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UNIVERSITY OF THE
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FACULTY OF HUMANITIES

SCHOOL OF EDUCATION

MASTER OF EDUCATION

M. ED RESEARCH PROJECT

Exploring servant leadership and novice teacher's job satisfaction: A case study of two schools in Gauteng North District

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(608240)

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Exploring servant leadership and novice teacher's job satisfaction: A case study of two schools in Gauteng North District

BY

Mahalia Ngobeni

A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Education in the discipline Educational Leadership, Management and Policy, School of Education.

University of the Witwatersrand

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Date submitted: June 2020

RESEARCH REPORT COVER PAGE

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Dr. S. E. Mthiyane (Supervisor)

June 2020

DEDICATION

This study is dedicated firstly, to the Almighty living God, without you I would never have managed to complete this study. Secondly, my mother and father, Vuyisile Ngobeni and Judas Ngobeni, I appreciate your constant support.

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First and foremost, praises and thanks to the Lord Almighty, for His showers of blessings throughout the process of completing my research. Thank You for being my strength and guide.

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LIST OF ACRONYMS

ATP: Annual Teaching Plan

CAPS: Curriculum and Assessment Policy Statement

DoBE: Department of Basic Education

HoD: Head of Department

IQMS: Integrated Quality Management Systems

PLC: Professional Learning Communities

SGB: School Governing Body

SMT: School Management Team

ABSTRACT

The aim of this study was to explore servant leadership and novice teacher's job satisfaction. Further to this was to look at the importance of putting novice teachers first in order to ensure that they are welcomed within the working environments and that they are mentored and supported to reach their full potential. It is assumed that servant leadership can increase teacher retention, enhance professional competence and improve job satisfaction. The challenge emanates from the fact that schools expect novice teachers to perform as competent professionals based on the knowledge they assume these teachers have acquired from their training, especially from universities. Therefore, based on the assumptions made, these novice teachers are not supported by schools. Semi-structured interviews were the main instrument of data collection, data was collected from 6 participants, which comprised of two principals, two HoDs and two novice teachers from two primary schools in Soshanguve. Findings showed that principals and heads of department do not formally induct novice teachers to the Batho Pele principles. Because there is limited time to go through every education policy with the novice teachers upon their arrival in schools. The participants think these teachers should take the initiative and acquaint themselves with educational policies, they need to do some research and gain more knowledge based on policies. School leaders are burdened with their own duties which left them with no time to assist novices in schools. The study also found that novice teachers were not formally assigned a mentor upon their arrival in schools, but heads of department do play their role of mentoring them. However, their mentoring is not continuous, and it was generic in nature. Generally, schools do not have enough time to mentor novice teachers. In addition, some admitted to not having enough knowledge on mentorship practices that could be applied to ensure that teachers have job satisfaction.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1. Introduction

South Africa's education crisis continues to rise despite the numerous interventions made by the government in the form of post-apartheid policies (Spaull, 2013). Admittedly, these interventions have failed to bring change within our society, instead they have contributed to the reproduction of the inequalities that exist today (Mpofu-Walsh, 2017). Presently, low income African counties that participate in cross-national assessments of educational achievement have managed to achieve far better results than South Africa (Spaull, 2013). The sad reality is that majority of South African learners are at a disadvantage as they are not acquiring the knowledge that they should be. Ultimately, what can be concluded about South Africa's educational system is that it is inconsistent, underperforming and unfair (Spaull, 2013). Only a limited few benefit from this system whereas the rest are left to fend for themselves.

However, one can only blame the educational system and government interventions to a certain extent, according to Msila (2014) school leadership and management inefficiency also plays a critical role in the dysfunctionality of schools and the overall underperformance of learners. Thus, the blame should not solely focus on government interventions and the education system but the school leadership and management as well. The reason for this is that school leaders know their schools best, their realities, experiences and culture shape their roles (Ngcobo & Tikly, 2010), and thus adhering to policies that do not serve the schools interests is a recipe for disaster.

School principals should always consider their realities before making decisions; their leadership style should depend on their context (Ngcobo & Tikly, 2010), reason being that different contexts require different leadership and management approaches (Christie, 2010). Consequently, what works for one school might not work for a different school. Thus, in agreement to that Christie (2010, p.694) argues that the "the mismatch between the ideal and the actual may impede rather than assist attempts to improve schools". Furthermore, dealing with the challenges at hand enables leaders to make the right decisions which will make a difference within their learning institutions, the right decisions as Bipath (2008, p. 61) expresses become

"self-evident" when realities are taken into consideration. He further adds that "good decisions are impossible without an honest confrontation of the brutal facts" (Bipath, 2008, p. 61).Ultimately, the role of the principal cannot be defined by post-apartheid policies as they do not sufficiently address the historical inequalities that still exist (Hoadley, Chrisitie, Ward, 2009).

In addition, it is important to take note of the fact that teachers are the key resources within schools (Bipath, 2008). They can either make or break the school. Cereseto (2010) argues that recognising the important role they play is key to improving the provision of quality education, as they are considered to be the problem and the solution of the challenges the school faces. Thus, it is important for leaders to take the teachers experiences into consideration when making school based decisions, as this ultimately affects them as well. Consequently, leaders should not overlook the experiences of the teachers within their schooling community as this can contribute to the teacher's dissatisfaction.

Teachers face so much pressure as a result of societal changes such as the rise in birth-rates, immigration, class sizes, ill-disciplined learners to name a few (Caffey, 2012). In addition, the policy changes, unions and political influences on public schools have also contributed to the change of roles and responsibilities of teachers (Caffey, 2012). Teacher's workload has been heightened over the years making it hard for them to cope and be productive .Unfortunately, these factors have limited their desire to remain in the teaching profession as it is challenging for them to provide quality education when there are so many barriers.

However, societal changes are inevitable, whether we like it or not at some point we have to accommodate change. Thus, leaders need to ensure that they recruit teachers who are able to deal with the different challenges their schools are faced with and furthermore they need to ensure that they recruit team players who have the best interest of the school at heart. This is because recruiting the wrong teachers to be a part of your schooling community can have negative consequences and further lead to teacher attrition (Bipath, 2008). It is important that leaders recruit the right teachers who have the potential to become great teachers and positively contribute to the success of their schools. (Bipath, 2008). Bipath (2008) further posits that having the right people in your organisation makes it easier to motivate and manage everyone. Thus, recruiting the right people for the job can lead to the teacher's job satisfaction. Consequently,

professionally efficient teachers will be effective in providing quality education and as a result they will enhance their job satisfaction at a higher level (Certis, 2009).

Teacher's job satisfaction is essential in the provision of quality education (Cerit, 2009). In order for them to help learners succeed, their well-being needs to be taken seriously. They need to be satisfied in order to perform their duties effectively and efficiently, and this can be achieved through the provision of the right support (Bipath, 2008). Bipath (2008) further posits that support should be provided by both the district office and the school as this will enhance the teacher's confidence and assist them to face old and new challenges that might emerge. Consequently, failure to provide support can also lead to teacher attrition.

According to Pitsoe (2013), teacher attrition is also one of the many contributory factors which have heightened South Africa's education crisis. He posits that one of the major causes of teacher attrition is the lack of guidance and support. The conditions that teachers work in affect their productivity and job satisfaction and no form of support or guidance is offered to resolve their challenges (Pitsoe, 2013). They are in most cases left to fend for themselves.

Sadly, teachers who experience the most challenges are novice teachers. Botha and Onwu (2013) posit that not much attention is placed on the mentorship of novice teachers in their first years of teaching. They are simply expected to make it work with limited to no form of support. Consequently, this affects their intent to stay within the teaching profession. They experience a reality shock that they were never prepared for (Botha & Onwu, 2013) which ultimately makes it hard for them to stay within the teaching profession.

According to Caffey (2012) and Taylor et al. (2007) research that has been conducted in other parts of the world shows that one of the leadership styles that could aid in mentoring and supporting novice teachers is servant leadership. According to Greenleaf (2002) as cited in Caffey (2012) servant leadership is one leadership style which prioritizes stewardship, ethical behaviour and collaboration, one of its goals is to build safe and strong relationships within organisations (Caffey, 2012). It emphasises the need to embrace collaboration within the organisation as to ensure that people learn from one another. In addition, according to Stewart (2017) recent studies on servant leadership exhibit the importance of the model on school climate, learner achievement, teacher's job satisfaction and teacher retention, all these elements

are critical in today's education system. Schools can benefit when leaders "adopt, practice and model servant leadership" (Stewart, 2017, p. 1).

In the South African context, the Servant leadership theory has been converted into a policy called Batho Pele. This policy consists of 8 principles which resemble the servant leadership principles namely: Consultation, setting service standards, increasing access, ensuring courtesy, providing information, openness and transparency, redress, value for money (Bipath, 2008).

According to Bipath (2008) these principles "were developed to serve as an acceptable policy and legislative framework for service delivery in the public service" (Bipath, 2008, p. 56). It was basically formulated to communicate the vision of "putting people first" within the public sector (Bipath, 2008, p.56). Consequently, its overall role is to improve service delivery within the public sector and to aid with the transformation of a public sector that puts it's people first (Venter, 2018). All the government departments both national and provincial are obliged to compile their service delivery mandates and service delivery improvement plans with the aim of "putting people first" (Grobler, Bisschat & Beeka, 2012, p. 18). Therefore this research will look at the importance of putting novice teachers first in order to ensure that they are welcomed within the working environment and that they are mentored and supported to reach their full potential, which is what servant leadership embodies. This is imperative as it will increase teacher retention, enhance professional competence and improve job satisfaction (Zelnick, 2017).

In the schooling context it is the school leader's responsibility to ensure that their leadership practices reflect the Batho Pele principles (Grobler et al., 2012), this therefore empowers them to serve first before leading, which is a fundamental aspect of servant leadership. However such a policy will fail without the leader's commitment (Msila, 2014), which is why Geraldine Fraser-Moleketi, former Minister of Department of Public Service and Administration as cited in (Bipath, 2008) insists that "everyone serving in the public service needs to do so with a high degree of commitment and sense of duty" (Bipath, 2008, pg. 56). Furthermore, he posits that all public servants should continue doing their work through living the Batho Pele principles, as this will ensure that the people are placed at the centre (Bipath, 2008).

Consequently, putting novice teacher's needs first and serving them through utilising the Batho Pele principles could be the best solution to retain them. Novice teachers are thus likely to be

more productive and develop as teachers, which will ultimately enhance their job satisfaction as compared to when they are left to figure everything out on their own. Thus the Batho Pele policy can assist in creating a much better working environment for the novice teacher to work in. This could be a solution to the job dissatisfaction experienced by teachers in South African schools. Thus this research will explore how the servant leadership principles can be used to enhance school leadership and management that positively influence novice teachers' job satisfaction.

1.2. Problem statement

There is an expectation from schools that novice teachers should perform as competent professionals based on the knowledge they have derived from university (Swart, 2013). This assumption might be one of the reasons why novice teachers are not given any form of support. Consequently, this affects their performance and their job satisfaction, as a result they "develop burnout symptoms" (Arends & Phurutse, 2009, p. xi) and their intent to stay is lowered (Caffey, 2012). The inability to adequately take on teacher roles and responsibilities can lead to feelings of inadequacy, resulting to them doubting their career choice in teaching. Ultimately, the feelings of inadequacy in the workplace can lead to depression and minimal job satisfaction (Swart, 2013). However, these challenges can be resolved with sufficient support and guidance from different stakeholders, it can come in different forms such as study groups, mentorships, peer coaching, networking and so on (Bipath, 2008).

Research posits that challenges experienced by novice teachers have been widely researched, however, these challenges still remain a concern as they have not been holistically addressed in some parts of the world (Swart, 2013). This further shows that teacher mentorship and support is not seen as a priority which is contradictory to the objectives of South Africa's post-apartheid education policies. According to the Curriculum Assessment Policy (CAPS), the post-apartheid education system aims to ensure that "equal educational opportunities are provided for all sections of the population" (CAPS, 2011, p. 4), judging from the lack of support provided in schools, how are novice teachers supposed to provide equal educational opportunities without the implementation of support and mentorship structures? In agreement to the above statement Pitsoe (2013, p. 314) contends that "most reports on South African education indicate that the majority of teachers have not yet been sufficiently equipped to meet the educational needs of a

growing democracy in a 21st century global environment", meaning that teacher quality is not seen as an essential factor to improve learner achievement. Pitsoe (2013) further argues that the one factor that can enhance learner achievement more than any other school-related factor is teacher quality. High performing countries such as Finland, Japan and Australia invest in teacher training, teacher induction, teacher development, and professional development and place a huge emphasis on collaboration among schools (Nkambule & Amsterdam, 2018). This goes to show that placing interest in teacher quality contributes to learner success. Therefore, schools cannot claim to provide equal and quality education without providing quality support and mentorship programmes for novice teachers first, as a result schools practices conflict with the government's aim of providing equal and quality education for all.

Furthermore, the lack of support novice teachers receive in schools is evidence that the Batho Pele principles which resemble the servant leadership principles are inadequately implemented. These principles serve as a tool to transform South Africa's public sector (Venter, 2018), thus ignoring these principles within the schooling context might have constraining consequences of the overall functioning of the school. If teachers are not valued within their working environment or supported, they will end up being demotivated and losing trust in their school leaders which will ultimately decrease their productivity (Venter, 2018) and their interest in bringing change within their schools. Ultimately, this will deprofessionalise them and limit their level of competence and experience (Arends & Phurutse, 2009).

Sadly, that is the problem schools are currently facing, reason being that school leaders are not effective in their duty of serving novice teachers'; they have not been exposed to any form of training to assist them in order to deliver service to novice teachers and the overall school community (Grobler et al., 2012). Their role has unfortunately become even more complex as they have the responsibility of ensuring that every stakeholder including the learners is put first and is satisfied and productive. However, before they can ensure learners satisfaction and productivity they first need to ensure that the novice teacher is satisfied within their schooling community, they should make it their duty to serve and place the interests and needs of novice teachers before their own (Caffey, 2012).

Furthermore, the fact that they are seen as novice teachers who have no insightful inputs for better teaching practices can be discouraging. According to Swart (2013), more focus is placed

on their weaknesses than their strengths, thus their full potential is not recognised. One could argue that they are still being treated as though they are student teachers and not as professionals within their field. The experienced teachers believe that their experience alone makes them good teachers (Nkonyane, 2016), thus they are not open to new ideas from novice teachers which can enhance their teaching practices.

The teaching profession relies on survival tactics as a professional learning mechanism, meaning that novice teachers have to adapt and fit in without any given support (Swart, 2013). Consequently, they look for solutions to their problems through trial and error (Swart, 2013).This can be frustrating especially for a novice teacher coming into the work space for the first time. It is important to take into consideration that the university context and the working context are two different settings (Swart, 2013), for example the behaviours, roles and responsibilities they are exposed to in the university context differ from those in the working context.

