2011 and Van Dierendonck, Stam, Boersma, Windt & Alkema, 2014). Patterson (2003) and Cerit (2010) posit that other leadership theories like transformational leadership, do not address selflessness and humility towards followers as they are instilled in servant leadership. Kim et al. (2014) posit that traditional leadership prioritise duty management than people, while servant leadership targets on the relationship between leaders and subordinates for the success of the business. The nature of servant leadership separates it from other leadership theories in a way that the leader is the one who serves the subordinates.

2.2.1.5 Criticism of the servant leadership

Van Dierendonck (2011), Bryant and Brown (2014) and Focht and Ponton (2015) argue that there is no clear definition of servant leadership. Similarly, Parris and Peachey (2012) and Northouse (2016) argue that scholars have not yet reached the agreement about the common definition of servant leadership theory. Northouse (2016) disputes the inconsistent nature of the title 'servant leadership' which reduces the value of the servant leadership approach as compared to other leadership theories. Servant leadership connects two words which are 'servant' and 'leadership' while in reality they are clashing, so there is a misunderstanding that in order to be a leader you should be a servant while the meaning of 'service' has not been made material (Kim et al., 2014). In addition, Wiskow (2016) debates that no clear method has been designed on how to assess the characteristics of this approach and it is observed as a compliance leading method which overlooks authority in ensuring that proper service is delivered. Similarly, Gergen (2006) as cited by Northouse (2016) argues that servant leadership theory leaves out significant leadership tasks like, steering, setting targets and designing of vision and mission of an organisation. The use of value-push servant leadership theory is hardly applied by servant leadership specialists (Northouse, 2016). Furthermore, Sikoski (2016) argues that servant leadership lacks knowledge of social power. It is not clear whether servant leadership relates to life style or theory (Parris & Peachey, 2012 and

Northouse, 2016). From the above concerns by the authors, it shows that this approach leaves unanswered questions about its nature.

2.2.1.6 The impact of servant leadership theory

Servant leadership theory promotes togetherness in schools. In 2010 Cerit conducted a study about the results of servant leadership and organisational commitment in Turkey's primary schools. The findings show that principals who practice servant leadership relate positively with teachers which result in good organisational commitment by all the stakeholders (Cerit, 2010). It is recommended that principals should adopt servant leadership theory for the betterment of teachers' performances (Cerit, 2010). When principals show support and care to their subordinates, team spirit will be improved.

According to Zhang, Lin and Foo (2012) servant leadership theory has an element of being implemented without being recognised by the stakeholders. Zhang et al. (2012) conducted a study on preferred leadership style between servant leadership and authoritative leadership in primary and secondary schools at Singapore. The study revealed that servant leadership style is the most favoured and it is displayed through good power handling (Zhang et al, 2012). However, Zhang et al. (2012) argue that servant leadership is only taught in tertiary institutions, there are no workshops that are conducted by the Department of Education to equip the staff members who are already in the teaching field.

A successful implementation of servant leadership theory may impact on ethical environment within an organisation. In 2018 Dodd, Achen and Lumpkin (2018) conducted a study to assess if ethical environment in the NCAA Division III Institutions is caused by the servant leadership style that was used by the directors. The findings of the study with a population of 326 athletic employees shows that participants confirmed the ethical environment in their workplace and they believe it is through the servant leadership style of their directors (Dodd et al, 2018). Work ethics plays a vital role in the originality of work done by ethical workers.

2.2.2 Review of African literature on Servant leadership

Mulongo (2016) asserts that servant leadership includes perseverance by the leaders which is motivated by focusing on the fruitful outcomes of an organisation. In 2016 Mulongo conducted a study in Kenya to evaluate the enactment of servant leadership using service by the principals of

Central Kenya Conference (CKC) in their institutions (Mulongo, 2016). Findings show that there is no service that is conducted through the use of servant leadership which is conducted by principals and teachers in CKC secondary schools hence teachers frequently disagreed on the interpretation scale (Mulongo, 2016). The study also revealed that principals hardly practice servant leadership in CKC secondary schools (Mulongo, 2016). Through application of servant leadership theory, school principals can be assisted in focusing on followers and be able to recognise their unique talents. Mulongo (2016) suggests that the school principals should implement servant leadership theory to achieve effective service from their subordinates.

Gedifew and Bitew (2017) posit that students' positive attitudes towards their studies are a reflection of their teachers' commitments and servanthood in their work. In 2017, Gedifew and Bitew conducted a study with an aim of evaluating the implementation, level and relationship among teachers' servant leadership, students' learning involvements, and academic achievement in the Ethiopian Higher Education System (Gedifew & Bitew, 2017). The interviews and observation results revealed that teachers are constantly dedicated to their work and they are supportive to their students, however, students are slowly improving even though they are relying on their lecturers. The regression analysis results of the data obtained from respondents showed that 9% of students' learning engagement was explained by teachers' servant leadership practices which confirms that if teachers act like servant leaders, students are able to consult them about their study matters which will result in achieving good results (Gedifew & Bitew, 2017). Additionally, Gedifew and Bitew (2017) found that students' academic achievements strongly rely on teachers who practice servant leadership while teaching. This shows that teachers should apply servant leadership theory as an instrument of achieving good results.

Chinyerere and Sandada (2018) posit that a servant leadership theory assists leaders to believe that employees will perform well if the management is selfless and focusing on the upliftment of their subordinates. Organisations that have a foundation of unity amongst the employees have greater chances of quick development. The study that was conducted by Chinyerere and Sandada (2018) in Zimbabwe revealed the positive results like togetherness, spirituality, peaceful culture and devotion by the employees were achieved. The data generation took place in different businesses in Harare and the results were almost the same (Chinyerere & Sandada, 2018). This symbolises that when employees are well taken care of, they gain ownership of an organisation and team spirit is developed. In this study there was a recommendation that organisational leaders should strive towards full enactment of servant leadership theory so that the vision and mission of an organisation

can be effortlessly achieved (Chinyerere & Sandada, 2018). A harmonious work environment produces good results.

Brubaker (2013) perceives servant leadership as a leadership theory that responds to leadership problems that are experienced in workplaces. Brubaker (2013) also looks at Ubuntu leadership theory as a culturally relevant leadership action which is currently related to business studies in South, East, and Central Africa. Brubaker conducted a study in 2013 which compared the link between servant leadership and Ubuntu leadership with leader effectiveness in private sectors of Rwanda (Brubaker, 2013). Multi regression analysis revealed that both servant leadership and Ubuntu leadership have a strong impact on leader effectiveness (Brubaker, 2013). If organisational leaders can merge servant leadership with Ubuntu leadership, employees will be effective and this may result in the achievement of business goals.

Chandaruba (2019) posit that a servant leader focuses on the subordinates in totality and the end results will lead to the growth of leaders and those who are being led. In 2019 Chandaruba conducted a study of pros and cons in the adoption of servant leadership by the public leadership of Tanzania (Chandaruba, 2019). The study revealed that there is a great possibility of accepting servant leadership theory in the public leadership, even though it cannot be utilised in isolation in correcting the current ineffectiveness of the public service (Chandaruba, 2019). Therefore, Chandaruba (2019) suggests the implementation of ethical principles as a major support of the enhancement of servant leadership theory. In Tanzania, servant leadership theory is viewed as a source of healing for the ineffectiveness leadership practices that is currently conducted by the major leadership of the country.

2.2.3 Review of South African literature on servant leadership

In South Africa, The Department of Public Service and Administration (DPSA, 1997) passed the Public Service Act (Proclamation 105 of 1994) which gave birth to the concept of 'Batho Pele' which means 'putting people first' and this was a push towards the introduction of servant leadership principles in South Africa. This notion was expanded in the White Paper on transforming the public service, also known as the Batho Pele White Paper, which provides a policy framework to ensure that Batho Pele is woven into the very fabric of government. Dorasamy (2010) posits that the public service organisations should be led by leaders who will be active in ensuring that there is quality service delivery. A very strong government's intention to adopt a citizen-orientated approach to service delivery informed by the following principles of: consultation, service

standards, ensuring courtesy, access, information, openness and transparency, redress and value for money.

2.2.3.1 The Service Charter

The service charter displays the services that should be rendered by the government departments and the standards set to meet those services. Gauteng Department of Education Service Charter (2005) highlights the current drive in government departments to improve service delivery. DPSA introduced Batho Pele Revitalisation Strategy to encourage Departments and Public Servants to align themselves to the president's call for better service delivery. The White Paper on transforming Public Service (1997) outlines eight steps to implementing Service Delivery Improvement Plan: which are "identification of customers, set up customers' needs, initiate current service baseline, identify the improvement gap, set service standards, prepare delivery, present service standards and observe delivery against standards" (Gauteng Department of Education Service Charter, 2005, p. 3). Each province in the Department of Education designs its service charter which will assist in achieving provincial service delivery.

2.2.3.2 Conceptualising of servant leadership

Apart from Batho Pele principles, South Africa conceptualise servant leadership in different context but with a common ground of 'service'. Ncube (2010) defines Ubuntu as a leadership and management style that highlight the equity of every member of the community. According to the study that was conducted by Muller, Smith and Lillah (2019) which was based on understanding the influence of Ubuntu and servant leadership on employee commitment in an organisation. Researchers perceive Ubuntu leadership theory as an African version of servant leadership which could generate positive results if they can be merged in a work place. The study was conducted in a private sector which is located in the Eastern Cape Province of South Africa. Findings from the study revealed that the spirit of Ubuntu improves production while servant leadership promotes commitment at work (Muller et al., 2019). The above findings show that Ubuntu and servant leadership theories can be associated with each other since they are both carrying a character of 'valuing people' that assists employees to excel at work if they work in a free spirited environment.

South Africa is dominated by Christian Religion in which Jesus Christ and His disciples (who were shadowing Him) are recognised as the pioneers of servant leadership. Even today, South African Christian churches preach the Gospel of servanthood constantly refer it to The Holy Bible. Spark

(2008) wrote a paper on the role that is played by servanthood, spirituality and morals over organisations and church leaders in South Africa. The study was conducted at Durbanville in the Western Cape and the participants were leading in both businesses and churches (Spark, 2008). Firstly, the study revealed that being spiritual is more applicable to church leaders, therefore, business leaders should need to be role modelled. Secondly, in churches, morals are effortlessly practiced as compared to business organisations. Thirdly, servant leadership was strongly supported by church leaders as compared to organisational leaders. The above-mentioned findings give an understanding that servant leadership is perceived in different context in South Africa.

Politically, the late former South African president, Nelson Mandela is internationally recognised as an icon of servant leadership. Nelson Mandela was a freedom fighter during apartheid era and imprisoned for 27 years for being a political activist. After he was released from jail, he became the first democratic president of the country. When he was in power, he treated everyone with humility. Pietersen (2015) wrote a paper about the lesson he learnt from Mandela's leadership styles. The conclusion was that; Mandela was a man of high calibre who practiced multi leadership styles. According to Pietersen (2015), Mandela was an integrated leader which has three domains, personal, interpersonal and strategic (Pietersen, 2015). Kgatle (2018) advises South African politicians to follow the footsteps of Mandela and lead the country with integrity.

2.2.3.3 Enactment of servant leadership

In 2012, Steyn conducted a narrative study about the leadership style for the principal of a well performing primary school in South Africa (Steyn, 2012). The school was situated in an average area and had a history of receiving prizes for different activities and it has been researched by other scholars but the principal's leadership style was not yet studied (Steyn, 2012). Steyn (2012) observed the behaviour of principal and related it to servant leadership. The study revealed that the principal was exemplifying servant leadership as his characteristics were studied through Lub's servant leadership model (Steyn, 2012). Leaders who use servant leadership style live servanthood without expecting recognition but their priority is on assisting others to shine and indirectly that benefits both leaders and their followers.

Another study was conducted by Du Plessis, Wakelin and Nel (2015) on the impact of emotional intelligence and trust on servant leadership. The study participants were coming from two separate private sector organisations in the media and pharmaceutical industries at Western Cape and the other in Gauteng. Du Plessis et al. (2015) found that in South African context servant leadership is

enacted through emotional intelligence and trust which are practiced by management (from all levels) towards their subordinates. Even though servant leadership is not recognised in the initial stages of leadership but through the application of the above-mentioned variables, the followers start to understand the leadership theory that is utilised by their leader (Du Plessis et al., 2015). From my experience as a South African, it is true that servant leadership theory is not instantly recognised but once the followers have observed their leader's behaviour, they can acknowledge it. Being emotional intelligent and trustworthy symbolises that you can cope with different characters of subordinates without losing temper if your emotions are triggered.

Various activities display how servant leadership is practiced in South Africa. Chellan and Sibiya (2018) conducted a study in perceptions of nursing staff regarding the existence of best practice standards in relation to the patient rights, patient care and support services domains of the NCS (National Core Standards) and Batho Pele principles. The study was conducted at eThekweni district in four private hospitals. From the findings, both quantitative and document analysis confirm a significant agreement about outstanding practices in the clinical domain and existence of best policies of ensuring maximum care including Batho Pele policy (Chellan & Sibiya, 2018). This shows that even in private sectors, when there is a full implementation of policies that promote servant leadership, they are able to excel and render the best service to the community. It is evident that different sectors have different methods of implementing servant leadership which prioritise service to others.

In the education sector, Pietersen (2014) conducted a study about the implementation of Batho Pele principles in the District office of the Department of Education. The study was based in one of the six educational districts from a hidden South African province whereby participants were all district administrative staff members and random sampled teachers who were clients of that district office (Pietersen, 2014). Batho Pele principles are used as an instrument of servant leadership (Pietersen, 2014) as required by Public Service Act (Proclamation 105 of 1994). The study revealed that all eight principles were seldom and sometimes complied with in the district office (Pietersen, 2014). Batho Pele principles help in ensuring that public servants strive for best service delivery, however, the study revealed some weaknesses from the researched site.

2.2.3.4 Challenges and enhancers in the implementing servant leadership

In 2007, Constable et al. (2007) wrote a paper in connection with the implementation of Batho Pele principles by public libraries and the effect of eleven South African official languages. Concerns

from the management's perspective revealed challenges like, lack of measurement about the achievement of the principles, some employees are not dedicated at work and weak organisational culture (Constable et al., 2007). If colleagues could develop team spirit and sharing the same vision through dedication, challenges will be kept at minimal. In relation to language usage, English is the major language that is utilised and translation is rendered to illiterate clients (Constable et al., 2007). The study suggested that each library should cater for six languages, there should be Batho Pele workshops or Imbizos conducted to equip the employees and each library should have Batho Pele policy in place (Constable et al., 2007). A public library provides information to the public including learners, if there are proper workshops conducted to the staff, they will know what is expected of them and that will promote the notion of 'putting people first'.

In the same vein, Ngidi and Dorasamy (2013) in their study which was conducted in Durban Home Affairs found factors like financial challenges, understaffed and lack of proper supervision as the hinders of the implementation of consultation as a principle of Batho Pele. Additionally, Ngidi and Dorasamy (2013) argue that employees focus on the management decisions and overlook their job descriptions which result to bad service delivery. The study suggested job creation, training employees about the importance of service delivery, promotion of communication within the branch as an improvement of service delivery (Ngidi and Dorasamy, 2013). If Home Affairs employees are equipped about Batho Pele principles, they will understand the importance of their sector and always strive towards the best service delivery. The above-mentioned recommendations provide the strategies that may be used as an enhancement of servant leadership through Batho Pele principles. If the Department of Home Affairs can operate in full capacity without any major challenges, both employees and clients will be in a favourable environment and important citizens' personal documentations can be acquired without any further delays.

Muller, Smith and Lillah (2018) conducted a study in Eastern Cape in view of the consequences of servant leadership towards the performance of the business. The study discovered that servant leadership has a significant impact on organisational performance in all aspects like financial, customer, internal process and learning and innovation (Muller et al., 2018). Muller et al. (2018) recommend that leaders should provide service and emotional support to their subordinates for the achievement of great results. The above findings show that servant leadership is enhanced by being selfless and spiritually present to your subordinates. Employees improve their productivity if they feel valued by their leaders; they aim on returning the favour.

Another study that was conducted by Chatbury, Beaty and Kriek (2011) the study focused on the relationship between servant leadership and interpersonal trust. The study population was employees who worked in two departments, procurement and supply management in two divisions of a listed South African Petrochemical firm. (Chatbury et al., 2011). The findings show positive and significant relationship between servant leadership and trust in a sample of subordinates and their managers in South African firm (Chatbury et al., 2011). From the findings, it is observed that interpersonal trust and servant leadership are closely related and they enhance each other for the benefit of an organisation.

2.3 Theoretical and conceptual framework of the study

This study is underpinned by Spears (2005) servant leadership framework and the Batho Pele Principles. The combination of servant leadership model carries a true reflection of servant leadership that will be explored in this study. A servant leader has an authentic interest of his subordinates and the organisation at large. Greenleaf (1977) describes a servant leader as someone who ‘serves’ rather being worshipped. Spears (2005) interprets Greenleaf’s (1977) work and put it into ten features of servant leadership, which are: “listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community” (Spears, 2005, p. 1). These characteristics speak to a true servant who takes initiation of serving others while being selflessness at all time. According to Spears (2005), the above characteristics are suitable for a person who is willing to take the challenge of constantly prioritising others and helping them to grow. An organisation that has servant leader bears continuous opportunities to grow because there will always be that someone who has its interest at heart. This part of the paper discusses how the above mentioned theories will be applied in the study.

2.3.1 Spears (2005) Servant leadership theory

2.3.1.1 Listening

Spears (2005) asserts that a servant leader has a responsibility to recognise the needs of group and prioritise them. Spears (2005) further states that listening enhances intuitions that attract emotional communication with the subordinates. Blanchard (2010) argues that a servant leader behaves like other leaders by communicating their visions with the stakeholders but once they are satisfied that the vision is understood, the leadership role is moved to a service mind-set for implementation

purposes. To gain knowledge the application of this domain, semi-structured interviews, questionnaires and documents like minutes of the meetings were used. Listening domain was coded together with persuasion and consultation principle during data analysing process.

2.3.1.2 Empathy

A good servant leader takes care of his followers. Spears (2005) posits that becoming a compassionate listener produces servant leaders. The uniqueness of the followers must be valued at all times. Through interviews, document analysis and questionnaires, participants were asked in relations to their positions about ways in which the subordinates and learners are taken care of and empathy domain was investigated concurrently with stewardship and ensuring courtesy principle. The data generated were coded and analysed.

2.3.1.3 Healing

Servant leadership has a gift to restore what has been lost. A greatest character of a servant is self-healing before healing others (Spears, 2005). Subordinates are constantly engaged into situations that break their emotions and they need someone who will assist them to regain their strength. Being at work with a broken soul will lead to lower productivity. The semi-structured interviews with the participants were used in dealing with healing domain to respond to the question of challenges encountered by the participants in the implementation of servant leadership.

2.3.1.4 Awareness

A good leader is the one who understands what is happening around them. Spears (2005) recommends understanding of subordinates' morals in order to relate them with their behaviours. Understanding the contextual factors that may hinder the success of leadership may strongly assist servant leaders to do well in their duties. Additionally, Chatbury et al. (2011) perceive servant leader as someone who is selfless and trustworthy. Document analysis and semi-structured interviews were explored to address this domain as well as redress principle and the related data were analysed

2.3.1.5 Persuasion

Servant leaders influence their people to achieve organisational goals without being authoritarians. Spears (2005) asserts that servant leaders do not believe in holding power, but they guide their followers to do tasks. This includes letting the followers know about the aim behind the requested task. Taylor et al. (2007) recommend that the success of the subordinates and organisation should be a priority without expecting the promotion at work. To gain knowledge the application of this domain, data generated to respond to listening and consultation principle (as mentioned above) were coded and analysed.

2.3.1.6 Conceptualisation

Servant leaders have the ability to balance short-term activities and long-term vision of the organisation. Spears (2005) posits that ordinary leaders are challenged to conceptualise the future of the organisation but only focus on day-to-day activities whereas servant leaders are able to think conceptually while monitoring short-term activities. To respond to this domain, questionnaires and semi-structured interviews were used and the data generated were analysed accordingly.

2.3.1.7 Foresight

Servant leaders have a character which is a basic need for all organisations. Being able to predict the future of an organisation generates potential business growth. Spears (2005) states that servant leaders use past experiences as an instrument to foresee future business opportunities. Therefore, this kind of character cannot be made as it involves instincts. Data analysis, questionnaires and semi structured interviews were used in this domain. The data generated were coded and analysed.

2.3.1.8 Stewardship

This feature involves responsibility and accountability. It focuses on taking care of resources assigned to a person or organisation. Greenleaf (1977) argues that leadership should lead the organisation in trust for the benefit of society. Spears (2005) posits that stewardship focuses on encouragement and frankness instead of control. Stewardship was infused into one set of data that speak to empathy and ensuring courtesy. The data generated were coded and analysed accordingly.

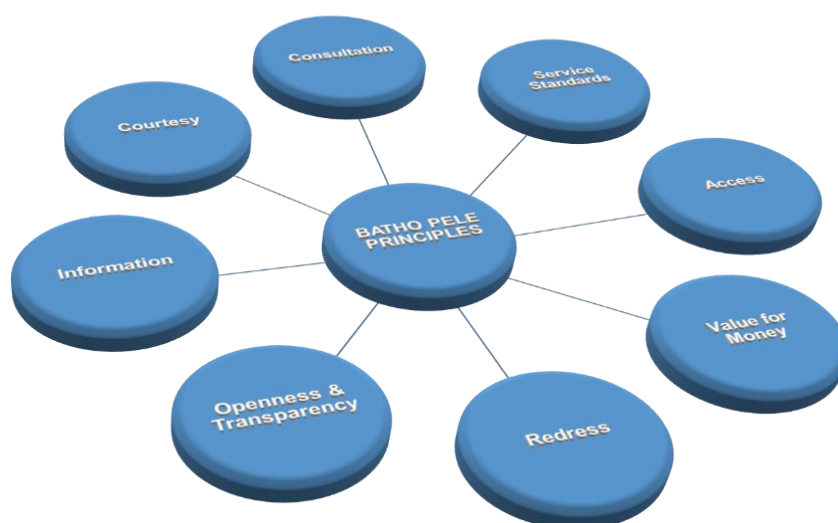
2.3.1.9 Commitment to the growth of people

This characteristic prioritises developing and empowering people. Spears (2005) argues that servant leaders do anything in their power to foster employees with spiritual, professional and personal growth. Greenleaf (1977) posits that servant leaders are constantly interested in developing their followers. Blanchard (2010) asserts that the internal love of servant leaders assists them in ensuring that their followers do their best in service delivery. Semi-structured interviews were used in responding to some of the participants' suggestions about the enhancement of servant leadership. The data generated were coded and analysed.

2.3.1.10 Building community

This characteristic involves engaging employees with activities that will promote teamwork. Spears (2005) posits that community engagement activities encourages interpersonal relationship among internal and external stakeholders. Servant leaders should make it their priority to maintain good relationship between the business and the society. Wall charts, minutes of the SMT and staffs' meetings and semi-structured interviews were utilised as a response to this domain. The data generated were coded together with a service delivery principle (as discussed below) and analysed accordingly.

2.3.2 Conceptual Framework: Batho Pele Principles



Adapted from Abridged Batho Pele Programme (2016)

2.3.2.1 Consultation

Constable, et al. (2007) assert that consultation minimises service recipients' complaints and improves service delivery. The Batho Pele Abridged Programme (2014) suggests public servants should negotiate with all stakeholders in relation to the value of service that will be provided in order to meet the requirements of the clients. Communication break-down should be kept at a minimum in public schools. Additionally, Ngidi and Dorasamy (2013) argue that the execution of consultative principle should become the essential part of service delivery in the public service. The hosting of parents', staffs' and departmental meetings will result to the empowerment of the stakeholders (Mahembe & Engelbrecht, 2014). If teachers liaise with learners before decisions are taken on their behalf, learners will be responsible and do what is expected of them. To gain knowledge about consultation principle, data generated to respond to listening domain (as listed above) were coded during data analysing process.

2.3.2.2 Service standards

The school leadership and teachers have to set standards about the quality of teaching and learning as well as the targeted results. Venter (2018) recommends that standards should be used as a tool to measure the performance regarding service delivery and identify if those standards were met. Constable et al. (2007) and Batho Pele Abridged Programme (2014) instil the awareness to citizens about the level and quality of public services that they will be receiving. The targeted pass percentage should be plagued in the staffroom and be visible to both teachers and non-teaching staff as a motivation to do better throughout the year. Data generated to respond to 'building community' domain were used and analysed in this principle.

2.3.2.3 Ensuring courtesy

Employees and school's property should be well taken care of. Constable et al. (2007); Mafunisa et al. (2012) and Batho Pele Abridged Programme (2014) argue that workers from the public sector are expected to handle their clients as employers, this means that clients should be well taken care of and they should feel welcomed at all times when they enter in the public sectors. The schools' resources should also be handled with care. Parents and learners should be handled well without being bias. A sense of humour should also be applied by the SMT towards teaching and non-teaching staff (Coetzer, Bussin & Geldenhuys, 2017). The knowledge about this principle was

gained through data used to respond to empathy and stewardship domains. The generated data were coded and analysed.

2.3.2.4 Access

All the relevant stakeholders should gain access over school premises or properties when necessary. Constable et al. (2007) and Batho Pele Abridged Programme (2014) posit that the relevant personnel should make it their priority in ensuring that consumers have access to information about the organisations' resources. In every school, irrespective of the enrolment, teachers should make sure that all learners gain access in education and they are treated equally. Additionally, when parents gain access to schools, learners' success is enhanced as information about their children's education will be acquired. Semi-structured interview and questionnaires asking research participants on how they display access principle were utilised and analysed accordingly.

2.3.2.5 Information

Ngidi and Dorasamy (2013) and Batho Pele Abridged Programme (2014) assert that citizens should be given precise information in connection with the services that they qualify to get. Leaders have to give the relevant information to the relevant followers. Internally, the district officials should cascade relevant information to schools and the SMT should pass it to their subordinates. Externally, parents should be updated about their children's performance, through one-on-one meetings or parents' meetings and learners should be kept informed about matters that are affecting their learning. From the interview and relevant documents, knowledge on how participants cascade the information was gained and data related to the information principle were analysed.

2.3.2.6 Openness and transparency

Pietersen (2014) and Batho Pele Abridged Programme (2014) posit that the members of public should be aware about the management and operational costs of a public institution. Mahembe and Engelbrecht (2014) assert that servant leaders practice integrity in their daily activities. Frankness reduces doubts that the followers might have over a leader. Schools should call the staff meetings and inform the staff about the finances; parents and learners in school leadership (Representative council of Learners) should be provided by the financial statements in the parents' meeting. Furthermore, schools' sub-committees should be formed and known (ploughed in an accessible venue). The principle of openness and transparency was explored through semi-structured

interviews, minutes of budget and financial reporting meetings and the generated data were analysed accordingly.

2.3.2.7 Redress

Schools' documents should be revisited and turnaround strategies should be designed and implemented as corrective tools (Constable et al., 2007 and Mafunisa, Sebola & Tsheola, 2012). Batho Pele Abridged Programme (2014) suggests that each public sector can have a system in place that can be utilised by citizens if they were not satisfied with services rendered. Public schools should review their previous targeted pass percentage and if it was not met then the corrective measures should be brainstormed and implemented in the current term or year. Redress principle was explored through data that were used in 'awareness' domain (as discussed-above) and were coded and analysed.

2.3.2.8 Value for money

Ngidi and Dorasamy (2013) and Batho Pele Abridged Programme (2014) contend that financial value should be considered during service delivery so that it will motivate public servants to provide the best service to the public. Parents and learners should receive a descent service that they deserve. It is recommended that schools should give learners education which is equivalent to the investment made by parents (if the fee is paid) and government through taxation (if it is a non-fee school). In dealing with this principle, staff and SMTs' minute books, questionnaires and semi-structured interviews were used and the responses were analysed in detailed.

2.4 Chapter summary

The above literature review highlighted the conceptualisation of servant leadership and how it is interpreted by the scholars internationally, continentally as well as nationally. Furthermore, differences and links between servant leadership theory and other leadership theories are discussed. Additionally, this chapter presented the theoretical and conceptual frameworks which are deemed appropriate for the study. The next chapter focuses on the research design and methodology of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter focused on the literature review and the theoretical framework of the study. This chapter focuses on the research design and methodology of the study that explores servant leadership practices in two schools at Ekurhuleni South District. In pursuit of the above, the research paradigm and design used are identified, explained and their use are rationalised. I also discussed the research methodology, sampling method, data generation methods, data analysis, trustworthiness considerations, ethical issues and limitations of the study. A chapter summary concludes this chapter.

3.2 Research paradigm

Cohen, Manion and Morrison (2018) define research paradigm as an aspect of reality that describes the way in which the researcher views and understands the world and his or her social reality. Lesh and Baek (2014) have identified the following research paradigms which are generally used in research: positivism, interpretivism, critical theory and post modernism. In this study I have utilised interpretivism paradigm as my paradigmatic lens which posits that reality is socially constructed (Russell & Stone, 2002).

People from the society provide us with distinctive information. McMillan and Schumacher (2010) assert that interpretivist focus on values and contextual issues rather than numbers. The dialogue I had with the research participants helped me to gain knowledge about the social experience and enactment of servant leadership that assisted in establishing the findings for the study. Additionally, when the data generation was in process, the study participants acquired knowledge about the importance of implementing Batho Pele Policy. Furthermore, the established findings will impact to the body of knowledge. Creswell (2013) and Cohen et al. (2018) recommend that once the researched phenomenon is of epistemological character, the researcher should gain knowledge about that nature of reality and how it is communicated to other people by getting as close as possible to the research participants.

Scott and Morrison (2007) posit that the researcher can gain knowledge from the research participants by observing without displaying his or her understanding of the phenomenon. I

conducted semi-structured interviews in gaining knowledge about participants' nature of reality in relation to conceptualisation, experiences and enactment of servant leadership in their schools (Lesh & Baek, 2014). Interpretivism methodology is qualitative to scrutinise, dissect and give meaning to data generated from the field (Lesh & Baek, 2014). A Case study was used in this study.

3.3 Research design

De Vos, Strydom, Fouché and Delport (2011) define the research design as a procedure in which the researcher concentrates on research paradigm and methodology in order to make decisions about what strategy or strategies are best to be used to meet the research goal. Similarly, Scott and Morrison (2007) define a research design as the plan that represents a complete research study, this includes an overview of the planned research topic and it also separates research problem from the research questions that are obtained from the problem. This study was conducted by using a case study. McMillan and Schumacher (2010) define case study as a single entity that is deeply analysed. Furthermore, Scott and Morrison (2007) posit that case study is a research where one or few cases are studied and the focus is on collection of large amount of data and studying it in detail.

There are three types of case studies: "intrinsic case, instrumental case and collective case" (McMillan & Schumacher, 2010, p. 345). According to McMillan and Schumacher (2010), an intrinsic case is one case, instrumental case gives an in-depth understanding into a specific topic, and collective case consists of multiple case studies which are conducted in more than one site that help the researchers to study, compare and contrast the phenomenon. This study uses collective case study because it was conducted in two different schools, primary and secondary, the researcher was able to compare and contrast the application and understanding of the research participants on servant leadership.