These are some of the few challenges which lead to teacher attrition. The educational reality causes discomfort and job dissatisfaction among teachers (Nkonyane, 2016, p.35), thus their will to stay is reduced. This is a problem that needs to be addressed before more and more teachers start leaving the teaching profession and before the teaching profession receives a "poor public image". Given the problem statement explained thus far, my research on servant leadership will explore the need of going beyond the call of duty within school communities. School leaders need to prioritise the needs of novice teachers; teachers are the key resource in ensuring effective teaching and learning (Bipath, 2008), if teachers are not satisfied within their working space they are unlikely to be productive. This as a result will affect the schools quality, equity and efficiency (Pitsoe, 2013), which is what the department of education is trying to rectify. Given the above problem statement the purpose of this study is to explore servant leadership and novice teacher's job satisfaction

1.3. Purpose and rationale for the study.

As a first year teacher I've experienced multiple challenges which made me question whether I chose the right profession or not. There was a point where I felt inadequate and that the four years I spent at university were just a waste of time. The feelings of inadequacy quickly led to depression. I was depressed and didn't have the will to continue teaching, until I finally made the decision to quit in my 6th month of teaching. I remember counting the days till the end of the

term so that I could finally be released from the daunting feeling of inadequacy. These are the type of challenges that novice teachers face within their first years of practice (Swart, 2013).

The sad part is that most novice teachers experienced these challenges in isolation (Swart, 2013), probably because there is no one who is willing to help. My assumption when I started off was that asking for help would mean that I'm incompetent, basically I would be indirectly notifying my colleagues that I was incapable of undertaking my roles and responsibilities as a teacher. Sadly, my silence assured my colleagues that I was coping. However, this was not the case, I faced so much pressure to meet the high demands of the school and I had no knowledge of how to overcome these challenges.

The gap between university and workplace was hard for me to adjust to. I was not prepared for the working environment as I had never been responsible for anything in my life. Thus bridging the gap between university experience and my workplace experience seemed impossible for me. I came to the realization that university did not equip me with the necessary tools of becoming a competent teacher. When you come into the teaching working space you are expected to be competent already, they don't tell you that teaching is a learning process, thus this places heavy pressure on you. You start to question your abilities as a teacher. According to Swart (2013) other professions have an induction process that their interns go through to help them adjust to their work environment. However, teachers are expected to go through a trial and error process in order to enhance their teaching practices, no effort is invested in supporting novice teachers once they enter the working environment (Swart, 2013).

I received no support and no form of mentorship during my time there, no one ever cared to ask if I was settling in okay or not. I was on my own and had no one to talk to. Looking back those were the worst six months of my life. Those six months deprofessionalised my identity as a teacher. I was not motivated to become the best teacher any more my aim was now to do what was expected of me and get through the day without giving up. I had no choice but to make it work.

In a space where I was the youngest it was hard to form relationships with my colleagues and communicate my challenges with them. I constantly isolated myself because I did not "fit in". Unfortunately, no effort was made to make me feel a part of the schooling community. I was

alone and depressed and had no one to talk to. The only effort my principal made was her telling me to find someone to show me around the school premises. I knew from that time that I was on my own.

My experience showed me that there is a need for support and mentorship programs for novice teachers, especially in their first few months of teaching. These programs can ensure the enhancement of a novice teacher's job satisfaction. They can be implemented through the services of a servant leader such as a principal, deputy principal, HoDs or even an experienced teacher, who will selflessly address the needs of the novice teacher with the use of the servant leader principals which will be discussed in more detail. These principles can help ensure that new teachers feel welcomed and a part of the team. There is nothing worse than feeling unwelcomed within your workplace. Thus it is imperative that school leaders modify their leadership and management styles in order to address the ever increasing challenges the school may face. Consequently, school leaders need to engage themselves with effective leadership styles that will have a positive impact on the school climate, teachers' job satisfaction which will progressively lead to staff retention (McMillan, 2017).

The role of servant leadership in this regard will put the teachers needs first through teaching them to understand the school culture and philosophy so that they know what is expected of them, setting service standards are essential so that people can determine for themselves whether they are doing what is expected of them or not (Bipath, 2008). Consequently, this can help them refrain from doing the bare minimum. Furthermore they can provide the emotional and intellectual support needed to fit in within the schooling community, taking into consideration that this is their first time working as a teacher. Starting off in a new workspace for the first time can be intimidating especially if you have never been exposed to a working environment. Thus the guidance of teacher servant leaders focuses on the best interest of the teacher. They groom them to become the best teachers they can be (Zelnick, 2017)

1.4. Significance of the study.

According to Swart (2013) universities, schools and educational districts do not adequately support novice teacher in the first stages of their teaching profession, novice teachers are expected to make it work with no support and mentorship programs. As a result they experience

challenges which constrain their professional development. They rely on trial and error to make it work whereas there are experienced teachers who can help them through this daunting process. These teachers can serve them through their journey of becoming a better teacher. This study therefore aims to determine whether there is a correlation between teacher servant leaders and novice teacher's job satisfaction.

Botha and Onwu (2013) posit that there is limited research that explores novice teacher's experiences within the teaching practice and how they overcome these challenges, in addition there is no legislation that requires the implementation of induction processes to support teachers within schools (Swart, 2013), thus making it hard for novice teachers to cope with the different pressures they face. Thus this research will indicate to us whether teacher servant leaders can influence novice teacher's productivity and job satisfaction or not? Through this study I therefore aim to show the importance of novice teachers experience and how teacher servant leaders can serve them in ensuring that their experience is impactful. The power of the teacher servant leader seems to be undermined, not realising that they can play a huge role in addressing the needs of the inexperienced teachers.

Consequently, this study will illustrate the need for servant leaders in relation to novice teacher's job satisfaction in all schools across the country, as they will ensure the productivity of these teachers. According to Zelnick (2017) teacher servant leaders (mentors) can affect new teachers' decisions to remain in their positions, transfer schools, or leave their jobs at the beginning of their careers. Thus it is imperative that effective servant leaders are placed in mentoring positions.

1.5. Objectives of the study:

- To explore the role of servant leadership to promote novice teachers' job satisfaction at the researched schools.
- To find out how servant leaders perceive their role in serving, leading, managing and enhancing novice teachers' job satisfaction.
- To explore the challenges novice teachers experience and what they suggest could be done by servant leaders to orient them to the teaching profession.

- **1.6. Research questions:**

1. What is the role of servant leadership and how can it promote novice teachers job satisfaction in your school?

2. How do servant leaders perceive their role in serving, leading, managing and enhancing teacher's job satisfaction?

3. What are the challenges (if any) experienced by novice teachers and what do they suggest could be done by servant leaders to orient them to the teaching profession?

1.7. Organisation of the study

Chapter one provides a detailed account of the introduction and background of the study. It also provides an explanation of the problem statement, purpose and the significance of the study. Furthermore, it includes the study objectives and critical questions which gave direction to the study.

Chapter two presents a literature review which is relevant to the study. It comprises a review of local, continental and international literature on servant leadership and novice teacher's job satisfaction. The literature review is interpreted with emphasis on Spears servant leadership model (2010) and Hertzberg's two factor theory.

Chapter three gives a detailed explanation of how the research for this study was conducted. It presents a detailed account of the research paradigm and methodological approaches employed to generate data. In addition, it discusses the research design, research population, sampling instrumentation, data analysis, issues of trustworthiness, ethical issues and lastly limitations of the study.

Chapter four presents an analysis of the data derived through interviews and provides a discussion based on the findings. The findings are categorised into themes and sub-themes. Chapter five provides the study summary, conclusions, recommendations and implications of the study.

1.8. Delimitation of the study

The delimitations in a study limit the scope and define the boundaries of your research (Simon, 2011). Delimitations can be controlled, they are influenced by the objectives, research questions, theoretical perspectives and the population that I choose to utilise in my study (Simon, 2011). The findings in this research lack generalization due to the few participants who will be interviewed and the fact that the focus is only on principals, deputy principals and H.O.D's and novice teachers in three schools within the Gauteng North District.

The paradigms I have chosen also play a role in delimiting my study. The delimitation in this regard again is "that the researcher can only make sense of the data if they are also able to understand the data" (Scott and& Morrison, 2005, p.184). This therefore means that if the researcher does not understand the data or interprets the data wrongly they therefore cannot utilize it as it will defeat the purpose of the study.

1.9. Conclusion

Consequently, putting novice teacher's needs first and serving them through utilising the Batho Pele principles could be the best solution to retain them. This is imperative because it ensures continuity and renewal in the teaching profession (Arends & Phurutse, 2009). In addition, it can develop an attitude of lifelong learning in the novice teacher. Thus novice teachers are thus likely to be more productive and develop as teachers, which will ultimately enhance their job satisfaction as compared to when they are left to figure everything out on their own. Thus the Batho Pele principles prescribed in the the 1997 White Paper can assist in transforming service delivery and in the process develop a much better working environment that serves rather than intimidate novice teachers. This could be a solution to the job dissatisfaction experienced by novice teachers in South African schools. Thus this research will explore how the servant leadership theory can be used to enhance school leadership and management that positively influence novice teachers' job satisfaction.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section presents a detailed account of literature concerning servant leadership and novice teachers' job satisfaction. It comprises a review of local and international research on the relationship between servant leadership and the novice teacher's job satisfaction. This chapter will firstly define leadership and servant leadership. Furthermore, it will provide an overview of how school leaders can use the Batho pele principles to ensure novice teachers' job satisfaction. Secondly, it will discuss the challenges that novice teachers are exposed to within their first few years of teaching. Thirdly, the role of a servant leader in relation to the professional development of a novice teacher will be discussed and lastly it will focus on the relationship between teacher servant leaders and novice teacher's job satisfaction.

2.2. Literature review

2.2.1 Leadership

Leadership is frequently accepted as the central component to securing and ensuring successful operations within different organisations (Oduro & Macbeath, 2003). Consequently, it is seen as the main solution to any problem encountered within an organization despite the context (Alvesson & Spicer, 2012). It is further argued that it is a valuable aspect in making organisations function (Alvesson & Spicer, 2012). In addition, it is heavily relied on within every organisation, thus it is believed that leadership is essential to control and run an organisation, without leadership success and the efficient running of an organisation is not guaranteed. However, leadership is more complex than that, many believe that it can characterised and pinned by various theories and models, sadly this is not the case.

Despite the multiple perspectives, theories, models and typologies, defining leadership still remains to be problematic (Alvesson & Spicer, 2012). There is no clear, single definition for the concept of leadership. It is a subjective concept which is heavily influenced by context. Leithwood et al. (1999) posits that there is no single definition for the concept of leadership that has been collectively agreed upon. Similarly, Christie (2001) argues that the search for a general

theory of leadership is futile. Therefore this creates ambiguity when assessing what leadership is really about. Consequently, leadership is a complex practice that cannot be defined by a single definition.

According to Yukl (1989) as cited in (Alvesson & Spicer, 2012) leadership is an influential process. It fosters the influence of task objectives and strategies, ensuring commitment and compliance in task behaviours, meaning that it aims to influence various structures within an organisation. This definition gives an idea of what leadership might consist of, it gives a useful insight about what leadership is. However, it does not give a holistic definition of what leadership really is. There are still misconceptions and misunderstandings around the definition of leadership. Sadly, this does not solve the challenges that leaders face instead it demands the impossible, consequently, leading to an unrealistic approach of initiating change in schools (Hoadley, Chrisitie, Ward, 2009).

Similarly, Christie (2010) defines leadership as the process of influence towards goals and outcomes, although it is highly shaped by an individual's attributes (Christie, 2010). The definition of leadership means different things to different people based on their experiences, perspectives, backgrounds and knowledge, everyone has a different approach to leadership depending on the challenges they are faced with and the contexts they are located in. The different challenges and contexts determine how leadership is approached; the main aim is to influence (Christie, 2010).

Alvesson and Spicer (2012) argue that we need to move away from these widely accepted views of what leadership is. They posit that in order to gain an understanding of the leadership literature we need to focus on the underlying paradigmatic assumptions because the disregard of these paradigmatic assumptions generates ambiguities. Thus generally accepted assumptions of leadership need to be questioned and challenged, a thorough critique of leadership needs to be developed. As a result this will clearly illustrate the limits of leadership and its emancipatory potential (Alvesson & Spicer, 2012). In addition, Alvesson and Spicer (2012) suggest that there are three set of paradigmatic assumptions underpinning the study of leadership namely functionalist, interpretive and critical, they argue that these assumptions cultivate how we understand leadership.

2.2.1.1 Paradigmatic assumptions underpinning the study of leadership

1. Functionalist assumptions:

Alvesson and Spicer (2012) posit that functionalists observe leadership objectively. It sees leadership as a rational practice which can be assessed using analytical tools (Alvesson & Spicer, 2012). Furthermore, it assumes that different activities in leadership are related. It does not take into consideration the complexities involved in leadership practices. Critics on the other hand argue that leadership is a complex practice, it involves different unrelated activities (Alvesson & Spicer, 2012). This notion of thinking limits the definition of leadership as it tries to pin it down and measure it. It cannot be measured as it depends on different interpretations on the basis of background, knowledge and experience, meaning several aspects make up the definition of leadership. It needs to take into consideration the fact that people do not share the same norms and values. Consequently, the dismissal of different interpretations may lead to other relations of domination.

In conclusion, leadership means something different in different contexts. Thus when defining leadership we need to ignore the positivistic approach as it informs rather than prescribes practice. So therefore we should rather rely on the interpretive approach as it will capture the dynamic processes involved in leadership practices.

2. Interpretive assumptions

Interpretive assumptions look at leadership as a socially constructed concept (Alvesson & Spicer, 2012), meaning that the term leadership is based on understanding and meaning making, no facts are utilised only interpretations. Interpretive studies aim to capture different interpretations of leadership with the idea of reinforcing the creation of shared meaning (Alvesson & Spicer, 2012), there is no one truth. According to Alvesson & Spicer (2012), it highlights how leadership is constructed, together with the ambiguities and uncertainties. However, problems that arise with interpretive assumptions are that every respondent's interpretation is accepted without allowing us to question the social structures that underpin leadership claims (Alvesson & Spicer, 2012). It does not address the challenges of different people from different contexts. It solely focuses on the respondent's perceptions, thus only people with the same experiences or background can utilise the ideas that are addressed and only a specific few can relate to the ideas

expressed. Ultimately, those who are in powerful positions are in a stronger position to impose their definition of what leadership is (Alvesson & Spicer, 2012). A perfect example is how developing countries rely on Western literature to address their challenges within their context without considering the realities at hand.

3. Critical assumption

Critical assumptions assume that social reality is produced and reproduced by people. Their ability to change or deconstruct social norms is constrained by various forms of social, cultural and political domination. Thus their main aim is to denaturalize leadership and to uncover the 'darker side' of leadership as it is seen as the influence of inequality, power, discipline and control (Alvesson & Spicer, 2012). Alvesson & Spicer argue that critical approaches also have their problems such as the overestimation of power in leadership. The followers agency and resistance is often overlooked (Alvesson & Spicer, 2012). Their role in the daily operations of an organisation go unnoticed, everything revolves around those in leadership positions.