Cohen et al. (2018) argue that a case study provides a unique example of real people in real situations and allows readers to understand ideas undoubtedly other than simply presenting them with complex theories or principles. A case study has as challenge of not uniformly used as it "overlaps with other terms like participant observation, ethnography, fieldwork and life history" (Scott & Morrison, 2007, p. 17). Since the case study focuses on people's context, it supports the perspective and aims of the interpretivist paradigm through exploring one case at a time, the researcher was able to gain an understanding of the research participants. This study used a case study as a research design that is appropriately designed to be used when conducting research that aims to explore and describe a particular case in detailed.

3.4 Research methodology

Christensen, Johnson and Turner (2011) define research methodology as an approach that is used to obtain reliable and valid data. Scott and Morrison (2007) posit that methodological attentiveness in the design, procedure and end-results of educational research should require readers to go beyond drawing conclusions from the supplied data of educational research as it is interpreted by the researcher in his or her discretion of what has to be known and how is it collected and interpreted. McMillan and Schumacher (2010), clarify that research approach is divided into three, which is qualitative, quantitative and mixed method. I used qualitative methodology because it focuses on discovering a rich description and understanding of a phenomenon from the subjective viewpoints of research participants in a particular, unique context (De Vos et al., 2011)

Qualitative methodology assisted me to understand the influence of servant leadership in two different schools within the same context (Silverman, 2013). Creswell (2012) states that a qualitative approach is more relevant to answer the research questions with variables that are unknown to the researcher because a researcher will be able to explore. However, Creswell (2012) argues that even though it is significant to review a literature to support your research problem but it does not assist in responding to the research questions in the initial stages of a qualitative research as it happens in a quantitative research. By using qualitative methodology, I gained knowledge of what are the research participants' interpretations and implementations of servant leadership, why the study participants encounter challenges in the implementation process and how they think servant leadership should be implemented the way they think it should be enacted. Silverman (2013) asserts that qualitative approach is more appropriate than positivist approach which disregards participants' interpretations.

Furthermore, McMillan and Schumacher (2010) posit that readers' understanding of the fact is expanded through the application of qualitative approach since it displays connection between events and meanings as they are recognised by participants. By applying this methodology, I was able to interlink social and educational phenomena instead of treating them as independent futures. Through qualitative methodology, I was able to be inventive, versatile and evaluative. The humanistic and interactive method was applied via semi-structured interviews, questionnaires and documents review. The research design used was the case study because it helped me to analyse how successful the servant leadership theory through Batho Pele principles is implemented.

3.5 Research population

De Vos et al. (2011) state that sampling means choosing some of the population to represent the population as a whole and that population is made up of individuals who hold specific traits or characteristics in which the researcher is interested in. Similarly, Creswell (2012) asserts that a qualitative approach aims to generate an in-depth exploration of a research area, therefore the researcher purposefully selected sites and individuals and these individuals were generalised into a research population. De Vos et al. (2011) recommend the engaging of a sample population because it is impossible to include every member of the researched site. Scott and Morrison (2007) posit that researchers use phrases like purposive, focused and judgement sampling to make theoretically informed decisions about whom or what to include in their sample. This study used purposive sampling by which the study participants were selected on the basis of their experiences and positions (Creswell, 2012).

One high school and one primary school situated in Ekurhuleni District in the township of Katlehong were selected. This study had eleven research participants: one principal and two HODs in each school, three post level-one teachers in primary school and two post level-one teachers in high school. The research participants were chosen according to their work experience and positions (McMillan & Schumacher, 2010). For HODs it was one experienced and one newly appointed in each school; for post level-one teachers, it was one expert, one efficient and one novice in primary school as well as one expert and one efficient in high school. Questionnaires with closed and open-ended questions were issued to two HODs in each school, three post level-one teachers in primary school and two post level-one teachers in high school. After the completion of questionnaires, a planned interview was conducted with each research participant.

Geographically, schools are situated in Katlehong Township which is dominated by lower income earners, most of the schools in this township are under quintile three (no fee schools). Both chosen schools are under quintile three; these schools attract teachers and learners from a variety of social and cultural backgrounds. The chosen primary school was one of the main feeders of the Jacaranda High School (pseudo name). Both of these schools display good leadership. The main reason for choosing these schools was convenience to the researcher as she works in the same township and also to find out if these schools are in line with Batho Pele policy.

3.5.1 Sampling instrumentation

McMillan and Schumacher (2010) posit that qualitative sampling focuses on generating extensive information about the case without speculating. Two schools were used to generate data and these were Jacaranda High School and Pine Primary School (pseudo names). Sampling by case through typical case was done whereby semi-structured interviews were conducted to two principals, four HODs and five post-level one teachers; nine questionnaires were issued to HODs and post level-one teachers (McMillan & Schumacher, 2010). For triangulation of data from the interviews, a semi-structured questionnaire and documents analysis comprised of Batho Pele Policy, information and communication technology (ICT) file for high school, code of conduct, staffs' log books, display charts, minute books for parents, SMT and staff meetings were analysed in this study.

School	Jacaranda High school	Pine Primary school	Total
Questionnaires	4	5	9
Interviews	5	6	11
Document analysis	8	7	15

3.6 Data generation methods

Cohen et al. (2018) define data generation methods as specific tools or instruments that were used to extract information (data) from the research participants. Creswell (2012) suggests the steps that need to be attended for data collection, recognition of research participants and research sites, receive permission of entering in the research venue and to talk to the individuals, make a decision on type of information to collect, protocol planning for data collection and recording, and careful managing of collected data for ethical issues. McMillan and Schumacher (2010) suggest that methods of data generation should be closely related to the research questions.

McMillan and Schumacher (2010) state that there are five data generation methods that are used in qualitative research and these are observations, interviews, questionnaires, documents review and the use of audio-visual materials. In line with the qualitative methodology, I used semi-structured questionnaires, one-on-one audio recorded semi-structured interviews and documents reviews as they were deemed relevant to generate data in this study.

3.6.1 Questionnaires

McMillan and Schumacher (2010) define questionnaire as a collection of questions which is written for a particular motive. Cohen et al. (2018) support semi-structured questionnaire (closed and open-ended questions) in a way that research participants get a chance to write what they want and be able to respond to closed questions simultaneously. Babbie (2015) posit that even though structured questionnaires are closely related to research through survey but they are broadly used in field studies and other relevant data generation projects. Five steps are recommended in designing questionnaires and interviews and these are: “justification, defining, objectives, writing questions, deciding general and item format, and pretesting” (McMillan & Schumacher, 2010, p. 205). This study consists of six participants from primary school and five from high school (as mentioned in research population above), five steps as guided in McMillan and Schumacher (2010) above were utilised in the formation of the semi-structured questionnaires which were issued to HODs and post level one teachers to check their understanding of a research phenomenon. Through questionnaires, participants were able to give a true reflection about the research phenomenon since they responded anonymously.

3.6.2 Interviews

Creswell (2012) explains that a qualitative interview happens when there are questions asked by the researcher on individuals or group participants which consist of open-ended questions and recording of answers. Four types of interviews are mentioned as “one-on-one, focus group, telephone and e-mail” (Creswell, 2012, p. 218). According to Cohen et al. (2018), interviews have an advantage of receiving responses to all questions asked unlike in the questionnaires and the questions asked in interviews can be simplified or rephrased if not understood by the research participants.

Five steps for interview planning, according to McMillan and Schumacher (2010) mentioned in the questionnaire above, were used as a guideline for designing an interview. The interviews were conducted on a one-on-one basis. Eleven research participants (as mentioned in data population above) were interviewed. The interviews were useful instruments whereby the participants expressed their understanding and point of views about the phenomenon.

3.6.3 Document analysis

This refers to the examination of a document, (Check & Schutt, 2012) posit that documents with valuable research site's information are being examined. Creswell (2012) argues that documents are useful in a qualitative research and there are already drawn up, therefore there is no need of transcribing them. I requested documents (as mentioned in sample instrumentation above) as an additional research instrument to interviews and questionnaires. These documents helped me in confirming what was said in terms of the implementation of Batho Pele principles by the research participants. The participants did not have prior information that their documents might be analysed at a later stage, therefore my study had no influence in the contents that were covered by the documents.

3.7 Data analysis

Cohen et al. (2018) recommend that data analysis gives meaning to participant's understanding of situations, taking notes of patterns, themes, categories and regularities. Creswell (2012) state that after data has been collected through voice recordings from interviews, researchers will have to transcribe it. Scott and Morrison (2007) state that the content analysis determines a concept that is repeatedly appearing from availability of a common concept the number of times that information appears in the text. Cohen et al. (2011) and Creswell (2012) further state that content analysis is done through coding the data into different categories or themes, mathematically analysing these codes, groups and themes, determine relationships between categories and themes in order to build a hierarchy of these constructs and then drawing conclusions by comparing the emergent findings to the theory and literature reviewed in the study. I used content analysis approach in the study as it was able to analyse all the data that were collected through interviews and questionnaires through themes and codes that were allocated to it and voice recordings were transcribed to English language because the study was written in English language.

3.8 Issues of trustworthiness

Trustworthy is closely related to honesty, principles and impartiality of the study (Creswell, 2009). This is a qualitative study, a careful consideration was made to ensure its trustworthiness by focusing on credibility, transferability, dependability and confirmability of the study (Nieuwenhuis, 2007 and Creswell, 2009).

3.8.1 Credibility

Baumgarten (2012) posits that credibility plays a significant role to the consequences of qualitative research and assist to conclude how credible or acceptable the results are. Through a prolonged engagement, I gained acceptance by the research participants and their behaviour was well observed (Schurink, Fouché & De Vos, 2011). Prior to my research, the research participants were told about the procedure of the research. After the transcription of voice recordings, study participants were given copies of their interviews' transcriptions and after data analysis, I explained to the participants the decisions that have been taken and elaborated on the ways interpretations and conclusions have been reached. I gave understandable and complete clarification of the research process to the study participants.

3.8.2 Transferability

Schurink et al. (2011) assert that transferability approach permit the application of strategies whereby data generated is marked, classified and titled into themes. Cohen et al. (2018) posit that triangulation of data is a way of instilling soundness of the research. At the data analysis phase, transcripts were compared to find similarities from the participants' responses and findings that were reached were backed-up by rich, detailed evidence from the generated data.

The data analysis was presented in a way that if they are interpreted by the other reader, the findings would be almost the same. I have applied three different methods of data generation instruments (as mentioned in the above data generation methods) to improve the affluence of data generated and assisted me in gaining thorough understanding of the cases that I was studying. In my study questionnaires helped to inform the questions or areas that needed further explanation or exploration in the interviews, documents analysis also assisted in confirming participants' responses from semi-structured interviews. Both questionnaires and document analysis were used to triangulate the data that were obtained through interviews.

3.8.3 Dependability

Creswell (2009) posits that dependability refers to the firmness of the research findings and transferability to the connectivity of the research findings. McMillan and Schumacher (2010) recommend among others, member checking and mechanically recorded data as the other method of effectiveness of the research. Trustworthiness and dependability form the basic standards of any

qualitative research. The interviews were recorded electronically in the word-processing document to ensure the accuracy of the transcripts and the credibility of the data collected. After the completion of transcripts, I went to the research sites and asked the participants to concur with what was transcribed by giving them copies of the transcriptions. For the fulfilment of the study participants, the purpose for the study and the role I was playing was described and trustworthiness was established.

3.8.4 Confirmability

Schurink et al. (2011) posit that when the findings are presented, their authenticity is not guaranteed which raises a concern if proper audit was properly conducted. I have utilised Lincoln and Guba's (1985) model of trustworthiness in the study to make certain that the research findings are true and closely related to the participants and schools' contexts where the research sites are situated (Schurink, et al., 2011). Reflexivity helped me to reach to the findings that can be presented by the other researcher if the same study can be conducted in the research sites (McMillan and Schumacher, 2010).

3.9 Ethical issues

Ethical issues refer to behaviour where a researcher takes into account the effects of the research on the participants and act in such a way as to preserve their dignity as human beings (Cohen, et al., 2018). Ethics are necessary so that participants will feel respected, appreciated and recognised as respectable human beings. In the same vein, De Vos et al. (2012) posit that researchers are liable to be ethical responsible to the discipline of scientific research and to the research participants by being transparent and accurate in reporting the research processes and findings. McMillan and Schumacher (2010) advise the researcher to meet the required ethical principles when educational research is being conducted to avoid ethical dilemmas. A careful consideration should be made to ensure that ethical principles like, voluntary participation, informed consent, privacy and confidentiality of participants, issues of anonymity, avoiding deception, data storage, analysing and reporting in publications (honesty), beneficence, respect for persons, justice and other gate keepers are always prioritised during the study (Scott & Morrison, 2007; Babbie & Mouton, 2011; De Vos et al., 2011; Creswell, 2012; Neuman, 2014; Gray, 2014).

3.9.1 Voluntary participation

Neuman (2014) asserts that study participants should participate voluntarily in the study and they may withdraw whenever they do not feel comfortable to participate. Before and after, the participants signed the informed consent, I explained to them that participation is voluntary and if they feel overwhelmed by the study, they are free to withdraw. One of the study participants from high school withdrew from participating. Other participants postponed appointments due to personal reasons and they were able to decide other suitable days for the interviews.

3.9.2 Informed consent

Gray (2014) posits that the informed consent should disclose aims of the study, approximate time needed per participant as well as the potential study participants. I requested permission from the school principals and chairpersons of School Governing Bodies (SGBs) to conduct the study in their schools. I also appealed for permission from principals, HODs and the teachers who were to be the participants in the study. After I have received acceptance to conduct the study, informed consents detailing information about the purpose and goals of the study and what was expected of them were issued (Neuman, 2014). Participants were assured of confidentiality of their responses

3.9.3 Issues of privacy anonymity and confidentiality

Scott and Morrison (2007) argue that precautionary measures should be provided to the privacy of participants, disclosing the participants' personal information should be avoided and information received must be treated confidentially. The interviews were conducted in a private space where the participants were free to talk while being voice recorded as they were informed prior to the interview date. The concept of anonymity and confidentiality through the use of pseudonyms was assured to the participants. Names of trees were used for schools, fruits for principals, vegetables for HODs and roads for post-level one teachers, voice recordings and transcripts are coded with pseudonyms. Information that gathered from different participants was not shared amongst the participants and the participants will not be traceable from the study.

3.9.4 Avoiding deception

Gray (2014) suggests that deception can be avoided by being open to the participants about the study objectives, procedure and its purpose. Additionally, Neuman (2014) argues that deception is

unnecessary if the same results can be reached without doing it. I disclosed the purpose of the study and the processes were thoroughly elaborated. The interview transcriptions were handed over to the participants to confirm their responses and they were informed about the study findings.

3.9.5 Data storage

De Vos et al. (2011) posit that participants should be informed about the storage of data during and after the study and the disclosure should be made on who will be authorised to that data. A hardcopy data will be kept in a lockable cabinet and the electronic data is kept in my laptop which has a password, after the completion of research, data will be stored at Wits School of Education and it will be destroyed after five years if possible.

3.9.6 Analysing and reporting in publications (honestly)

Scott and Morrison (2007); Creswell (2012) and De Vos et al. (2011) recommend that the researcher should apply integrity when writing the study, in-text referencing should be done to acknowledge the work for other authors and the same authors must be included in the reference list. Additionally, Creswell (2012) posits that data analysis should have originality. This study recognises the work that is acquired from other sources to back-up my arguments and each author acknowledged is written in the reference list. Furthermore, the analysis is a full reflection of generated data from the participants without any alterations.

3.9.7 Beneficence of treatment of participants

De Vos et al. (2011) argue that a researcher has a responsibility to avoid any harmful activity towards the participants during the course of the study and that the study should bring a maximum gain to the participants and other relevant stakeholders. Interviews were conducted in safe places; no participant was exposed in danger and the questions asked did not challenge the emotions of the participants. Neuman (2014) further states that the study should be beneficial to the participants and the phenomenon being studied should result positively to the participants and others in the same context. This study will contribute to national and international leadership discourses and it will add to the existing knowledge on the phenomenon and how it is practiced in South African school contexts. I hope that through the experiences of the study participants about servant leadership and the recommendations that were made in this study will add value to school leadership, policy-makers and to all the relevant stakeholders.

3.9.8 Respect for participants

Creswell (2012) assert that the principle of respect is highly recommended in social research. Study participants have a right to know the purpose and aims of the study, how they will benefit from the study and the consequences of the research findings towards their work and private lives (Neuman, 2014). After I have received permission from the research sites to conduct the study, I made appointments to meet the participants on a day that was convenient for them whereby I explained the study aims, their protection from harm, issues of anonymity, privacy and confidentiality (as mentioned-above), and all ethical principles which were deemed to be discussed before the study began (Gray, 2014). During data generation process, I only entered into the sites during the days that we agreed upon, arranged venues were convenient for privacy and safety of the participants, the questions asked in the interview were not emotionally challenging and the study was conducted after working hours (Creswell, 2012). I respected the participants' space, one participant withdrew from the study after the consent was signed, I accepted withdrawal with respect.

3.9.9 Justice

Babbie and Mouton (2011) suggest that participants should be evenly without exposing anyone in risky situations and that data analysis should not focus on certain individuals and ignore other participants' responses. During my data generation stages, the participants were equally treated with respect and the themes that were generated in data analysis were identified from the transcripts of all participants which assisted me to reach the findings of the study.

3.9.10 Other gate-keepers

McMillan and Schumacher (2010) define gate-keepers as the officials who authorises the conduct of a research including the research sites and other authorities. In order to preserve integrity of my study, I have observed all ethical protocols. The principals and chairpersons of the SGBs gave me a permission to conduct the study in their schools. I applied for and obtained an ethical clearance from the University of Witwatersrand. I also received a permission to conduct the study from Gauteng Department Education.

3.10 Limitations of the study

Simon (2011) defines limitations as possible weaknesses in the study that are beyond researcher's control when conducting a study, such as time and sample convenience. My study was affected by various factors which limited the quality of data generation and research findings. I received ethical clearance from the university in July while Jacaranda High School was preparing for Preliminary Examinations for Grade twelve and I was only given time while these exams were in process which resulted to postponement of interviews by the research participants. One post-level one teacher from Jacaranda High School withdrew from the research after a consent form was signed because she felt overwhelmed when I ask for her time.

The study was also conducted when Katlehong Township was severely affected by xenophobic attacks, it was a challenge to drive around the township and research participants from both schools were not comfortable to remain after school hours. Having a one-on-one interview with school principals was a challenge because of tight schedules, I could receive a call to postpone an appointment when I was on my way to the research site, sometimes I could reach to the site for several times and not find them and that hindered data generation from the senior management. Due to the conceptual framework that was used in the study which was Batho Pele policy, participants were sometimes not comfortable to respond to questions because they felt judged if some of the contents were not properly adhered to by their school. I was inexperienced in data generation and analysis, which delayed the process. The research was to be completed in less than two years and that resulted in my inability to make a detailed research design.

By assuring teachers of their anonymity within the research process and asking the support of the school principal, all the participants gave me a permission to record their voices as recommended by McMillan and Schumacher (2010). In order to attend to unavailability of research participants after school hours during xenophobic attacks, Pine Primary School principal arranged with the participants to schedule interviews an hour before the planned time because primary school learners were absent from school. In Jacaranda High school the principal arranged the study to take place after the mark schedules for the third term were submitted to the district. The utilisation of three researched instruments helped me to generate valid and detailed data.

3.11 Chapter summary

This chapter identified, explained and justified research design and methodology that was used in the study. Research paradigm was identified and its relevance to the study was explained. Sampling methods were explained and justified. Data generation methods and analysis were also explained. The trustworthiness considerations, the importance of ethical issues and limitations of the study were explained. The next chapter presents and discusses the findings of the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter presented the research design and methodology that was used in this study. This chapter aims to present the analysis and interpretation of the data and provide a discussion through the formation of themes and sub-themes that were generated from the data obtained from one-on-one semi-structured interviews with the research participants, questionnaires and documents that were reviewed. Verbatim quotations from the research participants are used to enhance my claims regarding my findings. The literature review and conceptual framework presented in Chapter Two is used as an analytical lens to interrogate the data and inform the findings. The findings from the documents analysis is also infused into the discussion. To remind the reader, my three critical research questions were as follow:

- What are principals, heads of departments and teachers' conceptualisations, experiences and enactment of servant leadership in researched schools?
- What are the obstacles (if any) do the research participants experience as they implement the Batho Pele policy in their schools?
- How do the research participants enhance the implementation of servant leadership in their schools?

The findings were then analysed through investigating the research questions, literature reviewed, the theoretical framework and Batho Pele policy.

4.2 Biographical findings

In line with the ethical issues outlined in the previous chapter, pseudonyms are used to describe the research participants below:

School names	Pine Primary School	Jacaranda High School
Principals (fruits):	Mrs Strawberry	Mr Apple
Gender	Female	Male
Age	50+	45+
Experience in a position	16 years	1year, 4 months
Number of subordinates	31	56
HODs (Vegetables)	Mr Lettuce	Mr Potato
Gender	Male	Male

Age	35+	35+
Work experience	13 years	11 years
Experience in a position	2 years	2 months
Number of subordinates	13	5
HODs	Ms Lettuce	Ms Potato
Gender	Female	Female
Age	40+	45+
Work experience	16 years	21 years
Experience in a position	3 years	7 years
Number of subordinates	15	4
Post-level one teachers (Roads)	Ms Heidelberg 1	Mr Grey Avenue 1
Gender	Female	Male
Age	20+	30+
Work experience	1 year	11 years
Number of years in the current school	1 year	11 years
Post-level one teachers (Roads)	Ms Heidelberg 2	Ms Grey Avenue 2
Gender	Female	Female
Age	55+	30+
Work experience	30 years	+/- 10 years
Number of years in the current school	7 years	6 years
Post-level one teachers (Roads)	Ms Heidelberg 3	
Gender	Female	
Age	55+	
Work experience	37 years	
Number of years in the current school	2 years	

From the above table, it can be seen that school principal of Pine Primary School was more experienced than the principal of Jacaranda High School as this will be shown from the responses below. Furthermore, the HODs from the primary school even though they also have a short-term experience but they are leading a large number of subordinates which enlarges their explorations as compared to others. Both HODs from the research sites have been working for more than 10 years. Two of the post level one teachers from the primary school have been teaching for more than 30 years but the responses from other young educators were useful in this study.

4.3 Data presentation and discussion

4.3.1 Conceptualisation of servant leadership and Batho Pele principles

Most participants had almost the same conceptualisation of servant leadership, but differed in their wording. There was a common understanding of Batho Pele principles even though when the study

went further it was clear that the majority of them only understood the broad concept but not its principles. However, they applied some of them unaware that they were the requirements of Batho Pele policy.

4.3.1.1 Serving rather than leading

The school principals, HODs and teachers showed an understanding of the servant leadership. They elaborated that when you are a servant leader you prioritise on serving your subordinates instead of leading them. They believed, in return, good results would be produced by the school.

Mrs Strawberry, principal of Pine Primary School said:

You are leading through servanthood...you are not just a leader that dictates but you are acting it out, you are actually washing the feet of everybody that you are leading.

(Mrs Strawberry, principal at Pine Primary School)

This was further explained by Ms Potato, an HOD from Jacaranda High School, giving her understanding of *Servant leadership* when she said:

If you are in this servant theory you are the one that serves more than leading whatever that you are going to do, you are going to lead by example. It means you are at the bottom and they are on top, you always guide by doing.

(Ms Potato, HOD at Jacaranda High School)

Similarly, Ms Heidelberg¹, a teacher from Pine Primary school stated that:

The servant leadership theory is someone that put other people first, it's someone who believes in serving rather than just delivering knowledge.

(Ms Heidelberg¹, teacher at Pine Primary School)

In order to triangulate data from the interviews, a semi-structured questionnaire and documents analysis comprising minutes of the meetings, results analysis, displayed charts and policy documents was utilised. From the questionnaires that were issued to HODs and teachers of Pine Primary School both agreed that their principal (Mrs Strawberry) displayed an understanding of servant leadership. However, the research participants of Jacaranda High School did not have common responses in connection with Mr Apple's (principal of Jacaranda High School) understanding of servant leadership. This is supported by Mr Apple's responses when he said he did not have an understanding of servant leadership in his interview.

In literature, Northouse (2016) defines servant leadership as the leadership theory in which leaders value the interest and growth of the followers than focusing on their own interest. Therefore,

principals, HODs and teachers from the research sites put their clients first in order to practice servant leadership effectively. Mrs Strawberry, the principal of Pine Primary School elaborated that, servant hood happens when you wash the feet for everyone which is a symbol of being selfless and make someone feel important. Being a servant leader comes from within as it was observed by Greenleaf. In Africa, Brubaker (2013) perceives servant leadership as a leadership theory that responds to leadership problems that are experienced in workplaces. The responsibility of the role players in schools is to make it their priority to provide the best service to the clients of the school. Spears (2005) suggests that servant leaders should think conceptually while keeping track of short-term activities of an organisation and this threatens ordinary leaders. The participants' responses on the understanding of servant leadership were in line with Spears (2005) who posits that a servant leader focuses on the needs of a group and make them his/her priority. Everybody has a role to serve rather than controlling in any level of work that they are doing at school.

The findings suggest that Batho Pele framework needs to be related to servant leadership at all times. Participants displayed understanding of servant leadership theory. The study participants define servant leadership theory as a theory whereby the leader becomes the servant to his or her subordinates. Furthermore, they explained that you lead through servant hood by being on the feet of the people that are being led.

4.3.1.2 Putting people first

The participants had a similar conceptualisation of Batho Pele principles and most of them only started to understand and implement Batho Pele principles after taking part on the research on servant leadership.

Mr Apple, the principal of Jacaranda High School said:

Batho Pele principles mean that we are putting people first. If ever there are people that are attending, like here when there are parents I have to stop everything attend to them first and then with my own things thereafter.

(Mr Apple, principal at Jacaranda High School)

Similarly, Ms Lettuce, HOD of Pine Primary School, when she was asked about her understanding of servant leadership and Batho Pele principles, she said:

Batho Pele is when you become the second or the third but everybody comes first. In my environment a child is the first one, my community is the first one and then I follow.

(Ms Lettuce, HOD of Pine Primary School)

This was further explained by Mr Grey Avenue, a teacher at Jacaranda High School, when he said:

It is all about the theory where people are being taken first in whatever action that needs to be done, people should be taken first.

(Mr Grey Avenue, teacher from Jacaranda High School)

From the questionnaires of Jacaranda High School, participants' responses on questions about their principal and 'putting people first', the questionnaire was designed to tick from the scale of 'strongly agree' which was rated at five (5) to 'disagree' which was rated at one (1), most of their responses were at neutral which was three (3). However, Pine Primary School's participants showed satisfaction as far as their principal's treatment towards the stakeholders was concerned, the majority rated her at five (5). This confirms that the school principals value their stakeholders without recognising that the subordinates are observing how they are being treated.

Constable et al. (2007) state that Batho Pele ("People First") is observed as an initiative that promotes outstanding service delivery in the public sectors. The participants displayed an understanding of the concept of Batho Pele that was compatible with literature. The Principal of Jacaranda High school related 'putting people first' as a way of attending to visitors without considering the fact that the context of Batho Pele focuses on service delivery. According to Pietersen (2014), Batho Pele policy states that the priority should be to offer the best service to the people. The broad objective of the Batho Pele Policy was to help improve public service delivery by supporting the transformation of the public service into citizen-orientated departments (Republic of South Africa, 1997b). Batho Pele Abridged Programme (2014) elaborates that the introduction of the concept of Batho Pele 'people first' in 1997, had a sole goal of providing a framework that will improve service delivery to the public. Spears (2005) further states that listening assists a servant leader to apply intuitions when communicating with his/her followers which assist in understanding them mentally, physically and emotionally. Furthermore, when the consumers of government services start showing interest to public entities, the transformation process would on its way to being well entrenched (Batho Pele Abridged Programme, 2014).

This theme gives evidence that all participants have an understanding of the concept 'Batho Pele' and they know that they are expected to put people first whenever they are planning activities that will involve learners and the external stakeholders of the school. They also displayed an understanding that learners are part of the people who should be prioritised.

4.3.2 Making the staff aware of Batho Pele principles

When the principals were asked if they make their subordinates aware of the Batho Pele principles, Mrs Strawberry said:

We have them pasted at the front of the office on a big frame where they are simplified for everybody to understand what each principle refers to.

(Mrs Strawberry, Pine Primary School)

Mr Apple also confirmed that he makes his staff aware of Batho Pele policy by saying:

Normally in the mornings, on a daily basis in a briefing but on Mondays and Wednesdays it is short because we have to go to the assembly but on a daily basis.

(Mr Apple, the principal of Jacaranda High School)

The newly appointed principal of Jacaranda High School, even though he understood the Batho Pele principles but he was only familiar with concept not the principles. At the end of a semi-structured interview, the principal of Jacaranda High School asked for a piece of paper with the principles with an intention making posters that will be placed in the staffroom as well as in his office. This implies that the principal was never equipped about Batho Pele policy in his entire teaching experience. When reviewing the documents, Pine Primary School provided Batho Pele policy file which consists of the booklets and the eight principles however, Jacaranda High School did not give me any file for Batho Pele policy. Even though observation was not part of the research instruments that were used in the study. From my observation, the staff of Pine Primary School (including non-participants) were very welcoming (none of the staff members knew me), the way the school is taken care of as well as how the principal was so close to her learners and subordinates displayed whole staff's understanding of valuing others and treating their stakeholders as customers even though they do not know them.

Wong and Davey (2007) characterise servant leadership as an act whereby a leader treats everyone with respect and always having the followers in mind with an aim of improving their lives in total. Both principals responded positively in ensuring that the staff members are aware of Batho Pele principles, however, the principal of Jacaranda High School asked for my notes where I have written Batho Pele principles and said he wants to paste the principles on the wall. Constable et al. (2007) recommend a common application of ensuring that Batho Pele principles are consciously used to improve service rendered to the citizens. Dorasamy (2010) posits that the public service organisations should be led by leaders who will be active in ensuring that there is quality service delivery. In essence, the school principals should ensure that they give the light to their subordinates

of what should be done in providing the best service to their school as an organisation. The servant leadership model of Spears (2005) states that ‘foresight’ needs the use of past lessons to inform current activities and predict required future. It is recommended that principals should guide their subordinates in delivering the best service to the recipients through the experience that they have acquired previously which has shaped them in foreseeing the future of the school. Furthermore, Spears (2005) in the domain ‘commitment to the growth of people’ argues that servant leaders do anything in their power to foster employees with spiritual, professional and personal growth. The school principals of Pine Primary School and Jacaranda High School put so much effort in helping their subordinates to grow professionally.

The above theme indicates an imbalance in ensuring that Batho Pele principles are well instilled to the subordinates. Mrs Strawberry from Pine Primary School ensures that her staff is aware of Batho Pele hence she stated that the principles are even pasted in the staffroom whereas a newly appointed principal of Jacaranda High School does not have a full understanding of the eight principles in detail.