2.2.1.2 A critical performative approach to leadership

Alvesson and Spicer (2012), posit that a critical performative approach is what is needed in order to underpin what leadership really consists of. It opens up new ways of understanding through questioning widely accepted views. As a result it questions the norm and minimises domination within organisations, ultimately, it changes the manner in which we engage with leadership (Alvesson & Spicer, 2012), as a result it will generate intellectual discussions through radical questioning of leadership theory and practice. Consequently, these discussions promote emancipation and practical improvements in the operations of organisations (Alvesson & Spicer, 2012). Thus a critical performative approach takes both theory and practice into consideration, as one cannot effectively exist without the other. When they exist in isolation ambiguities and misunderstandings arise.

In addition, according to Alvesson and Spicer (2012) critical performativity minimises domination through using three tactics; circumspect care, here the different notions of what leadership entails are taken into consideration without challenging them, as there is a mismatch between the theory prescribed and their daily realities. This is to get an idea of where they are coming from and what makes them lead the way they do. Furthermore, the perspectives of others

involved in the daily operations of the organisation are also taken into consideration. They do not just look at the leader as the role player as this can be misleading. However, to some extent there is a critical hesitance in accepting their notions as true, the gaps that exist in their leadership practices are used to challenge them and make them conscious of their realities (Alvesson & Spicer, 2012). It enables them to have their own voice based on their experiences. Thus, through focusing on theoretical assumptions about leadership we tend to ignore the voices of those who are not directly involved in leadership practices.

Secondly, progressive pragmatism involves working with generally accepted literature for emancipatory results, thus it critically questions what we know to be true (Alvesson & Spicer, 2012). Information here is not generally accepted as true, rather it is questioned to illustrate the gaps that exist. These gaps are solely based on the impracticalities that exist between theory and practice. However, it does not disregard theory as it can be used as a guideline for the daily operations in an organisation, thus both theory and practice can be considered in leadership practices depending on the context. The individuals with an organisation have the agency to choose what works for them and what doesn't, certain literature might be applicable in their context but some may not be applicable. Furthermore, this tactic is progressive because when gaps are discovered the aim is to bridge them, therefore through bridging these gaps new knowledge is created. Ultimately, what we know to be true will not be considered true by different contexts; knowledge is constantly changing as a result of political and social structures that exist within different contexts.

Lastly present potentialities uncover the possibilities of what could be, according to Alvesson & Spicer (2012) this moves beyond critiques and aims to create a sense of what could be, it looks at multiple strategies of leading, strategies which have not been considered (Alvesson & Spicer, 2012). It looks at the unknown instead of focusing on what is already "known". It enables researchers to think outside the box. Consequently, it can lead to the formulation of new knowledge which can be progressive.

In conclusion, a critical performative approach to leadership is needed in this rapidly changing society. It provides new ways of understanding and engaging with leadership practices, thus ensuring the denaturalisation of the term and practice of leadership (Alvesson & Spicer, 2012). Thus, in doing so the focus will be shifted from those in power and ultimately the voices of the

subordinates who contribute to the functioning of the organisation will be heard. Consequently, dominant and high stature positions in organisations will be critically examined.

2.2.2 Servant leadership

The term servant leadership was introduced by Robert Greenleaf in the 1970s, according to him servant leadership is the practice of leading willingly through putting others first (Greenleaf, 1973). He affirmed this by stating that "it begins with the natural feeling that one wants to serve, to serve first" (Greenleaf, 1973, p.6), meaning that these leaders are neither assigned nor instructed to lead. They lead because they desire to do so. Furthermore, servant leaders do not exercise authority over others; instead they serve others (Kgatle, 2018). They use their power to serve others (Page & Wong, 2000).However, they need to view themselves as servants first before they can serve their followers (Greenleaf, 2002). One cannot truly serve to their best ability if they still consider themselves to be authoritative or superior than the rest, thus it is important that servant leaders take up the role of being a servant to their followers. These leaders are different as compared to our everyday leaders, simply because they aim to serve first rather than lead first, they make the conscious decision to lead once they have served their followers (Greenleaf, 1973). Their priority is focused on their followers and ensuring that their needs are being served (Greenleaf, 2002).

The act of serving requires leaders to follow the people they are leading (Stewart, 2017), this gives them the opportunity to familiarise themselves with the needs of their followers, what is the point of serving if you are uncertain of what to serve? Thus, in order for servant leadership to be beneficial, servant leaders need to be aware of the needs of their followers, this allows them to strengthen their abilities and give credit where it is due (Stewart, 2017). People tend to feel valued and recognised when their needs are adequately addressed.

In addition, when leaders follow the people they lead, it gives them the opportunity to share power and in the process put the needs of others first (Stewart, 2017), essentially this creates space for followers to be involved in decision making processes and at the same time share responsibility and authority (Kgatle, 2018), it enhances their ethical and caring behaviour, which is likely to have a positive impact on their overall approach to life, this leadership practice values the importance of the followers (Kgatle,2018), their growth, well-being and job satisfaction is

put at the center. Moreover, it allows individuals to rediscover themselves and realise their true potential; in the process this maximises their empowerment and their participation in adhering to the vision of the organisation (Kgatle, 2018), ultimately, this will ensure growth and improve the quality of the working environment (Spears, 2010).

In addition, servant leadership aims to build a sense of community within the organisation and in the process combat individualism (Spears, 2010), meaning that it is the servant leaders responsibility to build a desire in their followers to reciprocate the "citizenship behaviour" exhibited to them to everyone else (Selladurai, 2014, p.6). The practice of serving allows followers to become independent and capable (Kgatle, 2018) and in the process creates a form of loyalty towards the leader, as a result followers develop a desire to serve others as well (Selladurai, 2014), consequently, it is an integrated way of serving everyone working within the organisation. Most organisations that fail, fail due to the high rate of unhealthy competition, where everyone is looking out for themselves (Spears, 2010). Consequently, through the process of serving, servant leaders build a team that will follow through the organisations vision and objectives (Kgatle, 2018).

Servant leadership is not based on personal gain rather it focuses on serving individuals to a point where they feel good about themselves and are more confident in executing their roles within their working space. However, this is only possible if the followers connect and believe in their servant leader, according to Spears (2010) once followers believe in the actions of their servant leader, they tend to believe in themselves as well. In the case where followers do not connect with the servant leader and in the process reject them, it is the leaders' responsibility to accept and emphasise them, and not reject them (Greenleaf, 2002). According to Greenleaf (2002) followers do not have to deserve good treatment, it is the responsibility of a servant leader to serve their needs in a "thoughtful and sensitive manner" (Msila, 2014, p. 1107), whether they like it or not. He further makes a good example of how a teacher can constantly be rejected by his/her learners but he/she can never do the same. Consequently, they will have to adhere to the notion of "loving the unlovable" (Kgatle, 2018, p.5).

In addition, as mentioned above one of the roles of a servant leader is to build a sense of community, therefore in order to achieve this everyone needs to be accepted and a culture of sense of belonging needs to be created. This goes to show that serving is not as easy as it looks,

in order to serve to the best of your ability you need to look at the bigger picture and place the followers' growth and well-being at the center. A servant leader cannot let personal feelings cloud their judgement, instead they need to ensure that their followers become wiser, autonomous and ultimately, become servant leaders (Greenleaf, 1973). Consequently, as a servant leader you always have to be the bigger person. The whole point of this leadership style is to ensure growth amongst your followers; ultimately, it focuses on the people within the organisation rather than processes only (Msila, 2014). Servant leadership is centered on empowerment rather than instruction (Zelnick, 2017). Consequently, this leadership style gives leaders the opportunity to create more leaders within their organisations. Msila (2014) argues that, that should be the sole purpose of a 21st century leader.

Zelnick (2017) argues that servant leaders do more than just help, their duty stretches further than just helping their followers. What their role further entails is to serve their followers to reach their full potential. He points out that helping leads to a feeling of satisfaction, which therefore suggests that you get something in return even though it's just an abstract feeling, whereas serving draws in feelings of gratitude. According to Page and Wong (2000) the practice of serving should not be equated with self-serving motives to lure people into liking you nor should it be used as a method of being accepted and approved by your followers. Followers should not feel indebted by the servant leader's actions (Zelnick, 2017), instead they should feel empowered, which gives the servant leader an opportunity to equip them with the necessary tools and in the process this will motivate them to be loyal when following their leaders and even go beyond what is expected of them (Selladurai, 2014). This plays in the leaders favour because no leader will achieve the desired level of success without loyal followers (Msila, 2014). Consequently, when servant leaders place focus on the needs of the followers, they do so with the belief that the followers will reciprocate through doing what is beneficial for the organisation (Selladurai, 2014).

Furthermore, servant leaders are ineffective if they do not do as they say; their actions need to reflect their teachings in order to model effective leadership behaviour (Taylor et al., 2007). Their behaviour and their actions serve as a starting point of installing knowledge to the followers, it gives them guidance on how to serve and lead effectively. Ultimately, this learning experience will enable them to move beyond what they have learned (Taylor et al., 2007). This is

a good strategy to promote growth with regards to the followers' professional identity; as a result they can contribute to the success of the organisation (Taylor et al., 2007). Consequently, modelling effective leadership behaviour gives servant leaders the opportunity to set a standard of what is expected from their followers, in both their performance and their behaviour within the working space (Taylor, et al.,2007). Their followers are therefore able to follow based on what they see from the servant leader. Thus, it is the servant leaders' responsibility to create a standard of excellence which will enable them to set an example to their followers of what is expected (Taylor et al. 2007). They are the epitome of "leading by example". Consequently, setting high standards will ensure effectiveness within the working environment, in addition, it will encourage the followers to meet those standards and to work hard while at it, this will not only advantage them within their working environments but it will benefit them in their personal lives as well. Page and Wong (2000) further posit that the influence of servant leaders goes far beyond personal growth and organisational success, but because of the high standards regarding ethics and performance instilled in followers, this leadership style can have a positive impact on our society, cultures, and even our civilization.

In the next section I will therefore briefly discuss the Batho Pele Principles and further explain how they can contribute to the novice teachers' job satisfaction.

2.2.3 Batho Pele Principles

In the South African context, the servant leadership theory has been converted into a policy called Batho Pele. The aim of this policy framework similarly to the servant leadership theory strives for excellence in service delivery, ensures that service providers commit themselves to continuous service delivery improvement, furthermore it gives citizens the opportunity to hold them accountable for the type of services they deliver and lastly it encourages service providers to adopt a citizen orientated approach to service delivery which is informed by the eight principles listed below (Pietersen, 2014). These are: consulting users of services; setting service standards; increasing access; ensuring courtesy; providing more and better information; increasing openness and transparency; remedying mistakes and failures and getting the best possible value for money (Republic of South Africa, 1997).

Public servants are obliged to adhere to these principles in order to communicate the vision of "putting people first" (Bipath, 2008, p.56). Thus, since educators are public servants, they are required to abide by these principles in order to effectively serve the public. According to Pietersen (2014), it is the educators' responsibility to provide quality services to the customers, the customers being the parents; they are considered to be the "buyers" of educational services for their children, they are also known as external customers. Moreover, it is the leaders responsibility to hold the organisation in trust to the public (Drury, 2004), meaning that they need to ensure that their educators comply with these principles in order to ensure trust to the public. However, the educators can only successfully abide to these principles if the leader is aware of the context and the needs of the educators working within that institution. Consequently, when the leader places focus on the needs of the followers, followers will thus be encouraged to reciprocate through doing what is best for the institution (Selladurai, 2014), in this case they will be motivated to abide to the Batho Pele principles and serve the public to their best ability.

Thus, for the educators to effectively abide to these principles, the leader has to lead by example. Their actions and behaviour should model what they expect from their employees; in addition they should adopt a collaborative approach of leading (Grobler et al, 2012). They cannot expect their employees to do something that they are incapable of doing themselves. However, principals in South Africa have not been sufficiently trained nor equipped to implement these principles into the day-to-day running of their schools (Grobler, et al, 2012). Furthermore, the bureaucratic system limits their autonomy and literature does not provide enough information to guide them (Grobler et al, 2012). In addition contextual issues act as barriers; and political and social issues influence their way of leading. Consequently, there is a gap between the ideal forms of leadership as prescribed by the government and what is practiced within the system (Grobler et al, 2012).

According to Pietersen (2014) the government initiative of putting people first has not been fully realised in the daily operations of government institutions, this is because of the poor quality of services provided by the educational district officials (Pietersen, 2014), we need to remember that principals and educators are the "internal customers" of the educational district, thus the educational district needs to serve their needs and put them first so that they can do the same for

their customers. Their lack of competence has resulted in the low morale of educators (Pietersen, 2014). In agreement to the above mentioned the Minister of Education, Dr. Naledi Pandor, highlighted the fact that many educators complained about poor services provided by district officials and as a result have lost trust in them (Pietersen, 2014). Consequently, the degree to which educators can serve their customers is determined by the district officials' service delivery.

However, despite the fact that district officials continue to fail educators, it is still the school leader's responsibility to ensure that their schools offer quality services. According to Grobler et al. (2012) principals as the leaders of the school need to abandon their "old and redundant" leadership styles and employ collaborative forms of leadership. They, after all know the context and the needs of their employees better than anyone else, to sit and wait for the district officials to do something would not be beneficial for their customers. They need to strive for success and ensure that they meet the needs of their educators, according to Pietersen (2014); the quality of services provided will ultimately determine the educators' behaviour and performance towards customer's satisfaction. Thus, the educators' level of commitment within the institution will increase if their needs are addressed. Consequently, high standard service delivery within schools can be achieved if the Batho Pele principles are implemented in the daily running of schools, it should not be added on to their main business but rather school leaders should continuously emphasise the fact that the Batho Pele principles form a fundamental part of the institutions day-to-day operations (Pietersen, 2014).Thus, quality service delivery can be achieved if both district officials, school leaders and educators work together to ensure that Batho Pele principles are implemented efficiently.

This section will provide an overview of how school leaders can use the Batho Pele principles to ensure novice teachers job satisfaction. School leaders need to acknowledge the fact that novice teachers are "teachers in transition", during their first phase of teaching they undergo a challenging transition from being a student teacher to becoming a professional teacher (Dube, 2008, p. 55). They enter their careers with their previous experiences of being observers, assistant tutors and students to becoming professionals who are accountable for the learners they teach, the change is demanding and difficult in all spheres (Dube, 2008). Thus, school leaders need to provide support and in the process they need to be sensitive and attentive to their needs

(Dube, 2008). As mentioned above, school leaders need to ensure that their actions and behaviour reflect their expectations, thus in the process they also need to cater for the novice teachers every need. Consequently, ongoing assistance and support to guide them through the transition should be seen as a priority.

Novice teachers' can be regarded as the most vulnerable internal customers, thus school leaders need to provide services to these educators as the employees of the schools. They need to provide guidance and support to ensure that they are satisfied within their careers, ultimately resulting to quality service delivery from their end. Therefore, implementing the Batho Pele principles would be beneficial in this regard, because not engaging and consulting with novice teachers will result to failure of complying with the first Batho Pele principle which is consultation (Venter, 2018). Thus, it is important that school leaders provide an acceptable level of service through adhering to the Batho Pele principles when addressing the needs of novice teachers. Failure to do so could lead to a decrease in the novice teachers' active participation within the institution. Consequently, the Batho Pele principles can be seen as a tool to help achieve service delivery within schools, however, in order to achieve this school leaders need to respond to the needs of the "internal customers" first.

Below are ways in which the Batho Pele principles can be used to serve the needs of novice teachers. School leaders in this regard can be considered as servant leaders as their responsibility requires them to put the teacher first.

1. Consultation

Novice teachers should be consulted and be given the opportunity to engage about the degree and quality of the public service they are expected to provide to their external customers (Pietersen, 2014). The argument here is that they should be given the opportunity to "participate as players and not as observers or spectators." ("Service delivery review", 2008, p.16). Consequently, this will enhance the teachers professional identity and in the process improve the "caring and quality" of the working environment (Msila, 2014, p. 1107).

2. Setting Service Standards

School leaders should set and model clear and challenging standards that novice teachers should adhere to, they should be made aware of what to expect and also what is expected of them (Pietersen, 2014), this prepares them for change, however, the standards set should not restrict them, instead they should develop them and allow them to be "wiser, freer and autonomous", consequently, grooming them to become servant leaders themselves (Msila, 2014). Moreover, the process of setting service standards should not overlook the contextual issues at hand. This should not only be instructed to novice teachers, but rather the performance and behavioural standard should also be modelled by those working within the organisation. .

3. Increasing Access

Novice teachers should have equal and fair access to the services provided by the school, district, Trade Unions etc. , if they are entitled to the services then they should be given equal access (Pietersen, 2014), moreover these services should be easily accessible for them and should cater for their needs ("Service delivery review", 2008). Consequently, these services will enable them to provide quality education to the learners, seeing that they are the essential element to achieving effective teaching and learning.

4. Ensuring Courtesy

Novice teachers as the "internal customers" should be treated with courtesy and consideration (Pietersen, 2014). School leaders should be able to place themselves in their shoes and be able to lead from their view point with a better understanding (Msila, 2014), reason being that the first few years of teaching are usually the most difficult, as they experience phases of insecurity and self-doubt (Dube, 2008), thus, courtesy and respect is crucial at this stage. According to Msila (2014) servant leaders should ensure that everyone's needs are being served in a thoughtful and tactful manner, this will allow them to sustain equality, respect and in the process build a sense of community among the employees.

5. Providing Information

The novice teachers should be given detailed and valid information about the public services they are entitled to receive (Pietersen, 2014). Knowledge is power, thus if certain information is withheld, problems will arise within the organisation ("Service delivery review", 2008).

6. Openness and Transparency

Novice teachers should be informed about how the school is operated, this should not just be discussed with those in senior positions. Issues of finances, who is in charge of those finances, appointment policies etc. should be disclosed (Pietersen, 2014; "Service delivery review", 2008).

7. Redress

Servant leaders should remedy mistakes and failures within the organisation, if the internal customers, in this case the novice teachers are not happy with the standard of service delivered, they should concede and apologise for their mistakes and in the process provide an effective remedy (Pietersen, 2014). In addition, servant leaders should not let their opinions cloud others opinions (Kgatle, 2018). If they are wrong, they should rectify their mistakes and not make the other feel inferior.

8. Value for Money

Servant leaders should support and guide novice teachers in order to improve the overall organisational performance. Consequently, this will help novice teachers to improve their teaching practices and as a result this will ensure that the parents as the "buyers" will get the best possible value for their money. According to Pietersen (2014, p.225) public services should be dispensed "economically and efficiently" in order to ensure that citizens get the best value for money.

These principles will thus be used as a theoretical lens to interrogate servant leadership. They will be used to determine whether the school leader's practices align with the requirements of the Batho Pele policy and whether the application of these principals leads to the novice teachers job satisfaction or not.

2.2.4 Challenges faced by novice teachers

According to (Zelnick, 2017) novice teachers can be portrayed as inexperienced and lacking of mentorship and support. In their first years of teaching they encounter a range of challenges from difficulties in adjusting to the new school environment, preparing for lessons and the use of effective pedagogical practices (Zelnick, 2017). This is because there is a theory-practice gap between what they learn in university and what they have to practice in the school setting (Swart, 2013). In most cases the theory they learn from school is hard to implement in reality. What is taught in university does not correlate with the different settings that novice teachers find themselves in.

In the case of South Africa, our country is one of the most unequal and diverse countries in the world, now implementing theory learned from university can be a challenge because of the different realities novice teachers face (Swart, 2013). For example learner's in rural settings experience heavy challenges as a result of poverty, such as hunger, poor living conditions, illiteracy, unemployment, homelessness, HIV/ AIDS and demotivation (Badenhorst & Koalepe, 2014). As a result these challenges constrain learner's epistemological access, thus making it hard for the teacher to incorporate what they learned in university into their teaching practice. This will therefore require them to make a shift in their pedagogical practices in order to adjust to the existing practices in the schools (Swart, 2013).

Thus what we can gather from previous research is that teacher's roles differ according to the needs of the schools they work in and universities do not prepare them for these different roles. Thus this shows that universities and schools have a tendency to work in isolation from each other, yet they both have an impact on the teacher's job satisfaction (Swart, 2013). However, it would be unfair to expect universities to adequately prepare teachers for all different challenges they may come across. The schools should take over after the university phase to ensure that novice teachers are exposed to continuous professional learning and that they are satisfied and comfortable within the space they are working in, thus support and mentorship are imperative in the facilitation of continuous professional and ensuring the teachers job satisfaction, coming into such a setting for the first time can be a reality shock for some.

However, schools do not see the importance of implementing mentorship and support structure, there is an assumption that universities have adequately prepared novice teachers to take on the roles and responsibilities of a teacher in any given context. Therefore novice teachers are expected to meet complex demands and challenges within their schools without any form of support (Swart, 2017).

In order for novice teachers to cope with these challenges and to grow into better teachers they need to be guided by a mentor also known as a servant leader who can serve their needs. According to (Northouse, 2013) as cited in (Zelnick, 2017) mentors can be defined as servant leaders, this is because they understand the challenges and concerns of a novice teacher and they aim to guide their professional development process and ensure that they are satisfied within their working space. As a result the novice teacher's professional identity will be elevated in the process. The role of the servant leader in supporting and mentoring novice teachers will therefore be discussed in more detail in the section below.

2.2.5. Role of servant leaders in schooling context

According to Zelnick (2017, p.29) "being a teacher of educators requires a selfless type of mentorship, known as servant leadership". The aim is to do more than just help, they aim to serve their followers through preparing them for their teaching and learning experience (Zelnick, 2017). Zelnick (2017) posits that effective teacher servant leaders (mentors) open comfortable learning spaces for novice teachers through getting to know their potential, desires and ambitions, while giving them truthful and helpful feedback to enhance their professional identity and ultimately, their job satisfaction. Consequently, this helps build a good relationship of trust and communication between the two parties (Zelnick, 2017). It is important for a novice teacher to have someone they can trust and confide in, someone who knows their strengths and weaknesses and serves without any judgement; sometimes novice teachers are afraid to share their challenges and concerns in the fear of being deemed incompetent.

According to Jonson (2008) as cited in (Zelnick, 2017) servant leaders can teach the novice teacher to understand the school culture and philosophy, in addition, they can provide the emotional and intellectual support needed to fit in within the schooling community. Starting off in a new workspace for the first time can be intimidating especially if you have never been

exposed to a working environment. Thus, the guidance of teacher servant leaders focuses on the best interest of the novice teacher. They groom them to become the best teachers they can be.

In the South African context the stakeholders who are in the best position to provide such support are the school head of department (HoD) educators. They are characterised as the teachers, subject specialists, mentors and school administrators who work besides the school principal (Mthiyane, Naidoo & Bertram, 2018). One of their responsibilities includes guiding and supporting inexperienced teachers and supervising the work of teachers and learners within their departments (Mthiyane, Naidoo & Bertram, 2018). They are in the best position to support novice teachers because they are experts within their fields. They are more familiar with the work coverage, challenges experienced in teaching those particular subjects and the kind of support suitable to ensure productivity. Consequently, HoDs are seen as critical when it comes to supporting and guiding teachers to improve their pedagogical practices and in the process improve learner's academic outcomes (Mthiyane, Naidoo & Bertram, 2018).

However, even though HoDs are tasked with such responsibilities it does not mean that they are suitable candidates to take on the roles of a servant leader. Servant leaders as mentioned earlier are servers before leaders. They aim to serve first and essentially influence people to develop both professionally and personally (Stewart, 2017). This is a quality that not many people possess.

Servant leaders (mentors) willingness to foster the novice teacher's growth is what makes them servant leaders, they are more interested in the follower's performance and growth more than anything else (Northouse, 2016). Their services allow them to play a supportive role and in the process enhance teacher's job satisfaction; consequently, when teachers are supported and guided within their pedagogical practice they become more confident in meeting the complex demands of their schools (Swart, 2017). Ultimately this may ensure productivity for both the novice teacher and the school itself.

However, it is important to take into consideration that this role cannot just be given to any random staff member. Servant leaders who desire to serve novice teachers should be competent and experienced. They should understand their purpose as a servant leader in order to effectively guide others towards the shared vision of the institution (Taylor et al., 2007).Thus, this role

requires someone who has strong communication skills, effective knowledge of pedagogical practices, and a thorough understanding of the novice teacher's challenges and concerns (Zelnick, 2017). Furthermore, according to Taylor et al (2007) it is important that they understand oneself and their role as a servant leader, they have to be an example to their followers. When you lead by example it is easier for your followers to follow your example, unlike instructing your follower to do something they have never seen you do. As a servant leader it is important not to contradict yourself.

It is therefore important that the right candidate is given these responsibilities, should it be given to the wrong candidate then the school risks losing out on talented teachers. Thus, it is imperative to take into consideration that a servant leader's ideals and outlook on teaching play a huge role on a novice teacher's professional learning experience. Their perceptions of teaching as a profession may impact their follower's decisions of whether to stay, get a transfer or leave the teaching profession (Zelnick, 2017). Consequently, their actions can either break or make a novice teachers learning experience.

In the next section I will therefore broadly discuss the relationship between servant leaders and novice teachers and how servant leaders can encourage novice teachers to reach their potential.

2.2.6 Relationship between servant leaders and novice teachers

As mentioned above servant leaders play an important role in ensuring the teachers job satisfaction. They can either contribute to the teachers' job satisfaction or their job dissatisfaction and in the process constrain the learning process. Thus it is important to find a leader who is well deserving of this position. The position of the teacher servant leadership requires someone who is mature, experienced and can selflessly address the needs of the novice teacher. In addition, this leader has to lead by example, their character should display effective servant leadership qualities so others can willingly follow their example (Taylor et al., 2007).

However, in order to successfully address the needs of the novice teacher, servant leaders need to build a relationship with the novice teacher. The teacher must be comfortable enough to share their challenges and concerns and confide in the servant leader without the fear of being judged. Thus the novice teacher should not aim to please the servant leader by telling them what they think they want to hear rather they should be truthful about their weaknesses and the challenges

they are unable to resolve. Hence Portner (2008) as cited in (Zelnick, 2017) posits that in order to make the development process meaningful servant leaders need to build a trustworthy relationship that revolves around honesty, respect and reflection for the novice teacher. Consequently, trust, respect and open effective communication will serve as the foundation for a positive relationship between the two parties (Zelnick, 2017).

Once the trusting relationship has been established it becomes easier for servant leader to guide the novice teacher (Zelnick, 2017), from this experience the novice teacher will hopefully not resist guidance from the servant leader because he/she trusts that the servant leader has their best interest at heart. Thus the novice teacher must respect and acknowledge the wisdom and experience of the servant leader through their learning process (Zelnick, 2017). The servant leader on the other hand should listen and support the novice teacher (Zelnick, 2017), they should not dismiss their followers concerns and challenges as this will constrain the learning process and most likely lead to them being dissatisfied within their working space, furthermore servant leaders should not be reluctant to critique and advise the novice teacher they should give helpful feedback that will provide opportunities for improvement (Zelnick, 2017).

Trust in this process is the catalyst for growth. Jonson (2008) as cited in (Zelnick, 2017) maintains in order for a relationship to grow there needs to be trust, thus it is important to build trust in the beginning stages of the relationship. That is the only way forward. You cannot start off by critiquing and instructing, the follower will thus be reluctant to follow instructions or even be comfortable to express their challenges and concerns. Ultimately, forcing your ideas on others may lead to resistance.

The relationship between servant leaders and novice teacher does not only benefit the novice teacher as it has reciprocal benefits (Shek, 2015). It gives the servant leader an opportunity to focus on their own personal and professional development; basically it also develops their insights on better leadership techniques (Taylor et al. 2007). This process gives them time to reflect on better ways to become an effective leader within their practice. Consequently, this practice motivates both the servant leaders and followers to reach their highest potential (Taylor et al., 2007).

2.3 Theoretical framework/s

The theoretical frameworks that guides this study will be Spears' Servant leadership model (2010) and Hertzberg's Two Factor theory. Both these theories promote effective leadership and ensure that the employees are satisfied within their working space. They generate a support system that prioritises the well-being of employees and ensure that organisations run smoothly. These theories are discussed below

2.3.1. Spears (2010) servant leadership characteristics

Spears (2010) as cited in (Northouse, 2016) uses Greenleaf's work to simplify what servant leadership is really about, based on Greenleaf's work there are 10 principles which revolve around the development of the servant leader (Northhouse, 2016), namely:

2.3.1.1. Listening

Open and honest communication is important between a servant leader and a follower (Northouse, 2016). According to Northouse (2016) servant leaders communicate through listening to others first, however they cannot listen attentively if they constantly have something to say. The act of listening requires them to quite their minds, thoughts and their needs and desires. They do not listen for their own self gain; however, they listen in order to effectively guide followers in their learning process. Furthermore through following their followers they get the opportunity to hear what is left unsaid (Stewart, 2017). The act of listening enables leaders to meet the needs of their followers (Brewer, 2010). This is a step closer to building meaningful and conducive relationships. However, Spears (2005) argues that listening is not only conducive for the followers but for the servant leader as well. Listening enables them to get in touch with their "inner voice" which helps them understand what their mind, body and spirit is communicating. He further adds that listening together with reflection is essential for the development of the servant leader (Spears, 2005).

2.3.1.2 Empathy

Servant leaders aim to see and understand the world from the follower's perspective (Northouse, 2016). Thus, it is imperative that they understand the views and experiences of their followers without rejecting them. According to Stewart (2017) empathy requires one to value and embrace

difference. Followers need to be accepted and recognised for the role they play within the institution (Spears, 2005), which is why it is important for servant leaders to personally know each follower and appreciate their diverse talents and creativity (Brewer, 2010); one cannot appreciate talent if it has not been recognised.