4.3.3 Implementation of Batho Pele principles

All participants were asked how they practice Batho Pele principles in their schools according to their positions. It was interesting to note the five sub-themes that emerged from the participants’ responses with regards to their implementation of Batho Pele principles. They all demonstrated similarities of themes (involvement of stakeholders in making decisions, setting targets, treating everyone well including taking care of the school’s property, approachable and cautiousness of information and intervention strategies to address unachieved targets). These are discussed below:

4.3.3.1 Involvement of the stakeholders in making decisions

All the principals, HODs and teachers that were interviewed confirmed their involvement of the subordinates when decisions are made, others agreed that they even liaise with their peers within the school as well as external peers if needed

Mrs Strawberry said:

Before decisions can be taken, I have the SGB that I talk with, I have the management, the SMT that I talk with, for maybe decisions that have to do with the PS staff I have people that are relevant for committees you consult they do not just see things happening in the yard without consultation it protects me as well as a leader.

(Mrs Strawberry, principal of Pine Primary School)

According to Ms Potato from Jacaranda High School, she explained:

We usually have departmental meetings that is in the form of consultation where you come up with ideas as a department as to how are we going to do things and also from the information that I've got as an SMT that's where it starts.

(Ms Potato, HOD from Jacaranda High School)

She extended her response towards the external stakeholders as to how they involved them by saying:

We usually have parents' meetings, where we address issues of assessment, issues on different disciplines also on the curriculum planning to inform them what is it that take place in the school.

(Ms Potato, HOD from Jacaranda High School)

Ms Heidelberg1, likewise, justified the importance of involving parents in their children's education when honestly said:

Right now we're supposed to have an event called entrepreneurial day, so I will require obviously the input of the parents to assist learners in preparing for that day, so it is very crucial for one to consult.

(Ms Heidelberg1, teacher from Pine Primary School)

Additionally, she explained the importance of liaising with her colleagues and how she benefits from it when she said:

For someone like me who is new in the field. I definitely need assistance for example there is a teacher who was teaching the subject that I'm currently teaching, time and I gain I go to her asking for assistance about the things that I have to do.

(Ms Heidelberg1, teacher from Pine Primary School)

An HOD of Jacaranda High School stated in a questionnaire that:

I always emphasise teamwork for example, teachers teaching the same grade should do the same activities in their classes.

(Mr Potato, from Jacaranda High School)

Similarly, with one of the teachers from Pine Primary School wrote: *By landing a helping hand to my fellow colleagues when needed and listen to their point of view.* The review of the minute books for the SMT, staff and parents' confirmed the involvement of the stakeholders in decision making. Like Mrs Strawberry, a principal of Pine Primary School elaborated in her responses above on how she ensures that everybody feels the ownership of the idea. It is suggested that both HODs and

teachers should play a role in involving the stakeholders when decisions are taken. It must not be left in the hands of the principals to instil group togetherness as well as trust and respect.

Kim et al. (2014) posit that servant leaders' role is to influence organisational members to grow and being creative. Constable et al. (2007) agree that consultation minimises service recipients' complaints and improves service delivery. The principal of Pine Primary School, Mrs Strawberry minimises complaints from her subordinates when she says *decisions are our decisions and people buy in if you consult with them from time to time they buy-in for every decision that is taken, they become our decisions but not one person's decision* this that the study participants value the input of their stakeholder. Additionally, Ngidi and Dorasamy (2013) advised the public servants to consider their customers' suggestions about the service delivery for proper achievement of the Batho Pele purpose. Therefore, the principals, HODs and teachers of the research sites are correct when they are engaging their subordinates and peers when the work is done and also when decisions are taken. In the Spears (2005) servant leadership model under the domain of 'listening', is helps leaders to identify customers' needs and be able to work on them. From the responses above, it is evident that the participants from the research sites priorities the needs of the stakeholders. Furthermore, Spears (2005) speaks about building community and argues that if the community is constantly engaged in activities that help them to grow, good interrelations skills will be achieved by the community members. According to the Batho Pele Policy in the Batho Pele Abridged Programme (2014) suggests that the clients should be informed about the activities that are taking place and the length of originality of the service to be provided. The responses of the HODs and teachers for Pine Primary from Section A of the questionnaires agree that the principal consults them, values teamwork and also respects the contribution of all stakeholders in the school which is in line with the 'consultation' principle.

The above theme elaborates how the participants consult their peers and the stakeholders of the schools when decisions are taken and how do they consult on a day to day running of the school in order to ensure that everyone is satisfied. They perform this principle through parents, staff and departmental meetings; additionally, they consult peers whenever they want to improve the subject matter.

4.3.3.2 Setting targets

All the participants elaborated on how they set targets for their work. Mr Apple said that:

We set targets for the service, for instance the department gives us 90% as a target and also as a school we say that we want 97% so that when we have a shortfall we manage to reach the target set by the department.

(Mr Apple, the principal of Jacaranda High School)

Similarly, Ms Lettuce, put it as follows:

I have to set a certain standard and always want to reach and the standard must be high let's say the district says we must reach 50% my standard must be 80% or 70% and I must work towards that standard of the service that I am giving and I work an extra mile whenever I'm supposed to.

(Ms Lettuce, the HOD of Pine Primary School)

Whilst some of the research participants linked the setting of targets with a pass percentage, others linked it to personal work target that has to be achieved by an individual. The following was mentioned by Ms Heidelberg2:

I make a timetable for myself and say for this work I want to take like 3 days I must finish this work for this week maybe or for 3 to 4 days so that I can plan for another one.

(Ms Heidelberg2, teacher of Pine Primary School)

In ensuring that standards set are achieved, the study participants elaborated the measures they take as a guidance of giving the stakeholders what they deserve. Different wording was used hence they each discussed on their levels and duty loads. During the interviews, the school principals spoke about physically monitoring teachers' as well as learners' work as one of the tool of ensuring value for money. Mrs Strawberry said:

We check how much work has been done, we do not rely on their word of mouth and what they write but we literally check, we do book control we literally check the learners' work.

(Mrs Strawberry, principal of Pine Primary School)

Additionally, HODs as SMT spoke about the form that is produced by the district which is completed by teachers that disclose the syllabus coverage; it is accompanied by learners' books as evidence of what is written to that form. Mr Potato elaborated:

As and HOD what you do, you check the books, there is a form called CMM it is very, very important because it guides you to see now the teacher is here if the teacher is likely behind, you call the teacher and make sure that the catch is done on the topics that is not taught.

(Mr Potato, HOD of Jacaranda High School)

However, Ms Grey Avenue spoke about ensuring that all learners in her class have proper resources that will assist them in receiving the best outcome. She said:

I make sure that each and every learner has got a textbook there is no learner who is just sitting without a textbook.

(Ms Grey Avenue, teacher at Jacaranda High School)

When the documents reviewed, it appeared that from the minutes of the meetings conducted by the SMT, staff and the departments, an overall targeted percentage from the district was discussed at the beginning of the year and they continuously discuss it in the beginning of each term while comparing with the actual percentage achieved. The departmental minute books also include the targets set by each department and the actual percentage per term. Furthermore, the minute books for the SMT and departments include the agenda of textbook requisitions and curriculum management model (CMM) submissions.

The findings of this study seem to be in alignment with the authors' views of service standards and value for money. Constable et al. (2007) posit that anticipated service standards should be set by the public sectors and the clients for that particular sector should be informed on how and when they will be provided with that particular service. In addition, Mafunisa et al. (2012) argue that well performing public service possesses best policies in dealing with corruption. Venter (2018) recommends that standards should be used as a tool to measure the performance regarding service delivery and identify if the standards were met. Furthermore, Constable et al. (2007) posit that value for money focuses on the value of set standards and timeframes and ensuring that the cost is reasonable to the recipients. In the research sites, it is evident that the study participants put much effort in ensuring that learners receive what is equivalent to the money that is put in by the state hence they are no-fee schools. Spears theory under the domain 'persuasion' states that servant leaders convince their followers to do tasks than forcing them on the grounds of authority vested in them. Furthermore, Batho Pele policy in Batho Pele Abridged Programme (2014) stresses the importance of financial considerations during service delivery as this helps the public servants to render services which is equivalent to the money that is put in by the clients. The best service delivery by the schools should not be met if there are no targets set by the HODs and also by the individuals themselves.

The above theme presented a finding from the question which deals with the implementation of Batho Pele principle-service delivery. The participants stated that the department of education at a district level set a target percentage that needs to be achieved by the school according to its potential and the schools themselves set the targets above what is expected so as to ensure that the department's target is met. Each school department set its target which will assist in achieving an

overall school's percentage. Furthermore, the participants stated that in order to achieve an overall target for their departments or schools they also set their personal target that will guide them to what should be done, when and how. Additionally, the SMT conduct a class visit and review learners' books in ensuring that learners are not deprived their right to learn and the Department of Education and schools ensure that there is proper LTSM in achieving the principle of value for money.

4.3.3.3 Treating everyone well including taking care of the school's property

From the interviews that were conducted, the participants explained on how they value all the stakeholders of the school, both internal and external. Additionally, they have elaborated on how they take care of the school property. As Mrs Strawberry explained:

We are trying very, very hard to treat even other fellow human beings because there are people that are coming to the yard that come to the school maybe they need information we try to treat them with courtesy and staff members you treat them with courtesy they return that.

(Mrs Strawberry, the principal of Pine Primary School)

Mr Apple emphasised the importance of helping the subordinates with personal problems on how to handle fragile learners, he said:

We are in a very stressful world now, people come with their baggage to school so we have to accommodate them some of them they can't even handle how to deal with learners, how to approach learners that come with their own baggage at school so now some of the things you have to take them down and conduct one person to person interview and make it a point that the better person must be in the same level with these learners so that you can be courteous to these learners.

(Mr Apple, the principal of Jacaranda High School)

Mr Lettuce further stated:

So treat your colleagues the way as you want them to treat you. Make sure that what you pass to others it does not harm their emotions and make sure that what you give to them is relevant.

(Mr Lettuce, HOD of Pine Primary School)

Ms Heidelberg¹, a teacher from the same school elaborated on how she makes her learners and colleagues feel valuable by saying:

I believe in being a friend to my learners than being that teacher that is feared so it is easier for them to communicate with me should they have, whether it is school related

problem or personal problem they are able to come to me and say ma'am I need assistance here and there.

(Ms Heidelberg1, teacher from Pine Primary School)

About her colleagues she said:

And also with my colleagues, I'm one person who has an open door policy, whereby I assist where I can, I find myself assisting people who have been here for may be 30 years. I know that we all have different skills sets and we can all play a role in one's life in different ways.

(Ms Heidelberg1, teacher from Pine Primary School)

When they were explaining on how they ensure that the schools' property is well taken care of. Mr Apple:

Some of the classes are perfect and some of the classes are not perfect, but in as far as setting the rules you can see through those people that are working in the gardens when it comes to class situation different educators behave different ways.

(Mr Apple, principal at Jacaranda High School)

Other teachers, even HODs ensure that their classes are clean by physically cleaning them if learners are not at school. An interview was conducted during national tragedy of xenophobic attacks; therefore, township schools were severely affected including the research sites, learners were absent from school. Ms Lettuce testified:

I will tell you something as in now as an HOD but I was cleaning my class because of the problem that we had yesterday, I have cleaned my own class.

(Ms Lettuce, HOD from Pine Primary School)

All public high schools in Gauteng Province have smartboards; currently they are installed in grade ten to twelve. Ms Grey Avenue explained how she takes care of her class when she said:

I am trying, especially as we are rotating, so it's not that easy for us to take care of the property in the class but I'm trying. Whenever I've got a free period I go to the class to check whether the chairs are still in order, the tables, the smartboards and the whiteboards and cleaning of the class.

(Ms Grey Avenue, from Pine Primary School)

During documents analysis, it was found that a high school has a policy for information and communication technology (ICT) and there is a committee that is responsible for the running of smartboards and that confirms what was mentioned by some participants from Jacaranda High School. In the questionnaire an HOD from Jacaranda High School wrote: *I believe that as a leader, you are privileged and lucky, therefore you must be polite to people and that is what I do.* The

documents and questionnaires that were read interlink with what was said by the participants during their semi-structured interviews.

Northouse (2016) states that servant leaders have to focus to the concerns of their juniors, sympathise with them and assist in their growth. Similarly, Blanchard (2010) argues that the servant leaders have the love at heart and make it a mandate to apply it and at the end it produces high performers, excellent service and outstanding products. Constable et al. (2007), Steyn (2012) and Mafunisa et al. (2012) argue that workers from the public sector are expected to handle their clients as employers, this means that the clients should be well taken care of and they should feel welcomed at all times when they enter in the public sectors. Theoretically, Spears (2005) in servant leadership domain of 'empathy' he assumes that becoming a compassionate listener produces a servant leader. Additionally, 'stewardship' domain involves responsibility and accountability. The responsibility of public sectors is to take care of resources the clients and resources that are assigned to them. Greenleaf (1977) argues that leadership should lead the organisation with trust for the benefit of society. Furthermore, the Batho Pele policy in the Batho Pele Abridged Programme (2014) recommends careful treatment of clients and relevant usage of the resources. Therefore, from the researched sites, it is evident that they take it as their responsibility to ensure courtesy by making sure that the schools buildings and premises are in welcoming order and treat all visitors well in an equal manner.

The above theme looked at the role played by the participants in ensuring courtesy towards the customers and schools' resources. Findings from the data generated show that participants ensure that they value everyone including the schools' properties. All the participants stated that they are always trying to treat everyone equally whether they are internal or external stakeholders. Additionally, they explained that they even go an extra-mile in making sure that, classrooms and other resources are well taken care of by physically engaging themselves in cleaning them.

4.3.3.4 Approachable and cautiousness of information

The participants explained how approachable they were towards internal and external stakeholders, furthermore they elaborated on their measures in making sure that the information reaches relevant recipients. Mr Apple said:

You know, as you have observed in some of the schools you can hardly come to the principal's office but here I'm accessible, everyone comes and I have opened even the office for other people.

(Mr Apple, principal of Jacaranda High School)

Similarly, Ms Lettuce elaborated how accessible she is towards her learners, parents and subordinates by saying:

I take my kids even in class like their own I have this relationship with the parents..... Even my subordinates, we even have a WhatsApp group, I talk to them they tell me whatever.

(Ms Lettuce, HOD from Pine Primary School)

Ms Heidelberg3 mentioned similar factors:

We show that to learners as well as the colleagues and the parents everybody you do not just tell yourself that you are that person that is there.

(Ms Heidelberg3, teacher from Pine Primary School)

Participants further elaborated on different ways that they use in cascading the information while being approachable and how they display transparency in the process. Mr Apple explained how he makes sure that the relevant information reaches his subordinates when he said:

As you know that I've got the printer here, whatever the information I've got, I print it and give it to them. Some of the information I just give it to the administrators, they do copies and give those copies to them.

(Mr Apple, principal at Jacaranda High school)

In sharing the same view, Ms Potato from the same school, asserted:

I have a WhatsApp group for my department where I disseminate information such as the circulars that we get from the Department and I also sometimes provide hard copies, and also through the Departmental meetings that we always hold, SMT meetings that we always hold and also the parents' meetings that we hold that is how we disseminate the information.

(Ms Potato, HOD of Jacaranda High School)

Ms Heidelberg2, a teacher explained the importance of giving feedback to learners, she said:

I'm giving them feedback sometimes they need it let me say that the child also wants to know whether I was doing this assessment, I want to know the results of that assessment you are encouraging them.