2.3.1.3 Healing

They are concerned about the follower's well-being, they do not only focus on work related problems but they focus on the personal well-being, through building long lasting relationships (Northouse, 2016). This can help make the follower feel appreciated within their working space. Thus, it is imperative that servant leaders possess the ability to heal (Brewer, 2010). Moreover, they need to possess the ability to recognise when someone needs healing (Stewart, 2017). This is why it is essential that servant leaders build relationships with their followers, this will enable them to detect when something is wrong. Through the process of healing others, servant leaders need to also recognise when they themselves need healing (Stewart, 2017). One cannot sufficiently heal others when they need healing. They need to be in a good space to heal those that need healing. Consequently, the process of healing should not solely focus on the needs of the organisation only but those working within the organisation as well.

2.3.1.4. Awareness

The knowledge and practices that servant leaders exhibit should be relevant to the realities on the ground. Thus, they need to be aware of their physical, social and political environment (Northouse, 2016) in order to ensure progressive change. In addition, servant leaders also need to be aware of one's-self, self-awareness enables them to look within themselves and reflect before they act. They need to reflect on how their actions may affect people around them (Stewart, 2017), the reflection process will require them to be honest with themselves and acknowledge their strengths and weaknesses (Stewart, 2017).

2.3.1.5. Persuasion

Servant leaders rely on persuasion communication to convince followers to change (Northouse, 2016); however, this should not be done through manipulation, taking advantage or through breaking trusting relationships (Stewart, 2017).

2.3.1.6. Conceptualization

Conceptualization focuses on the bigger picture, servant leaders are visionaries (Northouse, 2016), they do not just think for now but they think for the future as well. They facilitate change in followers with the hopes of reaching their long-term goals. Their goals are not restricted. Consequently, conceptualization refers to their ability to think outside the box and being innovative (Stewart, 2017).

2.3.1.7. Foresight

Northouse (2016) explains this principle as the ability to see the future based on the present and past decisions made, thus it relies on experience and the current situation. It takes reality into consideration and allows one to make the best decisions based on available and predicting what may be in the future (Stewart, 2017).

2.3.1.8. Stewardship

Stewardship is based on taking responsibility for the actions of your followers and the overall functioning of the organisation (Northouse, 2016), thus servant leaders need to ensure that everyone within the organisation meets the demands of their roles. According to Stewart (2017) servant leaders have learned to take the blame for all the misfortunes that occur, but none of the credit. Thus, their role requires them to make the expectations of the organisation clear to the followers and ensure that their behaviours align with the expectations of the organisation (Stewart, 2017).

2.3.1.9. Commitment to the growth of people

Servant leaders place their focus on helping their followers grow personally and professionally (Northouse, 2016). Their commitment revolves around making followers believe in themselves and discovering their strengths. Servant leaders are not only concerned about what followers can contribute to the organisation however they are also focused on how followers can develop their own personal and professional goals (Stewart, 2017). Consequently, this will not only benefit the follower but it will add more value to the organisation in the long-run.

2.3.1.10. Building a community

Their aim is to build a community of trust, where followers can easily connect with others without the fear of being judged (Northouse, 2016). Servant leaders understand the importance of followers feeling as though they belong, thus they take it upon themselves to create spaces were followers are free to share their experiences and engage with one another on a personal level. Furthermore, Stewart (2017) posits that through the process of building a community, servant leaders make the followers aware of their positive contributions to the success of the organisation, this sparks a sense of belonging within the employees, feeling valued and appreciated leads to increased productivity and job satisfaction.

These principles clearly demonstrate that servant leadership revolves around serving the interests of others. The aim of a servant leader is to facilitate professional and personal development through adhering to these principles. However, according to Northouse (2016) there is not much agreement between researchers based on what principles define servant leadership. This may be because there is minimal research on how servant leadership is implemented in practice; most research revolves around the theory that is prescribed (Northhouse, 2016). Thus defining servant leadership based on prescribed literature means that certain aspects will be overlooked and ignored.

Furthermore, Northouse (2016) argues that servant leadership is contradictory; as it drifts away from our understanding of what leadership is, based on our understanding a leader should lead rather than serve their followers. Thus based on our knowledge of what a leader is, most would assume that a servant leader portrays qualities of weakness rather than strength. However, that is not the case, in the next section I will discuss Herzberg's two-factor theory to highlight the importance of support structures within the working environment and how these structures can be used to empower and address the needs of the follower.

2.3.2. Herzberg's two-factor Theory

The theoretical framework identified for this theory is Herzberg's Two-Factor theory. This framework focuses on employee's job satisfaction within the workplace (von Fisher & De Jong, 2017). It highlights the factors that can either lead to the employee's job satisfaction or their job dissatisfaction, both satisfaction and dissatisfaction within the workplace are influenced by

different factors (Apolline, 2015) .Herzberg as cited in (von Fisher and De Jong, 2017) posits that unsafe working conditions, limited wages and quality of supervision are factors which could lead to the dissatisfaction of the employee and ,he labelled these extrinsic factors as “hygiene” or “maintenance” factors (Everard,1987), unsatisfactory hygiene factors can have a negative influence on the attitude of the employees, however, even if these factors are considered to be satisfactory; their presence still do not guarantee that employees will be motivated to work harder (Andrews, 1988). Unfortunately, these factors are not enough to awaken interest within the employees, however, if they are fair and satisfying they can at least prevent frustration in the dissatisfied employees (Andrews, 1988). Consequently, addressing hygiene factors will not ensure a positive influence on the employees’ productivity. However, they can still serve as a basis for the functioning of the motivators which will be discussed in detail below (Andrews, 1988).

Thus, these factors should not be overlooked as they could decrease the employee’s performance within the working environment (Apolline, 2015). In conclusion, it is important to note that these extrinsic factors only prevent dissatisfaction rather than promoting satisfaction (Andrew, 1988), the prevention of these factors does not guarantee satisfaction within the work place, this all depends on how the employee’s relate to the job itself (Andrew, 1988). Consequently, it would be beneficial for leaders to place focus on providing employees with fulfilling and meaningful work (Dehaloo, 2011).

On the other hand the intrinsic factors which ensure job satisfaction are referred to as “motivators” (Everard, 1987, p. 76). These factors increase performance within the working space as they encourage employees to work harder; they are based on achievement, recognition and responsibility (Apolline, 2015). Herzberg’s research findings illustrate that employees within the working environment strive for self-realisation, recognition and responsibility (Andrews, 1988). These motivators have a cumulative effect on the employees, they often result in “long-term satisfaction” (Andrews, 1988, p. 261). Consequently, including these factors in the working space will ensure productivity. However, it is important to note that the application of these factors does not mean that the “hygiene” factors should be ignored, in fact they should be recognised as to avoid employee dissatisfaction within the working environment (Apolline,

2015). Andrews (1988, p. 261) posits that hygiene factors must be “in equilibrium before the motivators can come into play to cause long-term work satisfaction”.

Furthermore, it is essential to note the fact that the factors which cause work satisfaction or dissatisfaction differ from one person to the another, therefore it cannot be assumed that the employees are motivated or demotivated by the same factors; essentially it does not mean that “the absence of the intrinsic factors which give work satisfaction to one employee, will cause work dissatisfaction in another employee” (Andrews, p.260, 1988). Moreover, an employee within the working space can easily lose interest in a need that has been addressed (Andrews. 1988). Thus, the constant re-design of duties and responsibilities needs to be taken into consideration in order to encourage participation within the working environment.

Furthermore, the intrinsic factors require teachers to be competent professionals; they need to have the required knowledge, skills and abilities needed to take on the role of a teacher (Cerit, 2009). They need to be professionally efficient and they also need to be willing to learn. They need to have the drive to develop and empower themselves and most importantly they need to understand the role they play as change agents. Therefore, since teacher’s intrinsic job satisfaction relies on their capabilities, school leaders need to provide constant developmental programmes to ensure that teachers are always on par with the ever changing curriculum requirements. Cerit (2009) posits that school leaders who contribute to teacher’s professional development may ensure an increase to teacher’s job satisfaction. According to Cerit (2009) studies show that teachers, who successfully made positive contributions to learner’s academics, improved their job satisfaction as a result.

Herzberg two-factor theory has been summarized below in figure 1:

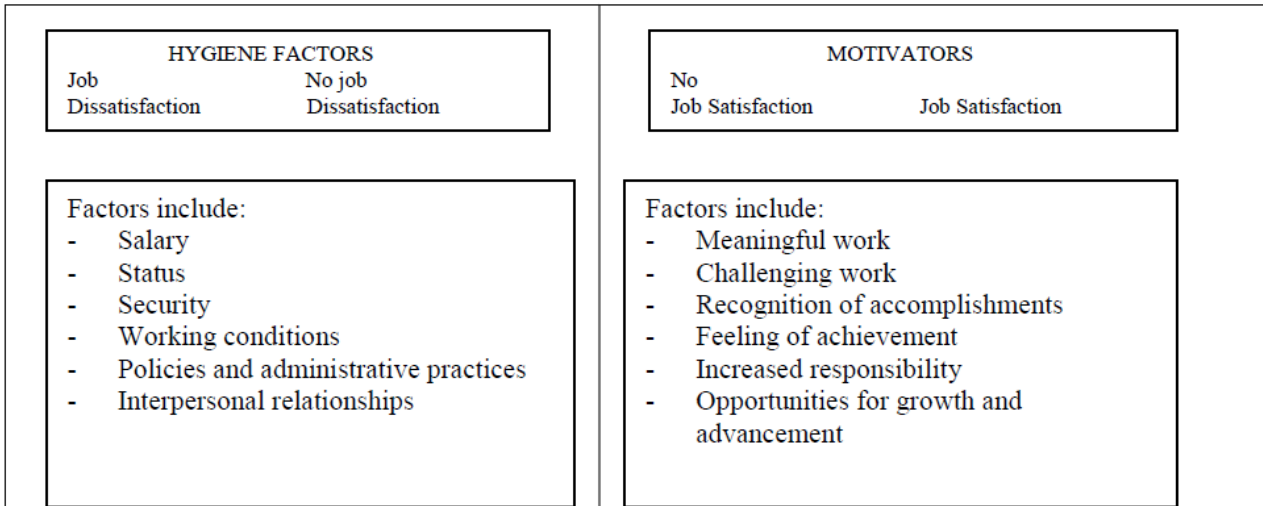


Figure 1: Herzberg's two-factor theory (Drafte &Kossen as cited in Steyn, 2002)

Since school improvement largely relies on the improvement of teaching and learning, it is essential that leaders improve the techers capabilities and motivation (Dehaloo,2011). School leaders need to ensure that the causes of disatisfaction within the work place are frequently monitored and are not ignored; and that oppertunities for educators to be satisfied with their work are increased (Steyn, 2002). Consequently, highly motivated educators with satisfied needs have the potential to create a conducive learning environment for themselves and the learners aswell.

2.4. Chapter summary

This chapter presented a detailed account of literature concerning servant leadership and novice teachers' job satisfaction. It comprised a review of local and international research on the relationship between servant leadership and the novice teacher's job satisfaction. It defined leadership and servant leadership. Furthermore, it provided an overview of how school leaders can use the Batho pele principles to ensure novice teachers' job satisfaction. Secondly, it discussed the challenges that novice teachers are exposed to within their first few years of teaching. Thirdly, the role of a servant leader in relation to the professional development of a novice teacher was discussed. It also focused on the relationship between teacher servant leaders and novice teacher's job satisfaction. Lastly, the theoretical frameworks that guided this study were Spears' Servant leadership model (2010) and Hertzberg's Two Factor theory. Both these theories promote effective leadership and ensure that the employees are satisfied within their working space. They generate a support system that prioritises the well-being of employees and ensure that organisations run smoothly.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a detailed explanation of how the research for this study was conducted. It presents a detailed account of the research paradigm and methodological approaches employed to generate data. In addition, it discusses the research design, research population, sampling instrumentation, data analysis, issues of trustworthiness, ethical issues and lastly limitations of the study. This research is further informed by reviewed literature.

3.2 Research paradigm

Paradigms in research are frameworks which include theories, methods and concepts. These paradigms define the areas of research and methods which the study will utilise to obtain data (Scott & Morrison, 2005). The frameworks help the researcher to see and also to make sense of the social world that exists (Scott & Morrison, 2005). This therefore means that the chosen paradigm will influence the manner in which the researcher views and makes sense of the social world that exists. The three basic research paradigms are positivism, interpretivism ,critical theory and postmodernism which provide foundation for either qualitative research or quantitative research (Marimandi, 2015, cited in McMillan and Schumacher,2010). In this study I will therefore focus on the interpretivist paradigm which provided foundation for the qualitative approach utilised.

The interpretivist paradigm provides foundation for qualitative research, it focuses on seeing the world based on the interpretations of those being studied (Scott & Morrison, 2005). It aims to describe, explore and discover society using in depth knowledge of the participants, thus the nature of observation and interpretations are subjective (Scott & Morrison, 2005). It focuses on gaining a better understanding of the different realities that exist. The interpretivist approach accommodates the idea of multiple realities (Scott & Morrison, 2005). Interpretivists thus believe that knowledge is socially constructed and that every individual interprets things differently and this constructs the notion of multiple realities. This paradigm also relies on past experiences,

knowledge and expectations (Chalmers, 1982), therefore interpretations will differ because of the different experiences, knowledge and expectations that each individual has encountered.

The reason for utilisng the interpretivist approach in this study is because it fosters the idea of multiple realities. It enables the researcher to come to an understanding that there are different realities within different contexts, thus, rejecting the notion of generalisation. Consequently, researchers gain an understanding of phenomenon's and their complexities within their unique contexts (Pham, 2018). However, in order to deeply understand these phenomenon's it is essential for researchers to get a deep understanding of the context in which the research is being conducted as this will aid in interpreting the data being collected. Thus, for this study data was collected from two primary schools in the Gauteng North District with a total of 6 participants. Furthermore, interpretivist epistemology enables researchers to view and understand the world through the perceptions of the participants involved, without manipulating the perceptions and experiences of the participant (Scott & Morrison, 2005). Participants socially construct knowledge based on their perceptions and experiences. Thus, the data collected is based on the participant's personal views and not on researcher's bias views. The process of interpretation requires the researcher to act in an objective manner without bringing their own "conceptions and preconceptions" into the process of interpretation, reason being that bias opinions and interpretations of researchers will not provide a clear picture of what is being investigated (Scott & Morrison, 2005, p. 86).

Semi-structured interviews with the participants were used in this study to get a clearer understanding of the context, perceptions and experiences of the participants. The main focus for this study was to derive meaning from the participants experiences and views, thus, the interpretivist methodology utilised is the qualitative approach as it ensured a detailed understanding of the central phenomenon that was being researched. However, even though literature yields information about the central phenomenon, people's insights and experiences make room for further exploration and understanding, allowing participants to expand on their responses which can consequently lead to new uncovered topics (Creswell, 2012). Thus, solely relying on literature to expand new ideas would contest the notion of qualitative research, reason being that people's views and experiences would be ignored.