(Ms Heidelberg2, teacher at Pine Primary School)

Additionally, the participants elaborated on the importance of alerting the stakeholders about the issues that are affecting their school. Mrs Strawberry shared her experience on how she practices transparency to her stakeholders in making sure that they are informed about the school issues by saying:

I don't hide things there are things that are confidential that we have to keep confidential but there are things that we need to be reported even to parents to the whole stakeholders that make the school even learner there are things that they ought to know you become transparent about information.

(Mrs Strawberry, principal of Pine Primary School)

Ms Lettuce shared her honest response and stated that even though the school is trying to be transparent but the objective is not yet achieved, she further elaborated:

I think we are not there yet to be honest with you but we are striving to go there we are trying we have all the meetings with the parents, teachers about everything in terms of money they must know if we are going to order for those kids if they will need something we have this amount from the government but we supposed to use to those kids exactly that is how transparent we can get.

(Ms Lettuce, HOD of Pine Primary School)

However, Ms Grey Avenue stressed the importance of not being too transparent in avoiding the leak of information to irrelevant recipients:

I do try to be open without being vulnerable or giving explicit information to the learners or to the co-workers but I do try to be open as much as education is concerned or if somebody wants an advice, then I try my best to advise that person.

(Ms Grey Avenue from Jacaranda High School)

Some of the responses from the questionnaires were in relation with transparency principle and how it is demonstrated by participants: *Make transparency as part of the policy. Make it easy for people to ask anything regarding work you all do, provide access to information.* When documents were reviewed, each school has a code of conduct for teachers that guide them on professional behaviour and their roles towards their work. The study was conducted in the venues that were personally organised by the principals. At High School, all participants were interviewed privately in the principal's office. That displayed the principle of access. The documents reviewed also include SMT minute books that cover budget meetings which instructed HODs to liaise with their subordinates in placing textbooks orders and other resources.

Ayinde, Akintayo and Kayode (2015) posit that servant leadership applies the appropriate behaviours in the expansion and promotion of the long-term achievement of vision and mission. Constable et al. (2007) and Pietersen (2014) posit that the relevant personnel should make it their priority in ensuring that consumers are informed about the resources and issues that affect the organisation. From the documents reviewed and the presentations of the study participants, I can

agree that these sites are in line with the principle of information, access, openness and transparency however, Mr Apple related being accessible as someone who is open, that revealed the misunderstanding of the principles by the principal. Constable et al. recommend that public sectors should display transparency during public service delivery in order to apply democracy. Batho Pele Abridged Programme (2014) promotes equity in service delivery. Public citizens should be about the finances of an institution (Batho Pele Abridged Programme, 2014). The study sites conduct budget meetings and record the minutes in the minute books, in those minutes it is written that the financial statements were issued to the stakeholders

The above theme responds to how participants practice access, information and openness and transparency. Findings from the data generated confirm that participants put more effort in being approachable to anyone whom they come into contact with in the workplace. During the study, principals made it their responsibility to arrange the private venue including their own offices. Participants are using different methods of cascading information like, circulars, WhatsApp groups, hard copies, word of mouth in ensuring that the relevant information reach the recipients while avoiding being too transparent.

4.3.3.5 Intervention strategies to address unachieved targets

The study participants explained how they review the set targets that were not achieved in previous year or term. Mrs Strawberry revealed:

We do a SWOT analysis from time to time, so that we will redress the faults, so that we will makeup to improve. Where we find hore (that) these were our strengths, we try to put more but where we find that these were our weakness then we change we do strategic planning we try and see how it can be redressed.

(Mrs Strawberry, principal from Pine Primary School)

However, Mr Apple shared his experience on how they address unachieved targets as SMT. He recommended extra classes and other measures that needs to be taken to ensure that the unachieved targets are attended to. With his voice he said:

If ever we have failed to achieve the certain targets we sit down and re-strategize for instance in the high school you find out that you have a limited time, as you know that our learners normally come late, so to redress that we have to remain behind and we identified those subjects that are problematic so that we can be able to manage those things.

(Mr Apple, principal from Jacaranda High School)

Ms Potato further elaborated on the usefulness of redress in ensuring that shortfalls are not repeated. Her voice was captured as follows:

In the department we are having a challenge where maybe a teacher is behind you'll have this one- on- one to try and indicate what challenges that you see in that particular area and then give advice in a form of moving away from what you have given to try and give something else that will assist.

(Ms Potato, HOD from Jacaranda High School)

Ms Heidelberg2 a teacher from primary school described her strategies and how she implemented them by saying:

If the child did not do well when we are opening I call those kids, a group of them and then have an extra time so that I can help them.

(Ms Heidelberg2, teacher from Pine Primary School)

One of the study participants from the questionnaires respondents stated: *Whatever challenges that have been experienced on curriculum, our intervention is communicated and it adhered to the plan.* Jacaranda High School has a timetable for grade 12 extra classes; each department has intervention strategies which ranges from morning, afternoon and Saturday classes. Similarly, Pine Primary school has intervention strategies which are relevant to young learners.

Constable et al. (2007) and Ngidi and Dorasamy (2013) all posit public sector should revisit the unachieved targets and disclose to the public on how they are planning to correct the failures. Jacaranda High School conducts extra-classes as a form of intervention strategies which assist in redressing the unachieved targets. Mafunisa et al. (2012) encourage the consumers of public sector to lodge complaints if not satisfied by the service delivery so that the relevant personnel will review those complaints and come up with remedy failures and mistakes. Spears (2005) recommends servant to apply integrity in their leadership, they need to be aware of the ethics and values. Mrs Strawberry explained that they do a SWOT analysis, which assist them in being aware of their strengths and weaknesses and that build work ethic which will help the school in doing well. Batho Pele Abridged Programme (2014) suggests that there should be strategies to be applied by the clients as an indication of dissatisfaction received from the public servants. The researched schools set the pass percentage of all grades, should those targeted percentages not met turnaround strategies should be put in place.

The above theme was based on measures taken by the study participants in revisiting previously unachieved targets. The generated data shows that participants discuss their failures in the SMT,

staff and departmental meetings. SWOT analysis is conducted to complement the good work that was achieved as well as to review the challenges in order to come up with strategies on how to meet them. Different departments design intervention plans which serve as a guideline towards intervention processes. High school learners are provided with extra classes to ensure that the syllabus is effectively completed and the revision of unachieved topics is properly done.

4.3.4 Challenges encountered in the implementation of Batho Pele principles

Various challenges are encountered by the participants and these challenges are somehow hinder the implementation of Batho Pele principles which is a priority to public servants.

4.3.4.1 Lack of parental involvement

Poor parental involvement was displayed as the main challenge that affects Batho Pele principles and directly affects the principle of consultation. Poor parental involvement consists of poor communication with parents, non-attendance of parents' meetings, non-participating in learners' home works, and inconsistency of parental school involvement.

Mrs Strawberry, principal of Pine Primary school said:

Sometimes we do encounter problems where you find that parents are not playing their part or where you need to involve them they don't just want to get involved.

(Mrs Strawberry, principal of Pine Primary School)

Additionally, Miss Potato said:

Parental involvement in very minimal when it comes to consulting because you will find that you call parents' meetings and the turn-up is not very good, it becomes a challenge.

(Ms Potato, HOD of Jacaranda High School)

Similarly, Ms Grey Avenue explained:

The parents at times become difficult because when you try to call the parents, you'll get the answer that the parent is working, the parent cannot come or the parent is not here at the moment, so you'll have to wait for a longer period to address the issue.

(Ms Grey Avenue, teacher at Jacaranda High School)

In both the researched schools, the findings seemed to suggest that they lacked parental involvement. However, Ms Heidelberg¹ from Pine Primary School showed less complaint as compared to others when she says that:

There are parents who come to school and ask; how is my child doing? Is there any progress maybe if you had previously indicated that the child is struggling with a certain aspect of learning and then you would hear them coming to find out if there is improvement?

(Ms Heidelberg1 from Pine Primary School)

Parents did not often attend when they were called by teachers in connection with their behaviour as mentioned by Ms Grey Avenue from Jacaranda High School. Their extent of parental involvement may explain why their poor parental involvement existed. There was inconsistency in responses related to parental participation being called by teachers. Ms Heidelberg1 from Pine Primary school further raised her concern about parents who come with a negative attitude when a child mischievously behaved; she says that:

If the child is mischievous and I decide to call a parent, the parent come with an attitude or the parent decides not to come that simple says to me this one does not care what happens with the child's education.

(Ms Heidelberg1 from Pine Primary School)

The above statements indicate that most of the parents did not make time for their children's education. The principal of Pine Primary school said in dealing with the above-mentioned challenge, she goes with the learners to their homes if a parent is urgently needed and that has lowered the challenge of parental involvement. During questionnaire, a teacher from Pine Primary school said that *parents are also misinformed by some colleagues*. This questionnaire response shows that sometimes parents do not cooperate because they are misinformed by the teachers.

Msila and Netshitangani (2015) posit that parental involvement plays an influential part in learners' education in this imbalance society as it influences learners' success. Ngidi and Dorasamy (2013) argue that calling in the stakeholders is vital in rendering public services. With proper planning by the schools, parents are able to attend to the meetings that are affecting their children. Spears (2005) in 'healing' domain states that a servant leader is capable to heal themselves and others. When parents are invited to schools if their children breached the code of conduct or display some academic challenges, the aim is to heal any form of challenges that are experienced by the learners. Therefore, it should be the responsibility of all the stakeholders to ensure that there is cooperation in assisting children to grow and become responsible citizens.

The finding from this theme shows the lack of parental involvement. However, there are those parents who do a follow up about their children's education but that mostly happen at primary

school. Furthermore, it is found that some parents are unintentionally not cooperative because they lack information from the teachers.

4.3.4.2 Passive staff members

Findings revealed that even though most of the staff members are pushing towards good service delivery but there are those members who are passive and they need to be pushed to make things happening.

Mrs Strawberry elaborated:

There will always be those that lack behind but then they need a push from behind, which is why you must have extra systems to ensure that you catch the culprits and we try and move otherwise they will block our progress.

(Mrs Strawberry, principal from Pine Primary School)

Passive staff members affect the SMT in both school levels. Some teachers take going an extra-mile as a punishment while they are redressing the unachieved targets which make it hard for the SMT to monitor. Ms Potato from Jacaranda Primary School said:

Going an extra mile to them is a challenge because it says you are being punitive and people will not be aware that the reason why we intervene is because we see backlogs.

(Ms Potato, HOD from Jacaranda High School)

The study participants were asked about the measures taken by their superiors if Batho Pele principles are not implemented. Mr Apple explained what has been done by the district when he said:

The head office once sent, I think it's last month for the first time some social workers to find some problems and everything so that they can compile these things and do something for the school.

(Mr Apple, principal from Jacaranda High School)

From the HODs context, Ms Lettuce agreed that their superiors make a follow up in ensuring that Batho Pele principles are implemented. She stated:

Yes, they do they do definitely, they do. They see where we lack maybe when I go to them and maybe the HOD go to them with a similar problem then they will call us and we sit down and we'll solve that problem.

(Ms Lettuce, HOD from Pine Primary School)

Most teachers agreed that if there is a teacher who does not do his/her job, the SMT take initiative in correcting those challenges so that the best service is delivered. Ms Potato said:

They normally call the teacher in the office together with the SMT then they try to brief that teacher about the problems that are encountering regarding all those issues that the teacher is doing so from there it is obvious that the teacher will try by all means to rectify those mistakes.

(Mr Second Avenue, teacher from Jacaranda High School)

Document analysis show that both Jacaranda High School and Pine Primary School have log books where they record teachers who did not comply with their job descriptions. From the minute book of Jacaranda High School, there is a verbal warning that was given to a teacher who was non-compliant. School principals encounter some challenges when promoting teamwork in order to eliminate passiveness of the staff members. One of the teachers wrote: *Some staff members are introverts and believe in doing things alone.* This leads to passiveness of the subordinates. Additionally, the teacher responded from the questionnaire that there is *laziness of co-workers that are not committed.* From these responses it shows that passive members in doing justice to service delivery are not challenging the SMT only but their fellow teachers as well.

Constable et al. (2007) and Cerit (2010) posit that a lack of support received from colleagues, team work, and commitment of all stakeholders will result in good quality not being rendered. If the stakeholders from the research sites are not working together, Batho Pele principles will not be effectively implemented. Furthermore, Cerit (2010) argues that employees are automatically empowered if they are working in an environment where everyone is committed towards their work. Blanchard (2010) argues that servant leaders like all other leaders communicate their visions with the followers but once they are satisfied that the vision is understood, the leadership role is moved to a service mind-set for implementation purposes. Batho Pele Abridged Programme (2014) promotes the continual best service delivery by the public servant Therefore, a continuously performing school resembles good service delivery.

The findings from the above theme indicates that the SMT has a challenge of staff members who do not cooperate instead they take redress principle as a form of punishment. Additionally, principals encounter challenges in promoting teamwork due to other staff members who are introverts and they want to do things on their own, others are lazy and not committed, they do not observe themselves as part of the team.

4.3.4.3 Lack of Batho Pele principles' workshops by the District Office

The findings from the data showed that the Department of Basic Education were not conducting workshops on Batho Pele principles. Both SMT and teachers did not attend any workshop on Batho Pele principles instead most of the workshops are curriculum based.

Mrs Strawberry stated:

They quote them, when maybe one or two whenever they want to refer to them but they have never taken us on a workshop for all of them.

(Mrs Strawberry, principal of Pine Primary School)

Mr Apple had a similar point of view, he said:

The workshop that we normally attend as principals, hey, are the workshops that are so stifled, they put everything at the same time, finance and everything. It's not building us at all as far as leadership and management is concerned.

(Mr Apple, principal of Pine Primary School)

He further emphasised honesty by saying:

You know in education they will tell you about nine focus areas, they will tell you about the ten pillars. The Batho Pele maybe it is for the public servants there, as if we are not public servants. Even in the interviews when they are conducting interviews it is based on these ones.

(Mr Apple, principal of Jacaranda High School)

Additionally, Mr Potato from the same school did not want to give false response when he said:

I have never attended any workshop; I might be lying.

(Mr Potato, HOD from Jacaranda High School)

Ms Heidelberg², the teacher of Pine Primary School who has been teaching for 30 years, she said:

I didn't attend such a workshop, there's never been those workshops most of the workshops that I have attended they have talking about education for the children.

(Ms Heidelberg², teacher from Pine Primary School)

All of the participants' responses indicated that the district is not conducting workshops to equip the schools' stakeholders especially the SMT and teachers about Batho Pele principles. Smith and Mofolo (2009) argue that there should be awareness conducted for immediate public sectors on how the Batho Pele principles must be implemented for the benefit of the citizens of the country. Additionally, Constable et al. (2007) posit that education about Batho Pele principles to the community should be done through workshops, seminars or *izimbizos* (Zulu/ Xhosa word for a public gathering). Spears (2005) posits that stewardship encourages frankness instead of control.

The SMT and teachers in the public sector are expected to be frank when dealing with school matters.

The findings from this theme show that the local district does not conduct workshops on Batho Pele principles, even though there are enough workshops that are conducted but none of them is related to Batho Pele policy. The newly appointed principal raised his concern that even when there are interviews for senior posts that are conducted; these interviews only focus on the nine-focus areas and ten pillars, and this hinders the importance of Batho Pele principles in the school as a public sector.

4.3.5 Enhancement of servant leadership

From the data generated, the study participants recommended several measures that can be done by the district, SMT and teachers in ensuring servant leadership through Batho Pele principles is fully implemented in all public schools.

4.3.5.1 Conducting workshops

The study participants recommended that the Department of Education at a district level should conduct workshops on Batho Pele principles. They stated that these workshops will enlighten public servants and make it their priority to always provide the best service as required by servant leadership.