3.3 Research design

Research design is the structure of the proposed research work; it is the arrangement of the collection and analysis of data (Akhtar, 2016). This study will utilise a case-study method design based on two primary schools in the township of Soshanguve; a case study is a detailed data collection formulated with the aid of observations, interviews and documentary analysis (Scott & Morrison, 2005). Case studies allow one to analyse and gain better understanding of the events that occur within different social contexts. Case studies are mainly used to gather multiple data and analyse it in depth and gain better understanding (Scott & Morrison, 2005). In this case the data collected will be in alignment with the qualitative and interpretive approach. The use of a case study will give people a voice (Scott & Morrison, 2005) and will give detailed information about the context being researched. Consequently, it will give me the opportunity to explore the perspectives and experiences of school leaders and the extent to which they are willing to serve novice teachers, furthermore the perspectives and experiences of novice teachers and their level of satisfaction within their practices will also be jointly explored.

According to Scott & Morrison (2005) case study designs are the most preferred study when it comes to educational research. Bell (2010, p. 8) adds that it "provides an opportunity for one aspect of a problem to be studied in some depth". It gives the researcher the opportunity to focus on one particular aspect which is discussed within the study. Consequently, it will help in understanding the complex dynamics within the study as it is studied in more depth.

3.4 Research methodology

Research methodology refers to the selection and use of the best approach that will thoroughly tackle "a theoretical or practical problem", it explains the "why" aspect of data collection (Jackson, Drummond, Camara, 2007, p. 22). Thus, in this study I will utilise the qualitative approach. Qualitative research is used to obtain straight and rich information from the research questions provided (Sandelowski, 2000), meaning that it accommodates constructivist perceptions. It attempts to broaden and deepen our understanding of how the social world operates (Hancock, Ockleford, Windridge, 2007). According to Creswell (2012), we are able to gather more information and develop central phenomenon's through exploring participant's views and experiences than from reviewing literature, reason being that literature is used to

frame the problem of the study, it does not give direction to the study, only interactions with the participants can give direction and expand a study. These interactions enable us to find out the why and how of the central phenomenon in addition to the literature. Consequently, one cannot holistically explore participant's views and experiences through literature, this can only be achieved through the use of , document analysis, observation, open-ended unstructured interviewing etc. (Scott & Morrison, 2005). These methods create a deeper understanding of the central phenomenon being studied.

Thus, this approach fosters the development of data, theories and understanding through getting a better insight on human behaviour, constructs and understanding of their experiences (Creswell, 2003). It is based on an interpretive outlook to the world, where reality is viewed as complex and subjective (Creswell, 2012). It therefore attempts to interpret phenomena's based on people's views, knowledge and experiences which ultimately lead to uncovering new topics which have been overlooked.

Numerical data (Quantitative approach) would not be effective for this study, reason being that it would limit the researchers understanding of the participant's views and experiences (Jackson, Drummond & Camara, 2007), leaving little room for participants to engage further with the questions being asked. Furthermore, it will not expand the scope of research through finding out the "why" and "how" of the central phenomenon. Thus, the researcher will play a more impersonal role, consequently leading to the research question being inadequately addressed.

In addition it will result in the report of generalisations made by participants who only represent a particular population (Jackson, Drummond & Camara, 2007), which is what this approach intends to avoid. The results of this study do not aim to generalise a larger population, reason being that all individuals have different perceptions about their experiences which are based on their background, knowledge and views. Ultimately, the qualitative approach aims not to generalise, but rather to provide an in-depth, contextual understanding of human constructions and understanding if their experiences (Polt and Beck, 2010). Thus only a small sample group, which was selected for this interview, was interviewed.

The qualitative research methodology will guide the manner in which I conduct this study. This approach will allow for a more in- depth understanding of the research questions being investigated (Creswell, 2003).

3.5 Research sampling

Sampling is a process of selecting a group of related persons or things from a larger population (Scott & Morrison, 2005). This is because you cannot go around interviewing and observing the entire population therefore to manage the research process one needs to select a group from a larger population. This process defines the population within which participants are selected and the specific process used to select the participants (Scott & Morrison, 2005). There are different types of sampling namely: probability sampling and non-probability sampling. Probability sampling relies on a random selection with the assistance of procedures or process to ensure there is no systematic bias in the selection (Scott & Morrison, 2005). Non-probability sampling does not give participants an equal chance of being selected. There are various forms of non-probability sampling such as availability sampling, focused sampling, purposive sampling, snowball sampling and quota sampling (Scott & Morrison, 2005).

This research will focus on purposive sampling which is a form of non-probability sampling as it is linked to qualitative research which may further be used for exploratory research (Scott & Morrison, 2005). Same as focused and judgement sampling, purposive sampling is based on theoretically informed decisions about whom or what should be included in the sample (Scott & Morrison, 2005). The selection of the two schools in the Gauteng North district was based on informed decisions about the communities in which the schools are situated, state of the schools and the changes that took place to enhance the schools. Both primary schools are located in the North of Soshanguve. They are both co-ed schools, majority of the learners come from disadvantaged families where they are exposed to crime, substance abuse, violence etc. The schools have an enrollment of over 1000 learners with a staff of plus minus thirty-five teachers. . To keep the identity of the schoosl hidden both schools will be named after my two favourite flowers namely, *Sunflower primary school* and *African daisy primary school.*

Since this research focuses on servant leadership and novice teacher's job satisfaction, it was only reasonable to have the principal, HoDs and novice teachers as the participants of the study.

The principal and HoDs play a vital role in ensuring that novice teachers are satisfied with their job. The school principal were viewed as servant leaders as they are in the best position of giving instruction and ensuring growth, on the other hand teachers who were new to the teaching profession and who had been working as teachers for less than three years were considered as novice teachers for this study. According to (Lewis & Murphy, 2006) novice teachers are new professionals who have less than three years working experience within the teaching profession. Thus, 6 participants consisting of two principals, two HoDs and two novice teachers from each school were purposefully selected for this study. For the sake of anonymity, the participants will be given fictitious names throughout the discussion. The participants positions and role within the schooling context allowed for a deep in-depth dialogue about serving, leading and adhering to the roles and responsibilities of their profession.

3.6 Data generation methods

The objective of a research study is to examine the relationships between different constructions of knowledge, in order to approximate these constructs we therefore need to utilise indicators that will explain these relationships (Ary, Jacobs & Razavieh, 2009). This process of research therefore allows us to gain an in-depth understanding of the relationships of the different constructs (Mcmillan & Schumacher, 2001). Therefore researchers have an important task of selecting dependable measuring instruments in order to approximate the behaviours and attributes of their study(Ary, Jacobs & Razavieh, 2009).Different techniques are used to quantify different qualities (Ary, Jacobs & Razavieh, 2009). Consequently, data generation methods refer to how data is collected (Jackson, Drummond & Camara, 2007). In this study I will use only one research instruments namely semi-structured interviews. The reason why I chose to use interviews is because it gives researcher an opportunity to have a face to face interaction with the interviewees and enables researchers to find out what interviewees think, say and do (Scott & Morrison, 2005). Interviews also give researcher an opportunity to thoroughly explain what the questions entail in case they do not understand (Ary, Jacobs & Razavieh, 2009).

Semi -structured interviews will give the interviewees an opportunity to respond open-endedly and to further answer questions based on their own terms (Scott & Morrison, 2005) rather than controlling their responses with multiple answers to choose from. Semi-structured interviews are more informal and flexible and usually suit the interviewees (Ary, Jacobs & Razavieh,

2009),they allow the interviewees to voice out their opinions based on their views, attitudes and beliefs(Ary, Jacobs & Razavieh, 2009).The problem here might be that the researcher will interpret the interviewee's response differently from what the interviewee says. In order to avoid this problem, the researcher can ask the interviewee to explain if there are any misunderstandings or any misinterpretations.

3.7 Data analysis

Data analysis is a process used to make sense of all the data generated from the study (Scott & Morrison, 2005). This process enables the scanning, organisation and representation of data, enabling the development of themes (Vithal & Jansen, 2008). The steps of scanning, organising and representation ensure an in-depth analysis of the generated data. I will be searching for incomplete, inaccurate and irrelevant data (Vithal & Jansen, 2008). The point is to remain on the topic and not to go off topic by including irrelevant data. Organising the generated data will enable the researcher to make sense of the information generated (Vithal & Jansen, 2008), making it easy to locate the data. Lastly I will re-represent the data in the form of case studies in order to summarise large amounts of data that has been generated (Vithal & Jansen, 2008).

As mentioned above I used semi-structured interviews to generate data which I later transcribed through scanning, organizing and representing it in a narrative form and through using quotations derived from the participants. As Scott & Morris (2005) state that the collection of information does not automatically produce data. Therefore these three steps need to be employed in order to adequately analyse data. This will be an ongoing process which starts from the interactions with participants to representing data in a narrative form and quotations.

Employing these three steps will allow me to begin a detailed analysis through using the coding process. The coding process entails the shifting and selection of data into categories of frequent terms used in your research study (Scott & Morris, 2005). This process aids in making sense and meaning of the generated data (Creswell, 2003). Consequently this process will help to locate trends and patterns of the roles played by servant leaders in ensuring novice teachers job satisfaction.

3.8 Issues of trustworthiness

To ensure trustworthiness in a qualitative study, four criteria need to be addressed namely: credibility, transferability, dependability and confirmability (Shenton, 2004). Credibility explains how congruent are the findings with reality (Shenton, 2004). The findings should therefore be realistic and make sense. This can be achieved through utilising the correct data generation methods for the concepts being studied (Shenton, 2004). Transferability is defined as the extent to which findings generated in a study relate to other different contexts (Shenton, 2004). The problem here is that observations are defined by the specific contexts in which they occur (Shenton, 2004). The fact that qualitative studies focus on a smaller population makes it impossible to relate the findings generated to other different populations (Shenton, 2004). As the researcher I will therefore have to ensure there is available research based on my study that will enable the reader to make a transfer (Shenton, 2004). Dependability adopts techniques which show that if the same study is done within the same contexts, same methods and with the same participants, similar results would be obtained (Shenton, 2004). To ensure dependability I will include the process utilised in the study in detail and also write whether the study was a success or not, reflect on the process utilised in order to allow the next researcher to repeat the work under their own terms (Shenton, 2004). Confirmability entails the use of research techniques that are not dependent on human skills and interpretations (Shenton, 2004). Researcher therefore needs to ensure that the findings generated from the study are the result of the experiences and views of the participants rather than the expectations and interpretations of the researcher (Shelton, 2004).

3.9 Ethics in research

Ethics are important in research; researchers need to abide by the principle of informed consent (Scott & Morrison, 2005). The participants' rights need to be protected at all times throughout the research process (Scott & Morrison, 2005). My responsibility as the researcher will be to inform the participants about the research. Participants were given consent forms which informed them about the study and also requested their permission to be interviewed. The participants in this study were assured that their rights and identities will be protected through disguising their identities and abiding to the agreements stated in the consent form, they were informed that their identities would be hidden; fictitious names were used for anonymity and

confidentiality. Furthermore, they were informed that they can withdraw from the interview at any moment; the participant's best interest was taken into consideration at all times. The interviews with the participants were conducted after school hours, as not to distract their teaching time.

Firstly, before conducting my research I applied for ethical clearance from the School of Education, University of the Witwatersrand, I then requested permission from the Gauteng Department of Basic Education. Secondly, I asked for permission from the principals to gain access and conduct research in their schools and from teachers once permission has been granted. Research cannot be conducted without the consent of the research participants.

3.10 Limitation of the study

Limitations can be defined as potential weaknesses in my study which are out of my control (Simon, 2011). The limitations that I faced were getting permission from the school principals to conduct my research, several schools declined my request to conduct my research in their schools, and it took time to find schools which were willing to accommodate me. However, once I was granted permission to conduct my research, some participants were not be available when I needed to interview them, our schedules clashed causing us to postpone the interview. Finding a suitable school to conduct your research in is a daunting process. Sadly, the interview process was not easy, several participants withdrew from the research process because of their tight schedules after ; this was a huge set back as well. To overcome these constrains I had to make sure that I had other alternative participants which I could interview. Participants cannot be forced to participate in my study therefore I had to ask other participants who were willing to participate in my study.

Unfortunately, there were financial constrains due to traveling from one school to the other. In addition, the fact that I was also working and had work responsibilities also affected the schedule that I had set up with the participants.

3.11. Chapter summary

This chapter provided a detailed explanation of how the research for this study was conducted. It presented a detailed account of the research paradigm and methodological approaches employed

to generate data. In addition, it discussed the research design, sampling, data analysis, issues of trustworthiness, ethical issues and lastly limitations of the study. This research was further informed by reviewed literature.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter described the methods of data collection. Chapter four will present an analysis of the data derived through interviews and provide a discussion based on the findings. The findings will be categorised into themes and sub-themes. To keep the identity of the schools hidden, as mentioned above both schools will be named after my two favourite flowers namely, *Sunflower primary school* and *African daisy primary school* .A total number of six participants were interviewed for this study consisting of two school principals, two HoDs and two novice teachers. Three participants per school were interviewed individually. For the sake of anonymity, the participants will be given fictitious names throughout the discussion.

Furthermore, in this research the principals and the HoDs were regarded as the school leaders as they play a critical role in ensuring teacher competence and commitment. They work closely together in ensuring the well-functioning of the school. Moreover, they were also viewed as potential servant leaders because they are in the best position of ensuring growth amongst their colleagues, however based on the findings they found it challenging to adequately play the role of a servant leader.

As mentioned in the previous chapter, interviews were used for the collection of data from the participants. Due to time constrains the interviews were limited to 30-45 minutes, as the participants were scheduled for other meetings. As a result it had a negative impact on the study as not all questions were adequately answered. The interview questions focused on servant leadership and novice teachers' job satisfaction. The three critical questions which guided the interviews are listed below.

1. What is the role of servant leadership and how can it promote novice teachers job satisfaction in your school?

2. How do servant leaders perceive their role in serving, leading, managing and enhancing teacher's job satisfaction?

3. What are the challenges (if any) experienced by novice teachers and what do they suggest could be done by servant leaders to orient them to the teaching profession?

4.2. Data presentation and discussion

4.2.1. The role of servant leadership and how it can promote novice teachers job satisfaction

4.2.1.1 The role of servant leadership

When asked about the role of servant leadership in their schools, the school leaders had similar responses as to what servant leadership entails. However, they all admitted that playing the role of a servant leader is quite a difficult task, considering the contextual issues they are faced with.

> *Servant leadership is focused on serving others, this can be achieved through encouraging teamwork and empowering educators to meet and ultimately exceed their goals. It requires commitment, sacrifice and the willingness to see others progress at your expense. You need to have a pure heart in order to be servant leader…and most importantly as a servant leader you need to understand that the act of serving has nothing to do with you, it focuses on the people you serve.*

(Mr. Khumalo, principal at Sunflower primary school)

In agreement to the above statement Mr. Mthembu, principal at African daisy primary school asserted that:

> *The role of servant leadership requires one to go beyond the call of duty… It requires one to normalize the practice of putting the needs of others before your own; as a result the practice of putting others first will transcend into the classrooms…my ultimate goal as a leader is to send out driven, independent, responsible and respectful citizens into the world…the practice of putting others first should not only benefit my colleagues but hopefully the learners as well.*

Mr. Mthembu further pointed out that his priorities have changed over the years. His focus is now placed on the well-being of his employees, because without them he cannot guarantee impactful teaching and learning. *Teachers play an important role and they need to be taken care of in order for them to do their job to their best ability*. Consequently, investing in teachers can culminate the provision of quality education. According to Darko (2009) there is a significant correlation between the characteristics of servant leadership displayed by principals, school climate and learners achievement. Thus, putting the needs of teachers first would not only be beneficial for the teachers but the learners as well. Teachers are the stakeholders who have the "unique opportunity" of ensuring the development of character and values in the learners (Darko, 2009, p. 7). Therefore, it is important that teachers are exposed to high levels of job satisfaction, reason being that they are in a position of exhibiting ambitious efforts that will increase work performance and as a result improve the acquisition of knowledge and skills by the learners (Cerit, 2009). Teachers have a huge influence on learners, thus it is imperative that principals put the needs of the educators first and ensure that they are satisfied with their job, so that they can pay it forward to the learners and the overall schooling community. School leaders are therefore required to perform the duties of a servant leader in order to enhance the level of the novice teacher's job satisfaction. Consequently, the improvement of teacher's job satisfaction is essential when it comes to the provision of quality education (Certis, 2009).