Mr Apple who had been a principal for a year and who did not display a full understanding of Batho Pele principles in the initial stages of interview suggested:

There must be a workshop by the Department of Education that is based on that.

(Mr Apple, principal from Jacaranda High School)

Similarly, Ms Heidelberg², who said:

I think they must do the workshops and train leaders about these, they must give themselves time and conduct workshops to teach teachers about these principles, training is needed.

(Ms Heidelberg², teacher from Pine Primary School)

Smith and Mofolo (2009) suggest that employees should receive continuous enlightenment in connection with Batho Pele principles. When the interview was in process, the study participants recognised the importance of being trained so that they will be able to remind each other should one

employee do what is not accepted. Ms Grey Avenue from Jacaranda High School added that *workshops are much needed so that we are able to remind ourselves on what is it that we are supposed to do*. Blanchard (2010) agrees that the key to becoming a servant leader is to in the possession of humankind. Proper awareness about Batho Pele principles will assist the staff in ensuring that the spirit of ubuntu (mankind) is maintained at all times.

Findings from this theme indicate that study participants recommend The Department of Basic Education to conduct workshops on Batho Pele principles in order to equip all the relevant stakeholders and helping them to grow in prioritising their clients. If proper workshops are conducted, the challenges of passive staff members (as mentioned above) can be eliminated because employees will know what is expected of them.

4.3.5.2 Stick to policies

The findings from the data generated seem to suggest that public servants should utilise all the policies provided by the Department of Education including Batho Pele policy. Mr Lettuce said:

Follow policies because it is very important, once they come from the Department in our province it's what is agreed upon we need to implement them.

(Mr Lettuce, HOD from Pine Primary School)

Similarly, Ms Heidelberg¹ from the same school shared her views when she said:

I believe that the schools just need to make sure that everybody adheres to the policies that are in hand.

(Ms Heidelberg¹, teacher from Pine Primary School)

Apart from Batho Pele policy that was not found at Jacaranda High School, both school were in possession of internal and external policies and the way these schools are being led exemplified school comply with policies. The literature explains the importance of using Batho Pele policy and how it will benefit the public servants and the clients.

Mpehle (2012) argues that there should be a follow up on policy implementations to ensure that the principles are completely enacted. Constable et al. (2007) and Smith and Mofolo (2009) posit that compliant with Batho Pele policy results in public sectors doing justice to their work. The study participants from the researched sites also believe in the power of policies and stated that if policies are fully implemented, the challenges that are used to be encountered by public sectors will be eliminated. Ms Heidelberg³ explained the role that is played by policies *If ever we can take those*

policies into account into details we can discuss the policies we can also make sure that we bring people together to understand that in an institution which is a school we cannot all lead Additionally, policies will help the public servants to grow and excel in their work, according to Greenleaf (1977) explains that, chances for growth are constantly presented to followers for development purposes.

Findings from the above theme recommend the utilisation of policies by the SMT and the teachers in enhancing the utilisation of Batho Pele policy. It should be the responsibility of every internal stakeholder to see to it that the school has all the relevant policies and ensure that everyone is a member of a certain policy committee.

4.3.5.3 Trust your subordinates

The participants realise that trusting the colleagues plays a very important role in the school as an organisation. Trust was seen as one of the most important tool in ensuring that work is consciously done by all the stakeholders knowing that they are trusted by their superiors. According to the study participants, delegation symbolises trust which is the foundation of a successful school in terms of service delivery.

Mrs Strawberry elaborated:

I would say involve the staff members, get a buy in from the people, don't just do a top-down, top-down leadership does not work.

(Mrs Strawberry, principal from Pine Primary School)

Mrs Strawberry as a leader, she believes in complementing her subordinates in front of other colleagues if they have done well after being delegated. She explained:

Congratulate publicly acknowledge the effort if a person tries reward that I have seen it work if you publicly reward and praise them for the extra effort that they make.

(Mrs Strawberry, principal from Pine Primary School)

Mr Potato suggested:

It is important if you are a leader you must trust your people and you must delegate them to do the job that you are doing immediately you work alone you are saying they don't have a role to play.

(Mr Potato, HOD from Pine Primary School)

Similarly, Ms Lettuce said:

We need to trust each other and don't push your position to other people.

(Ms Lettuce, HOD from Pine Primary School)

The issue of trusting the subordinates and colleagues was also displayed from the questionnaires that were issued to HODs and teachers. An HOD wrote how she demonstrates trust and respect at work: *Uphold confidentiality and ensure that I treat colleagues with respect; I also do my work diligently and encourage potentiality amongst co-workers*. This shows that participants value trust and respect in the work place. Additionally, a teacher wrote: *I demonstrate trust and respect through my actions towards both my learners and co-workers*. The teacher's response shows that trust does not have to be displayed to adults only but to the learners as well. When the minutes of the SGB were reviewed, both Pine Primary School and Jacaranda High School have unqualified financial statements which symbolises the trustworthiness of relevant stakeholders in relation to the finances of the schools. The school is recognised as a reliable school if there is financial trust.

Patterson (2003) includes 'trust' as one of the characteristics of servant leadership. From the study participants' suggestions, they understand the importance of trust in a workplace and believe that it will help the organisation to grow and have the best service delivery. While participants suggested delegation, it should be noted that the responsible leaders should monitor the task as they will be held responsible should it is not done accordingly. Kim et al. (2014) posit that servant leadership targets on the relationship between leaders and subordinates for the success of the business. In the research sites, there is trust among the colleagues however the principal of Jacaranda High School raised his concern about the substance abuse that is taking place in his school which has led to teachers not trusting their learners. Spears (2005) argues that 'building community' nurture their subordinates to develop. When participants recommend trusting subordinates and delegation, they encourage the growth of all the subordinates.

The theme above suggests that public servants should be given some credits openly if there is a task that has been successfully achieved. Additionally, the superiors are advised to trust their subordinates and delegate task. The SMT should monitor the delegated tasks as they will be held accountable should the outcome is not achieved. Learners are the stakeholders of the school, therefore it is the responsibility of the SMT and teachers to display trust and respect at all times.

4.3.6 Chapter summary

This chapter has provided the findings from the field that was generated through interviews, questionnaires and documents reviews. The school principals, HODs and teachers understood the concept of Batho Pele and they believe that if people are put first the best service will be received by the consumers. The principals from the research sites make their staff members aware of the

Batho Pele principles even though they have not attended workshops. Both SMT understood the involvement of all the stakeholders including parents in decision making. Targets were set in both schools which assist in achieving the outcome. The study participants believe in treating everyone with care including the tangible assets of the schools. The following chapter presents the study summary, conclusions and recommendations of the study.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and analysed the study findings. This chapter focuses on summary of the entire study, conclusions and recommendations of the study. The recommendations are done in line with the critical research questions that were presented in Chapter One, the literature review and theoretical framework from Chapter Two and findings that are presented and discussed from the data generated through semi-structured interviews, document analysis and questionnaires in chapter four.

5.2 Study summary

Chapter One briefly provided the summary of the entire study, problem statements and the key research questions. Furthermore, aims and objectives, purpose and delimitations of the study are discussed in this chapter.

Chapter Two focused on published literature on servant leadership and Batho Pele principles. The literature reviewed gave a foundation on what has been published in the phenomenon that I investigated. Theoretical frameworks that underpin the study were also presented in this study.

Chapter Three presented the research design and methodology of the study through the following aspects: research paradigm, research design, methodology, sampling, data generation methods, data analysis, issues of trustworthiness, ethical issues and limitations of the study.

Chapter Four focused on the discussion and analysis of data generated within the context of research questions. Different themes were analysed for the systematic presentation of the findings.

Chapter Five provides an overall summary of the study, conclusions and recommendation based on the findings made from Chapter Four. At the end, recommendations for further research based on the study are suggested.

5.3 Conclusions

The findings from the previous chapter generated the conclusions of this study. These conclusions were: participants understand that servant leadership should be applied to internal and external stakeholders of the school; principals make it their priority to remind the subordinates about Batho Pele principles; the study participants apply various valuable instruments in ensuring the implementation of Batho Pele principles; participants believe that parental involvement plays a significant role in education of their children. Participants believe that proper Batho Pele workshops can promote teamwork and assist in delivering the best service.

5.3.1 Participants' conceptualisation of servant leadership and Batho Pele principles

The first finding was about conceptualisation of servant leadership and Batho Pele principles by principals, HODs and teachers. The findings were that the study participants conceptualised servant leadership as a leadership theory that prioritise serving rather than leading. They further explained that a servant leader leads through servanthood by being on the feet of the people that are being led. Another finding in the same theme was of 'putting people first' which is expected to be done by all public servants through Batho Pele principles. In this finding most of the participants displayed understanding of the concept of Batho Pele principles. It can be concluded that participants had a general understanding that servant leadership through Batho Pele principles does not only apply to the external stakeholders but the internal stakeholders as well, including learners.

5.3.2 Making the staff aware of Batho Pele principles

The second finding was on the measures taken by the principals in making their staff members aware of Batho Pele principles. The finding shows that principals play a major role in instilling the Batho Pele principles through the word of mouth and the pasting of the principles on the wall. However, the newly appointed principal showed little understanding of the principles in detailed. It can therefore be concluded that school principals make it their priority to remind their subordinates about the importance of Batho Pele principles.

5.3.3 Implementation of Batho Pele principles

The third finding was on strategies used by the participants to practice Batho Pele principles. There are five findings that were generated from this theme. Firstly, participants viewed the involvement

of all the stakeholders when school decisions were made as a valuable tool in making sure that everyone felt the ownership of the decision. Secondly, the participants viewed setting targets through pass percentage, checking learners' books and daily planning as an instrument of implementing service delivery and value for money. Thirdly, participants viewed treating everyone well including taking care of the school's property as an important factor in ensuring that courtesy is applied at all levels. Fourthly, the study participants viewed the importance of being approachable yet cautious as a helpful principle in ensuring that the relevant information reaches the relevant recipients and also the utilisation of different methods of cascading information is viewed as a significant act of implementing access and information principles. Fifthly, the participants viewed designing intervention strategies to address unachieved targets as a source of approaching redress principle. It can be concluded that the study participants believe in applying various instruments as a source of implementing Batho Pele principles in their schools.

5.3.4 Challenges encountered in the implementation of Batho Pele principles

The fourth finding was on challenges encountered by the study participants when implementing Batho Pele principles. There were three findings that were generated from this theme. Firstly, participants viewed lack of parental involvement as a factor that hindered learners' improvement and consultation principle. Secondly, participants viewed passiveness of staff as a threat in promoting teamwork. Thirdly, the participants viewed lack of Batho Pele workshops by the Department of Education as stumbling block to the value of Batho Pele principles. It can be concluded that a strong parental involvement and proper training by the Department of Education were vital factors in ensuring that learners received the best service as required by Batho Pele policy.

5.3.5 Enhancement of servant leadership

The fifth finding was on enhancers of servant leadership. This theme generated three findings. The participants viewed workshops on Batho Pele principles, implementation of all policies by the SMT and teachers and showing trust to subordinates as the significant enhancers of servant leadership. This concludes that participants know the value of proper utilisation of policies and delegation of duties to the subordinates as an enhancer of service delivery in schools.

5.4 Recommendations

Servant leadership has become a prominent area of current interest. Its appeal in public sectors has invited empirical research. The main purpose of this research was to explore servant leadership practices in two township schools. Public schools are compelled to apply servant leadership through Batho Pele Policy as a way of ensuring excellent service delivery. The following recommendations are made with a view to facilitate the process of addressing the challenges that were raised in this study and to enhance servant leadership to schools in South African context:

5.4.1 Training programs on Batho Pele principles

The SMT, teachers and parents-component of the School Governing Bodies (SGB) should be provided with training programs on servant leadership as well as the strategies to implement Batho Pele principles by the Department of Education. Additionally, should the Department of Education take time to offer such training, I recommend that principals should organise a servant leadership specialist who will offer training within the school premises in different intervals.

5.4.2 Utilisation of various methods of cascading information as an improvement of parental involvement

From the findings above participants believe that active parental involvement is one of the strategies of ensuring that learners' achievement is improved. Therefore, I recommend that both SMT and teachers should apply different methods of cascading information in a way all parents are contacted when there are parents' meetings or issues related that are affecting their children.

5.4.3 Team-building activities

Teamwork promotes good working relations which results to the reduction of unacceptable interpersonal skills, ownership of decisions made and good service delivery. From the findings, participants raised a concern about passive staff members. I believe that the effective teambuilding exercises could promote togetherness at work and every member could feel the ownership of all ideas made within the school and work together to reach the expected outcome. I recommend that principals should organise various teambuilding activities that will involve the staff as a whole.

5.4.4 Provision of trainings on policy implementations to principals

Schools policies are useful tools in ensuring that the public schools are in line with the South African Schools Act. Principals as senior managers of schools should be well informed about various school policies. Therefore, I recommend that proper trainings should be provided to school principals in relation to the implementation of school policies so that the subordinates should be empowered with those policies.

5.4.5 Delegation of duties

The SMT is vested with powers of managing the school. Most teachers have different skills and talents that may put schools to another level and they may not be possessed by the SMT members. If there is trust among the staff members, delegation can play a vital role in achieving the goals of the school. I recommend that duties should be delegated to any staff member who has skills and talents that may result to the improvement of service that is delivered by the school without observing the position that is being held by that particular staff member.

5.5 Implications for further research

This study was conducted in two schools only, one primary and one secondary. The study only had 11 participants, i.e. 2 principals, 4 HODs and 5 teachers. Therefore, the findings do not reflect the broad school community. Thus, further research is recommended on the application of servant leadership in public schools. Notwithstanding, the findings from this study have various contexts of servant leadership and the ways in which it is enacted. It is recommended that the Provincial Department of Education should provide regular workshops to the SMT, teachers as well as the parental-component of the School Governing Bodies to enhance Batho Pele principles and to eliminate lack of parental involvement. In order for the SMT and future school leaders to be more equipped on servant leadership, it is further recommended that the Provincial Department of Education should increase a number of bursaries provided in relation to leadership modules at tertiary institutions. Based on my experience, servant leadership is one of the trending leadership theories which are taught in tertiary; therefore, the SMT will be equipped with relevant methods of reducing servant leadership challenges in schools.

5.6 Chapter summary

In conclusion, the aim of this study was to explore servant leadership practices in two schools at Ekurhuleni South District was achieved. The qualitative examination revealed that principals, HODs and teachers in Katlehong schools enact servant leadership theory through the Batho Pele principles even though it comes natural from others hence they are not aware of the eight principles.

It is evident that challenges like, lack of trainings about Batho Pele policy, lack of parental involvement and others are encountered in the process of implementing the Batho Pele policy thus, jeopardise the full enactment of these principles. Therefore, different strategies which may assist in instilling servant leadership within the school's context were suggested by the primary stakeholders of the schools.

Consequently, the study recommends proper awareness of Batho Pele policy and other school policies through workshops. Furthermore, practices like, team building exercises, utilisation of different communication methods with parents and delegation of work are also recommended.

However, further research in the servant leadership phenomenon is suggested hence the studied sites were limited to only two schools.