> *Our school has lost some of its best teachers due to unsatisfactory working conditions. At this point we cannot afford to lose any more talented teachers who are always willing to do what is best for the school.* (Mr. Mthembu, principal at African Daisy primary school).

Unsatisfactory working conditions serve to lower the educator's motivation and job satisfaction (Dehaloo, 2011). Teachers struggle with the workload and the different roles that they have to play, too many demands are placed on them and sadly no efforts are made to address their needs. The Departmental officials are not as supportive as they should be, their services are lacking when it comes to serving the needs of the teachers (Pietersen, 2014). In addition, some principals are not trained to show empathy rather than stoicism towards their staff, they do not have the skills needed to sufficiently address the needs of their staff. It is unfortunate that there are still schools in the 21st century that still receive limited support from the Department of education.

The lack of development programmes is a serious concern which will ultimately have a negative effect on learner achievement.

A good principal is essential for a successful school, thus they need to model effective behaviour so that the stakeholders can imitate their actions. Thus, if principals are struggling to demonstrate effective behaviour how can one expect educators to act accordingly?

Mr. Khumalo further admitted that serving under such difficult circumstances was hard, the effects of lack of parental involvement, teacher absenteeism, increasing workload etc. made it hard for him to prioritise the practice of serving first. However, he had to think about what was best for the school. If he does not model effective behaviour then who will? It has to start with him. *Servant leadership will take time to accomplish especially in a school such as ours where we do not get enough support from the community, the teachers and the department.* Swart (2018) even affirmed this by stating that it will take time in order for a leader to genuinely nurture and exhibit servant leadership characteristics in their leading practices.

He added that he had to be the voice of reason, because if he gives up then what motive will educators have to ensure good practices. He always tries to be there for his colleagues.

Mr. Madondo (HoD) of Sunflower primary school confirmed this by stating that the principal's door is always open. He can go to him for assistance whenever he comes across a problem.

> *I never feel like a burden, I know that whenever I'm conflicted I can always go to him. His words of encouragement have got me through the hardest times and I'll always appreciate him for that…his work ethic encourages me to go beyond the call of duty. I have learned so much from him over the past few years...my leading practices in my department reflect his practices in so many ways.*

According to Ncube (2010) leaders should model the behaviour that they expect from their employees. They cannot expect employees to do something that they are incapable of doing. However, Stewart (2017) argues that simply modeling and explaining servant leadership characteristics is not enough, school leaders need to train and equip teachers with the skills needed to attain servant leadership traits. Teachers need to understand and truly believe that all

human beings deserve to be treated with absolute kindness before they can take on the duties of a servant leader (Stewart, 2017). One cannot adequately serve others if they do not believe that.

In addition, Ms. Mthethwa (HoD) from *African daisy primary school* posited that:

> *The first question a leader should ask themselves is "how am I willing to serve". They need to prioritise their employees and serve them without seeking acknowledgement. They need to ensure that all employees are happy and satisfied within their spaces; and most importantly they need to listen to their pleas and try to their best ability to address them.*

Ms.Mthetwa's argument was that servant leaders need to serve first. They need to display the characters of servant leadership within their practices and ensure that they put their followers first. However, she complained that the inadequate support from the department, demanding workload, limited time and uncommitted teachers made it hard to serve to their best ability.

> *Everybody is just trying to get through the day, there is no time to assist those in need, we are all struggling to play our roles.*

She admitted that this negatively affects the novice teachers who needed the support the most. However, HoDs are already tasked with so many roles which include teaching, management and administrative duties, task moderations, extra curricula activities etc. which leave them with limited time to mentor novice teachers. They have so much to do and so little time to cater to the needs of their colleagues. As a result those who need assistance the most suffer. Bipath and Nkabinde (2018) argue that the legislative framework that specifies the HoDs aims, Personnel Administrative Measures (PAM) document, does not ensure sufficient time for HoDs to adequately perform their duties.

Ms. Lorch (novice teacher from *African daisy primary school*) confirmed this by stating that

> *Everyone is so busy, asking for help sometimes is not even an option…to expect others to abandon their duties and assist you just seems a bit unreasonable.*

However, the provision of guidance and support structures is the responsibility of the HoD. Mthiyane, Naidoo & Bertram (2018) posit that the responsibilities of a HoD require them to

check teachers' curriculum coverage on a regular basis, work closely with the teachers so that they can enhance their pedagogical practices and lastly they must offer assistance to those who are experiencing problems with the curriculum coverage. Thus, novice teachers should not feel as though they are a burden, it is the responsibility of the HoD to offer such assistance, and they need that support to enhance their pedagogical practices. Therefore, HoDs should make novices aware that it is their responsibility to offer support and guidance in order to ensure that novices are free to ask for assistance when it is needed, such information should be provided upon their arrival.

Mr. Madondo (HoD) from Sunflower primary school posits that:

> *My focus is on learner achievement, and as a HoD I try to support my colleagues to my best ability so that they can play their role in the classroom. However, it is not an easy task because sometimes there are educators who do not like taking instructions and some are just not willing to go the extra mile…over the years I have come to the realisation that it is my job to reach out to them in an assertive manner…conflict in such an organisation will not benefit anyone.*

Mr Madondo emphasised the importance of listening to his colleagues. He stated that giving commands all the time can be a bit overwhelming for some people, sometimes it is best to ask and listen to people, and get a bit of insight of the actual problem at hand. Mthiyane, Naidoo & Bertram (2018) further posit that working collaboratively with teachers to solve problems in their departments is essential to enhancing learner academic outcomes. Servant leaders need to have good interpersonal skills in order to play their role to their best ability. They need to ensure that they communicate and address issues on the spot and further encourage others to find solutions as well, it should not be the task of the HoD alone. Consequently, teachers can easily be demotivated if their grievances are not heard nor addressed. They need to be listened to and taken seriously as professionals. *I hope that my actions will encourage them to go beyond their call of duty* he posited.

A similar statement was echoed by Ms. Mthetwa that

> *There are so many divisions within our department which makes it hard to collaborate and share ideas. Teachers do not attend meetings, some are frequently absent and some just do not get along.*

Her frustrations highlighted the fact that nothing is being done to teachers who show lack of interest in their pedagogical practices which is unfair to those who go above and beyond within their practices. They get away with so much and it is unfortunate that the learners are the ones who get affected in the end. Learner achievement cannot be guaranteed if this is the case, teachers need to be competent and committed in order to ensure effective teaching and learning (Mthiyane, Bhengu & Bayeni, 2014).

When the school leaders (principal's and HoDs) were asked whether their leading practices within the school aligned with the Batho Pele principles, they all agreed. However, they all admitted that they practiced them without actually realising it and this, unfortunately, was not practiced at all times.

Mr. Khumalo the principal of Sunflower primary school stated that

> *Batho Pele means people first, meaning that when serving you need to ensure that you put the people first. As a school principal working in such a challenging context I try by all means to put everyone first and to meet their expectations if possible.*

He added that the conditions that the teachers are working under are bound to demotivate them e.g. overcrowding, lack of parental involvement, workload etc. As the principal he needs to be supportive and understanding. *Their well-being is my main priority* he asserted. He emphasised the importance of considering their needs and wants through his leading practices. However, he admitted that this was not always easy and sometimes he did not manage to put the needs of his colleagues first. According to Culver (2013, p.13) sometimes the burdens and hassles of leadership can push one to overlook the noble ideals of leading which could ultimately provoke them into following quick "get-it-done" practices.

Mr. Mthembu (Principal at African daisy primary school) added that

> *The Batho Pele principles are not necessarily communicated to the staff, however our actions emulate the principles.*

Mr. Mthembu further stated that he encourages his school management team to exhibit caring and supportive behaviour towards their departments. This is what he said.

> *I try my best to maintain a good relationship with my SMT so that they can pass it forward. I cannot disrespect and lash out at my SMT and expect them to go and lead with a smile on their face…no. I try to exhibit the kind of behaviour I expect from them, it all starts with me.*
>
> In addition he added that:
>
> *I've been blessed with a determined and hardworking SMT; everyone plays their role and everyone is willing to learn more and develop themselves and others within the school. We all share the same vision.*

Bipath (2009) posits that it is important to have effective people in the right positions in order to ensure the successful running of an institution; such people possess the capability of being great at their performances instead of being good enough. As soon as you have the right people in your team you can guarantee that they will model effective behaviour for the other staff, knowing that you have the right people on your team makes the leading process much easier. This is what leaders should strive for; people should be selected based on merit and nothing else. According to Bipath (2009) school success can be determined by the type of people that are recruited, he further notes that the initial selection criteria for new employees accompanied by the criteria utilised to promote employees, are powerful mechanisms for ensuring and perpetuating the culture of school excellence. Thus, if employees are promoted based on popularity then this can be demotivating for the hard workers. Consequently, leaders should not be acceptive of mediocrity in a school where "excellence and quality in education is the vision"; great things cannot be achieved without committed and competent people (Bipath, 2009, p. 59). This will ultimately ensure that they provide a good service to their customers. Consistency in this regard is imperative. However, Stewart (2017) argues that even if committed and dedicated teachers are

employed the success of the institution all depends on the principal and the qualities they exhibit, thus it is imperative that school leaders exhibit servant leadership qualities in order to retain such dedicated educators. According to recent studies, teachers who voiced out that their principal's demonstrated qualities of servant leadership were more encouraged to stay within their current schools, there is a positive correlation between teacher's job satisfaction and the extent to which school leaders display the qualities of a servant leader (Stewart, 2017). Consequently, without servant leaders who can promote and maintain a positive climate and further influence greatness in others, then hiring skilled and dedicated teachers will not have much of an impact on school excellence (Stewart, 2017).

Mr. Madondo (HoD at Sunflower primary school) stated that:

> *Every Monday our department has subject meetings, this is basically meant for teachers to discuss their challenges, share ideas, collaborate, generate solutions, discuss content issues etc.…whatever is on their mind, they are given the opportunity to put it forward during those meetings. I get the opportunity to listen and ask…I also use those meetings to motivate, give advice, give feedback whatever the case may be, I just want them to know that I am there to support and guide them.*

According to Mr. Madondo (HoD from Sunflower primary school) these meetings are essential because he gets an opportunity to learn a lot about his colleagues. His colleagues are given the opportunity to talk about their weaknesses, problems with the curriculum, class management issues etc. It is so much easier to assist when you know what the problem is. He also added that these meetings enabled them to form a bond and to create a friendlier working environment while at it. They also have a WhatsApp group, where they get to communicate outside school, *strictly professional* he emphasised. *I'm able to update them about upcoming workshops, PLC meetings etc. Sometimes I do not see them at school or I just forget, WhatsApp comes in handy during such times.* When educators are listened to and consulted they become positive about their work.

Mr. Madondo (HoD from Sunflower primary school) also added that every term, they come together to set goals for the term based on learner achievement. Everyone is encouraged to participate; working with a goal in mind can sometimes be motivational. This also allows them

to collectively set a high standard for everyone and consequently, project improvement, thus at the end of the term they get to see if they have met the standards or not, this gives them the opportunity to reflect and develop their pedagogical practices for the future. Furthermore, he added that when learners complete a task for assessment each teacher comes with three tasks form their class and they mark those tasks together to basically set a standard collectively. Everyone gets involved in this decision-making process; he asserted that this enabled him to hold educators accountable if they did not meet the set of standards which were agreed upon. When asked whether this practice was effective for novice teachers, he admitted that in the early stages the novice teachers are still shy to participate, however throughout the year, they start to participate more in the meetings. However, in most cases they hardly share ideas; usually they just highlight their weaknesses e.g. learner discipline or classroom management and ask for advice. Consequently, he asserts that he wants them to be comfortable enough to even ask for support regarding challenging content or difficulty in covering curriculum content. He posits that *they should be comfortable enough to be honest and not feel as though they are incompetent.*

Ms. Dlamini (novice teacher at Sunflower primary school) confirmed that she found the meetings helpful, usually she preferred to sit in the meetings and listen, through doing so she got to realise that some of the more experienced educators were also experiencing the same problems as her, that is what encouraged her to start talking about her weaknesses and what she struggled with the most. However, she admitted to not being confident enough to verbalise her solutions.

Furthermore, Ms. Mthethwa (HoD at African Daisy primary school) stated that

> *IQMS has helped me to detect my colleagues strengths and weaknesses and from that I'm able to give them feedback and advice on how to improve their pedagogical practices. These sessions enable us to set standards and discuss improvement strategies. It is unfortunate that I do not have enough time to make regular visits to their classrooms; however with the little time I have I try my best to give guidance and support were I can.*

According to Ms. Mthethwa (HoD from African Daisy primary school) IQMS is one of the tools that she relied on for continuous professional development, she found it useful to some degree. However, it was not enough to detect her colleague's strengths and weaknesses. Her response

basically gives the impression that she consulted with her colleagues through the use of the IQMS only.

When asked if it benefited the novice teachers she admitted that some novice teachers found it difficult to assess themselves, some simply did not understand and made no effort to consult.

> *Some of the scores that the novice teachers give themselves are unrealistic meaning that they do not provide honest responses .I do not think that they view this policy as a tool for development, for them it is just something that they have to do.*

She added that the one-on-one meetings were not as effective due to time constrains and lack of commitment. In most cases the discussions held at the meeting were one sided. She complained that she was the only one giving feedback and advice, the novice teachers did not reflect much on their pedagogical practices nor did they suggest improvement strategies. Some were too embarrassed to ask for help concerning content knowledge. It seems here that the novice teachers have not been adequately inducted to the IQMS policy, hence the negative attitude. Ntsoane (2017) posited that the negative attitude that the experienced teachers have towards IQMS is transmitted to the novice teachers, such behaviours are contagious and can have a negative effect on the teachers' professional identity. This is one of the reasons why effective behavioural modelling is imperative in such institutions. According to Bipath (2009) access to information empowers people, so based on Ms. Mthethwa's statement one can assume that either the novice teachers are just not committed, they do not understand the purpose of IQMS or they were not inducted.