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APPENDICES

APPENDIX 1: PERMISSION FROM GAUTENG DEPARTMENT OF EDUCATION



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	28 June 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2019/119
Name of Researcher:	Malinga S. N
Address of Researcher:	Unit 105 Caranita 7 Gemini Place, Verwoerdpark Alberton
Telephone Number:	082 4726 196 / 071 2810 338
Email address:	ntombimalinga7060@gmail.com
Research Topic:	Exploring servant leadership practices in two schools at Ekurhuleni South District: A case study.
Type of qualification	Masters
Number and type of schools:	One Primary School and One Secondary School.
District/s/HO	Ekurhuleni South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Enos Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 01/07/2019

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

APPENDIX 2: LETTER TO GAUTENG DEPARTMENT OF EDUCATION



EXPLORING SERVANT LEADERSHIP PRACTICES IN TWO SCHOOLS AT EKURHULENI SOUTH DISTRICT : A CASE STUDY

Dear Sir / Madam:

RESEARCH INFORMATION SHEET

Description: I am Ms. Serah Ntombikayise Malinga, a M.Ed. student in the Wits School of Education at the University of the Witwatersrand, Johannesburg. As part of my degree requirements, I am undertaking a research project on the phenomenon of the servant leadership practices in contexts of South African township schools in Ekurhuleni South District, specifically, in Katlehong Township: one primary school and one secondary school.

I am interested in questions around servant leadership through Batho Pele principles. I have selected schools that display good leadership in Katlehong Township, the high school is in quintile 4 and a primary school is in quintile 3. This is a comparative study which looks at exploring principals', heads of departments' and teachers' conceptualisations, experiences and enactment of servant leadership in the researched schools through the application of Batho Pele principles, factors that hinder the applications of these principles.

The research will be conducted in the third term of 2019. In order for the research to be effective, I am requesting a permission to conduct this research in two schools in Katlehong Township (one primary and one high school). This research will use questionnaire with closed and open-ended questions; semi-structured interviews and documents analysis in assisting me with data generation. Interviews will be audio recorded to apply the principle of validity. The research participants for interview will be school principals, Heads of Department (HODs) as well as post level one teachers. Only HODs and post level one teachers will participate in questionnaire. Participants will be contacted on time about the interview dates and times.

Time involvement: It will take approximately 30-45 minutes to complete for an individual participant at the time and place convenient to them, specifically after school.

Risks: There will be no predictable risks in participating in the study and there will be no disadvantages or penalties for not participating. Participants will be allowed to withdraw at any time.

Privacy: Individual privacy and that of the school will be preserved in all written data from this study. Names of schools and research participants will not be used. In addition, information that will be gathered from different participants in a school will not under any circumstances be shared amongst those participants. For example, responses from teachers or HODs will not be made available to school principals and vice versa. All data from the study will be stored securely at the faculty for a period of at least five years.

Payments: There will be no financial benefits that participants may accrue as a result of their participation in this research project. For further information on this research project, please feel free to contact me:

I have attached research proposal and research instruments for your scrutiny.

Yours sincerely,

Ms. Serah Ntombikayise Malinga

APPENDIX 3: LETTER TO THE PRINCIPAL AND SCHOOL GOVERNING BODY



EXPLORING SERVANT LEADERSHIP PRACTICES IN TWO SCHOOLS AT EKURHULENI SOUTH DISTRICT : A CASE STUDY

Dear Sir / Madam:

RESEARCH INFORMATION SHEET

Description: I am Ms. Serah Ntombikayise Malinga, a M.Ed. student in the Wits School of Education at the University of the Witwatersrand, Johannesburg. As part of my degree requirements, I am undertaking a research project on the phenomenon of the servant leadership practices in contexts of South African township schools in Ekurhuleni South District, specifically, in Katlehong Township.

This is a comparative study which looks at exploring principals', heads of departments' and teachers' conceptualisations, experiences and enactment of servant leadership in the researched schools through the application of Batho Pele principles, factors that hinder the applications of these principles. I have selected one primary school and one secondary school that seemed to have a good leadership in the area

The research will be conducted in the third term of 2019. In order for the research to be effective, I am requesting a permission to conduct this research in your school. I have attached the approval from Gauteng Department of Education to approach schools for my research.

I will use questionnaire with closed and open-ended questions; semi-structured interviews and documents analysis in assisting with data generation. Interviews will be audio recorded to apply the principle of validity. The research participants for interview will be school principal, two Heads of Department (HODs) as well as three post level one teachers. Only HODs and post level one teachers will participate in a questionnaire. Participants will be contacted on time about the interview dates and times.

Time involvement: It will take approximately 20-30 minutes to complete for an individual participant at the time after school.

Risks: There will be no predictable risks in participating in the study and there will be no disadvantages or penalties for not participating.

Privacy: Individual privacy and that of the school will be preserved in all written data from this study. Names of schools and research participants will not be used. In addition, information that will be gathered from different participants in a school will not under any circumstances be shared amongst those participants. For example, responses from teachers or HODs will not be made available to school principals and vice versa. All data from the study will be stored securely at Wits School of Education for a period of at least five years.

Payments: There will be no financial benefits that participants may accrue as a result of their participation in this research project. For further information on this research project, please feel free to contact me:

Yours sincerely,

Ms. Serah Ntombikayise Malinga

APPENDIX 4: PARTICIPATION INFORMATION SHEET FOR SCHOOL PRINCIPAL



Dear Sir / Madam

PARTICIPANT INFORMATION SHEET

Description: My name is Serah Ntombikayise Malinga, currently I am a Master's student in Educational Leadership and Policy Studies at Wits School of Education. As part of my studies, I am undertaking a research project in order to **explore servant leadership practices in two schools at Ekurhuleni South District, specifically in Katlehong Township**. This research project the questions will be based on the understanding, experiencing and enactment of servant leadership, finding out what could be the obstacles (if any) in the implementation of servant leadership principles as envisaged in the Batho Pele policy at schools and the suggestions of the research participants on what should be one to enhance the implementation of servant leadership in schools. As part of this research project, I would like to invite you to take part in an individual interview discussion. Interviews will be audio recorded to apply the principle of validity. This study will be written up as a research report.

Participant's rights: There will be no disadvantages or penalties for not participating.

Privacy: Your individual privacy and that of your school will be preserved in all written data from this research. The interview will be completely confidential and anonymous as I will not be asking for your name, even any identifying information. The information you will give to me will be held securely and not disclosed to anyone else.

Time involvement: The duration of your participation will be approximately twenty to thirty minutes in total; the research will be take place after school.

Payments: You will receive no payment for participation in this research.

Should any additional information be required, kindly contact me.

Yours sincerely,

Ms. Serah Ntombikayise Malinga

APPENDIX 5: PARTICIPANT INFORMATION SHEET FOR HODs AND POST LEVEL ONE TEACHERS



RESEARCH PARTICIPANT INFORMATION SHEET

Dear sir / Madam

Description: My name is Serah Ntombikayise Malinga, currently I am a Master's student in Educational Leadership and Policy Studies at Wits School of Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I am undertaking a research project in order to **explore servant leadership practices in two schools at Ekurhuleni South District, specifically in Katlehong Township**. This research project the questions will be based on the understanding, experiencing and enactment of servant leadership, finding out what could be the obstacles (if any) in the implementation of servant leadership principles as envisaged in the Batho Pele policy at schools and the suggestions of the research participants on what should be one to enhance the implementation of servant leadership in schools. I am asking for your participation in the completion of questionnaire and an individual interview discussion. Interviews will be audio recorded to apply the principle of validity. This study will be written up as a research report.

Participant's rights: There will be no disadvantages or penalties for not participating.

Privacy: Your individual privacy and that of your school will be preserved in all written data from this research. The interview will be completely confidential and anonymous as I will not be asking for your name, even any identifying information. The information you will give to me will be held securely and not disclosed to anyone else.

Time involvement: The duration of your participation will be approximately twenty to thirty minutes in total for each data collection (questionnaire and interview), the research will be taking place after school.

Payments: You will receive no payment for participation in this research.

Should any additional information be required, kindly contact me.

Yours sincerely,

Ms. Serah Ntombikayise Malinga

APPENDIX 6

APPROVAL BY THE CHAIRPERSON OF SCHOOL GOVERNING BODY TO CONDUCT A RESEARCH

I _____ Chairperson of the School Governing Body hereby grant you permission to conduct research at our school. I am informed about the nature, purpose and procedures for the study: **Exploring servant leadership practices in two schools at Ekurhuleni South District: A case study.**

Signature of the chairperson: _____ Date: / / 2019.

APPENDIX 7

RESEARCH APPROVAL BY THE SCHOOL PRINCIPAL

I _____ School principal, hereby grant you permission to conduct research at my school. I have been fully informed about the nature, purpose and procedures for the study: **Exploring servant leadership practices in two schools at Ekurhuleni South District: A case study.**

Signature of participant: _____ Date: / / 2019.

APPENDIX 8

PRINCIPALS' DECLARATION / INFORMED CONSENT FORM TO BE A RESEARCH PARTICIPANT

I _____ the principal of the School, agree to participate in this research project in exploring servant leadership practices in two schools at Ekurhuleni South District. I understand the contents of my participation. I agree that my participation will remain anonymous and that the researcher may use anonymous quotations in her research report. I also agree that the interviews may be audio recorded.

Signature of participant: _____ Date: / / 2019.

APPENDIX 9

HOD's DECLARATION / INFORMED CONSENT FORM TO BE A RESEARCH PARTICIPANT

I _____ the HOD of the School, agree to participate in this research project in exploring servant leadership practices in two schools at Ekurhuleni South District. I understand my duties as a participant. I agree that my participation will remain anonymous and that the researcher may use anonymous quotations in her research report. I also agree that the interviews may be audio recorded.

Signature of participant: _____ Date: / / 2019.

APPENDIX 10

TEACHER'S DECLARATION / INFORMED CONSENT FORM TO BE A RESEARCH PARTICIPANT

Exploring servant leadership practices in two schools at Ekurhuleni South

District: A case study

I _____ agree to participate in this research project. The research has been explained to me and I understand my role as a participant.

I agree that my participation will remain anonymous: (Please tick where appropriate)

YES		NO	
-----	--	----	--

I agree and understand everything that has been explained to me and I consent voluntarily to take part in the study:

YES		NO	
-----	--	----	--

I agree that this interview may be audio recorded:

YES		NO	
-----	--	----	--

Signature of participant: _____ Date: _____ / _____ / 2019.

APPENDIX 11 QUESTIONNAIRE FOR HODs AND POST LEVEL ONE TEACHERS

Section A: Biographical Information

Place a CROSS(X) in the appropriate box

Gender: Male----- Female-----

Position

HOD		PL1 (Expert)		PL1 (Efficient)		PL1 (Novice)	
-----	--	--------------	--	-----------------	--	--------------	--

School type

Primary		Secondary	
---------	--	-----------	--

Section B

Instructions: Place a cross (X) in the column that most closely describes your opinion in respect of your school principal's implementation of the values described below in terms of his/ her leadership practice.

Scale: 5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

I believe that my school principal		5	4	3	2	1
1	Serves all people regardless of their associations					
2	Treats others like his/her own family members					
3	Is playing a significant role in the community					
4	Stresses the importance of teamwork in school success					
5	Is willing to make sacrifices to help others					
6	Is highly respected by the school community					
7	Seeks to instil trust rather than self-doubt					
8	Is genuinely interested in uplifting the community s/he serves					

9	Makes decisions based on the agreement of the group					
10	Sees serving as a mission of responsibility to others					
11	Respects the contribution of all stakeholders in the school					
12	Promotes values that surpass self interest					

Section C

How do you think the school principals can demonstrate the following in their daily practice?

1. Trust and respect

2. Group togetherness

3. Compassion

4. Transparency

5. Courtesy

6. Redress

Section D

In your opinion, what are some of the obstacles school principals face in putting into practice the following?

1. Developing relationships based on trust and respect

2. Promoting teamwork

3. Encouraging staff and parents to be loyal to the school

4. Being passionate to staff and learners

Thank you very much for your time.

APPENDIX 12:

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS:

INTRODUCTION:

1. How many teachers are there in the school?

2. For how long have you been the principal in this school?

FOCUS ON SERVANT LEADERSHIP AND BATHO PELE PRINCIPLES:

3. As a principal in this school, are you familiar with the servant leadership theory?

Yes

No

4. If answered 'yes' to the previous question, briefly explain your understanding of the servant leadership.
(If the answer is No, the researcher will briefly explain the servant leadership).

5. What is your understanding about the eight Batho Pele Principles?

6. Did you attend any workshop in connection with the Batho Pele Principles?

Yes

No

7. If answered 'yes' to the previous question, briefly explain how the workshop was conducted.

8. How do you make your staff aware about the Batho pele principles? (This should be supported by the school management teams' and staffs' minutes of the meetings)

9. How do you practice these principles in your school?

10. What are the challenges encountered (if any) when you implement these principles?

11. Do you receive any support from the district officials in resolving challenges encountered / in the implementation of the Batho Pele principles?

12. Are there any measures in place that are applied by the district in order to check the full implementation of Batho Pele Principles?

13. In your own opinion, which strategies should be applied by the principals to make sure that there is full implementation of servant leadership through Batho Pele principles?

Thank you very much for your time.

APPENDIX 13

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT (HODs)

INTRODUCTION:

1. How many teachers are you leading in this school?

2. For how many years did you teach before you become an HOD?

3. For how many years have you been an HOD in this school?

FOCUS ON SERVANT LEADERSHIP AND BATHO PELE PRINCIPLES:

4. Do you have an understanding about servant leadership theory?

Yes

No

5. If answered 'yes' to the previous question, briefly explain your understanding of the servant leadership.
(If the answer is No, the researcher will briefly explain the servant leadership).

6. What is your understanding about the eight Batho Pele Principles?

7. Did you attend any workshop in connection with the Batho Pele Principles?

Yes

No

8. If answered 'yes' to the previous question, briefly explain how the workshop was conducted.

9. How do you implement these principles in your school (school in general / teachers)?

10. What are the challenges encountered (if any) when you implement these principles?

11. Do you receive any support from the principal/ deputy principal in resolving challenges encountered / in the implementation of the Batho Pele principles?

12. Are there any measures in place that are applied by the principal/ deputy principal in order to check the full implementation of Batho Pele Principles?

13. In your own opinion, which strategies that should be applied by the school management team to make sure that there is full implementation of servant leadership through Batho Pele principles?

Thank you very much for your time.

APPENDIX 14

INTERVIEW SCHEDULE FOR POST LEVEL ONE TEACHERS

INTRODUCTION:

1. For how long have you been teaching?

2. Many years have you been teaching in this school?

FOCUS ON SERVANT LEADERSHIP AND BATHO PELE PRINCIPLES:

3. Do you have an understanding about servant leadership theory?

Yes

No

4. If answered 'yes' to the previous question, briefly explain your understanding of the servant leadership. (If the answer is No, the researcher will briefly explain the servant leadership).

5. Are you familiar with the eight Batho Pele Principles?

Yes

No

6. If answered 'yes' to the previous question, briefly explain your understanding of the Batho Pele Principles. (If the answer is No, the researcher will briefly explain).

7. Now that you have a clue (if the researcher explained in the previous question) / as you are familiar about these principles, did you ever attended a workshop for these principles?

Yes

No

8. If answered 'yes' to the previous question, briefly explain how was the workshop conducted.

9. How do you practice Batho Pele principles in your school (school in general / inside the classroom)?

10. What are the challenges encountered (if any) when you implement these principles?

11. Do you receive any support from the school management team in resolving challenges encountered / in the implementation of the Batho Pele principles?

12. How does the school management team handle the case if there is a teacher who does not meet the Batho Pele principles, especially: service delivery, value for money and consultation?

- 13 In your own opinion, which strategies that should be applied by the public schools to make sure that there is full implementation servant leadership through Batho Pele principles?

Thank you very much for your time.

APPENDIX 15

DOCUMENTS REVIEW SCHEDULE

The documents that will be reviewed will not be older than three years and will be: minutes of the meetings, displayed charts and policy documents. These official documents will be used in collaborating the interviews, thus, improving the trustworthiness of the findings. The documents may reveal aspects that will not be found through the interviews.

Thank you very much in advance,

Serah Ntombikayise Malinga