Lastly Ms. Mthethwa (HoD from African Daisy Primary school) also added that she encourages her educators to attend workshops, seminars, PLC meetings etc. and makes sure that she notifies them when she is informed about such development programmes. She said:

> *Recently we had a five day workshop in Soshanguve during the June holidays, I informed them about it and encouraged them to attend, however not all of them could attend; one had to go home for the holidays. She lives in Kwa Zulu Natal and unfortunately she only gets to see her family during holidays. The rest had family commitments.*

> *This is where teacher commitment comes into play* she argued. *How committed are you to develop your teaching skills. Teachers need to look at the bigger picture. Yes, the workshop is going to take up much of your holiday time but think of the impact it can have on your pedagogical practices, such opportunities need to be grabbed with both hands.* (Ms. Mthethwa, HoD from African Daisy primary school).

Based on Ms. Mthethwa's (HoD from African Daisy primary school) response, it is evident that she makes an effort to provide the teachers with information to improve their pedagogical practices. However, the problem is that teachers are not willing to sacrifice their time, which is understandable in some cases. Thus, if the teachers do not use such information to their advantage what can she do? She can only do so much, she also mentioned that the school provided transport for the educators to attend the workshops; unfortunately teachers were more focused on enjoying their holidays. According to Bipath (2009) educators must utilise these development opportunities for the benefit of the school.

However, looking back at the importance of modeling effective behaviour, Ms. Mthethwa should have also attended the workshop, maybe this would have motivated the employees to attend. The problem with experienced teachers is that they solely rely on their own experience to a point where they do not think they need support and guidance to improve their pedagogical practices (Nkonyane, 2016). They need to realise that teaching is a continuous learning process, the mistake of thinking that you are experienced and know it all can act as a barrier when trying to improve learner achievement. The school leaders and experienced teachers should be the ones setting the example and attend every accessible workshop, seminar, PLC meeting etc. It should not just be the novice teachers who are forced to attend these development programmes. As a teacher you can never know enough, there is so much knowledge out there that can be used to improve your teaching practices and ultimately enhance your professional identity. Consequently, school leaders should be open to learning and developmental opportunities, they should set an example by attending these development programmes, this can help foster a culture of learning within the institution.

When the novice teachers were asked about the Batho Pele principles they stated that they were familiar with a few principles; however they were not sure what the Batho Pele principles

entailed. This translated to the fact that their school leaders did not familiarise them with these principles.

What was picked up from the findings is that novice teachers have a tendency of being passive and over dependent on their superiors. They need to start taking responsibility and be accountable for their own empowerment if they want to grow and become agents of change. Therefore, the responsibility should not solely lie with the school leaders to develop them but it should also lie with them to learn more about education policies. However, it is unfortunate that some novice teachers do not take it upon themselves to familiarise themselves with educational policies. It is therefore important for novice teachers to know the important role that they play in educational change. This is where teacher commitment comes into play. Consequently, teachers need to become the change that they wish to see in the world.

The principal's and the HoDs confirmed this by stating that they did not formally induct novice teachers to the Batho Pele principles. There is limited time to go through every education policy with the novice teachers upon their arrival. According to Ms. Mthethwa *there are more important things to familiarise them with such as the subject content, lesson preparations, lesson planning, filing system, classroom management, expectations etc*. Teachers should take the initiative and acquaint themselves with educational policies, they need to do some research and gain more knowledge based on these policies. They cannot sit and wait for the HoD to show them everything. A part of going beyond the call of duty is developing yourself and learning more about how you can make a difference. This is why it is essential to have the right people within your team, competent, committed and goal-driven teachers are needed to ensure change.

Judging from the responses of the participants, the Batho Pele principles are not holistically implemented. Only a few principles are implemented and these do not ensure adequate service delivery to the novice teachers. Most of the school leaders have limited the Batho Pele principles to consultation, setting service standards, courtesy and access to information, to some degree, nothing much was said about the other principles. However, even though some of the principles were not mentioned by the school leaders, consequently their actions and behaviours in some instances contribute to redress and value for money. They seem to have some procedures in place to remedy the problems that they are faced with and these procedures are meant to ensure the provision of quality education meaning that parents as the "buyers" will be getting value for their

money. According to James and Miza (2015) these principles are almost synonymous and thus cannot be viewed separately. Ultimately, they need to be implemented collectively in order to ensure effective and efficient provision of service delivery. The responses from the school leaders however highlight that they are not fully aware what the Batho Pele principles entail for the development and job satisfaction of the subordinates. The focus seems to be mainly on learner achievement rather than the novice teachers' job satisfaction; more can be done to ensure teacher's job satisfaction through complying with the Batho Pele principles.

Consequently, novice teachers will find it challenging to provide quality education if school leaders do not regard the provision of quality service delivery to their subordinates as essential. They need to serve their novice teachers and address their needs to their best ability; they need all the support and guidance they can get to ensure productivity. In addition, without realising it, school leaders hinder novice teachers from becoming competent, committed and professional educators. The "sink and swim" technique can have negative effects on the teacher which can ultimately lead to their job dissatisfaction.

4.2.1.2. Promoting novice teachers job satisfaction

The findings indicate that novice teachers' job satisfaction was not considered as a priority. The school leaders were over burdened with their own duties which left no time for them to assist novices. However, they did mention that they used the departmental meetings and class visits to assist the novice teachers, unfortunately this was not enough, more could have been done to support the novice teachers.

The promotion of a novice teacher's job satisfaction is essential for the successful functioning of the school. Novice teachers need to be taken seriously, they are also considered to be the leaders of the school. According to Naicker and Samdut (2014) the South African policy context stipulates that novice teachers should partake in leadership roles. Their leadership roles should not be restricted to the classroom, they need to take up leadership positions, not just within the school but beyond the school premises and into the community, this will help boost their confidence, their commitment to the school and hopefully their job satisfaction as well. Teachers need to realise that they are far more than they are credited for. However, this is only possible if teachers are trained and supported to become these types of leaders. Naicker and Samdut (2014) posit that school leaders have a huge influence in determining the extent to which novice

teachers are allowed to take up leadership positions. As their duty to serve the novice teachers, they need to equip them with the knowledge and skills to take up these roles. After all, servant leadership aims to serve followers to a point where they become leaders themselves and consequently serve others as well. However, the school leaders admitted that the promotion of the novice teacher's job satisfaction was not necessarily seen as top priority, which is ironic because they are the ones who possess influence within the classroom setting and as a result their influence can expand outside the classroom and into the communities that the learners reside in.

When asked how they ensured the promotion of novice teacher's job satisfaction, the school leaders had little to say.

Mr. Khumalo (principal from Sunflower primary school) commented that

> *During our SMT meetings I communicate to the HoDs about my general expectations from the novice teachers…the monthly staff meetings also give me an opportunity to address the novice teachers and hear their grievances.*

This clearly shows that Mr. Khumalo (principal from Sunflower primary school) makes no effort to check up on the novice teachers instead he delegates such responsibilities to the HoD. It would be more impactful if both the principals and the HoDs made an effort to directly communicate with novice teachers and hear how they are coping. This could make them feel as though they are a part of the team and essentially it could spark a sense of belonging within the novice teachers. Consequently, when people show interest in your well-being it can make one feel valued and appreciated.

Ms. Dlamini (novice teacher at Sunflower primary school) confirmed this by stating that

> *Ever since I started working in this school the principal has never made a class visit to check whether I'm coping or not. The only time we are asked if we have problems by the principal is during the monthly staff meetings.*

According to Ms. Dlamini (novice teacher at Sunflower primary school) she has never had a one-on-one meeting with the principal. She said that:

We always hear complaints about learner's marks, learner discipline, teacher absenteeism etc. via our HoD or during the staff meetings…but we never get support from the principal.

Ms. Dlamini (novice teacher at Sunflower primary school) complained that no effort is made to find out about teacher well-being by the principal. Some of the issues that were complained about might be a result of the teacher's low morale, however the principal does not seem interested in ensuring that the employees are coping or not. *He is purely concerned about learner achievement* she added.

Ms. Lorch (novice teacher at African daisy primary school) response was similar to the above statement

Even though our department has subject meetings every Monday it is still not enough hey…we need more developmental programmes to assist with our pedagogical practices…the principal does not attend those meetings to get an insight of the challenges we are facing…even though our HoD reports back to him it is still not enough. He needs to see how frustrated we are maybe then he will gain a better understanding of our needs.

Ms. Lorch (novice teacher at African daisy primary school) further added that the principal knew the difficult working conditions they are working under, however no effort is made to offer a few words of advice. She said that:

The one time I got to talk to him was when I was being welcomed into the school…he seems to have better relationships with other teachers who have been here longer than us the new teachers.

Based on the two responses it seems as though the principals delegate the responsibility of supporting and guiding novice teachers to the HoD's. This could be because principals are already tasked with demanding tasks as it is. If they were to add this to their list then they would not adequately support and guide the novices. Bambi (2012) posits that the restructuring of schools to ensure the empowerment of teachers has led to the decentralisation and distribution of leadership practices. However, the HoDs do not seem to be doing an impactful job on ensuring

novice teacher's job satisfaction either. Novice teachers still feel that more can be done to support and guide them. The school leaders seem to be lacking in this department, the little that they do to support novices is clearly not enough. Consequently, this limits the novice's teacher's opportunity to enhance their professional identity.

However, Mr. Madondo (HoD from Sunflower primary school) seemed confident about his contribution to the promotion of the novice teacher's job satisfaction. He said that:

> *Upon their arrival novice teachers are given a specific grade to coordinate meaning that they are in charge of setting lesson plans, tasks, tests and exams for that particular grade. I try my level best to support them and give them guidance through this process.*

Mr. Madondo (HoD from Sunflower primary school) posits that such challenging tasks encourage them to be committed; they encourage them to be creative and think outside the box. Such opportunities motivate teachers to continue learning, *I mean taking instructions all the time can be a bit demotivating and it limits learning opportunities.* He adds that in such cases, where novice teachers are constantly given instructions to follow, they end up not learning anything, instead they become passive and over dependent on others. Steyn and van Niekerk (2012) posit that providing opportunities to participate in activities in the school may boost or challenge the teachers. Furthermore, such responsibilities have the potential of promoting the teachers job satisfaction (Steyn & van Niekerk, 2012). This goes to show that the novice teachers are recognised as professionals who are capable.

However, Mr. Madondo (HoD at Sunflower primary school) must make sure that he does not keep these teachers in the same position for years as it can be boring, consequently, leading to job dissatisfaction. Their leadership practices should appeal to their higher order needs (Steyn & van Niekerk, 2012) meaning that they should be given more challenging and interesting opportunities to exercise their talents and creativity. This will enable them to grow and learn more through the process, such professional growth can lead to job satisfaction. When employees are given such responsibilities they tend to feel as though they are recognised and have achieved something, these are the factors needed to ensure job satisfaction. Herzberg's two-factor theory states that achievement, recognition, the work itself, responsibility, advancement

and growth can enhance the teacher's motivation leading to their job satisfaction (Steyn & van Niekerk, 2012).

School leader's responses indicate that not much is being done to support novice teachers. In addition the complaints of the novice teachers indicate that minimal support is given to them. Consequently, this leads to them feeling overwhelmed, stressed and ineffective within their teaching practices. School leaders need to pay close attention to the factors which demotivate novice teachers, as it could essentially block their motivation to enhance their professional identity. They need to gain an understanding of what makes the novice's teachers unhappy, however, this does not mean that the things that make them happy are the opposite of things which make them unhappy (Steyn & van niekerk, 2012). According to Herzberg's two-factor theory one cannot satisfy employees within the working environment by eliminating the influences of dissatisfaction such as work environment, type of supervision, salary and working conditions, job security, school polices and educational and school management status (Steyn & van niekerk, 2012). The elimination of these factors does not ensure the teachers job satisfaction nor does it ensure productivity meaning that the opposite of 'dissatisfaction' is not 'satisfaction' (Steyn & van Niekerk, 2012). These factors block teacher's motivation; however their removal cannot satisfy teachers. For example the threat to job security can lead to the teacher's job dissatisfaction limiting their response to achievement, recognition and professional development (Steyn & van Niekerk, 2012); however, no threat to job security will still not motivate teachers to be more productive. Thus, school leaders cannot assume that teachers will be motivated by removing the dissatisfactory factors which demotivate them. Steyn & van Niekerk (2012) posit that school leaders should ensure that the sources of dissatisfaction and satisfaction are eliminated and that the possibilities of job satisfaction are increased.

Furthermore, according to Steyn and van Niekerk (2012, p.125) the solution in ensuring teacher motivation is through the design of "the work itself." They need to ensure that the novice teachers enjoy the work that they have been tasked with. Employees tend to have a more positive attitude when they are doing what they enjoy, however, this does not mean that the dissatisfactory factors should be overlooked, they need to be included in designing the work for the employees. Thus, when designing "the work itself", school leaders need to take the factors that create motivation into consideration so that they can persuade novice teachers to have a

positive attitude towards their work and in addition persuade them to become effective and efficient teachers (Steyn & van Niekerk, 2012, p. 125).

4.2.1.3. Limited knowledge on mentorship practices.

The school leaders stated that the novice teachers were not formally assigned a mentor upon their arrival, the HoD played the role of the mentor however it was not continuous and it was informal. They stressed the fact that they did not have enough time to mentor novice teachers. In addition, some admitted to not having enough knowledge on mentorship practices that could be applied to ensure teacher's job satisfaction.

According to Dieltiens, Faulkner and Letsatsi (2009) mentoring is challenging and demanding, and as a result teachers who incorporate this practice need time and in-service support suitable for the increasing responsibilities assigned to them. However, there is little to no in-service training to equip school leaders with the skills needed to carry out mentorship practices (Mestry, 2017) which is unfortunate because such practices can ensure teachers professional development. Therefore, it is understandable why HoDs find it difficult to incorporate mentorship processes within their leading practices. Arends and Phurutse (2015) stress the fact that the national department of education should develop systems and programmes at the school itself or district level that will assist school leader to become effective mentors. They further posit that novice teachers cannot be expected to successfully execute their pedagogical practices and achieve great results without consistent support and guidance.

Mr. Madondo (HoD at Sunflower primary school) commented that

> *Well uhm…we do offer some sort of mentorship however it is nothing formal…during the subject meetings I try my best to offer guidance and support to the novice teachers and when I have time I make classroom visits to basically check if they are on track and whether they are coping or not, if they have problems I encourage them to speak up… I would not call it mentoring as in such but I try to assist where I can.*

Ms. Mthethwa (HoD at African daisy primary school) stated that

> *Every term novice teachers are required to submit their files, learner's files and learner's books so that I can monitor and control. This helps to identify problem*

> *areas; I get to see whether the ATP (Annual Teaching Plan) is being followed and if teachers are regularly marking learner's books and giving them effective feedback…however, I will not lie it is frustrating to know that I'm not doing enough for these new teachers.*

Ms. Mthethwa's (HoD at African Daisy primary school) frustration clearly shows that she is aware that there is a huge gap that needs to be filled. She asserts that she tries to be there when they need her, she listens to their pleas. Sadly, the only thing she can do at most times is to encourage them to keep pushing, *experience is the best teacher* she said. The willingness to assist is there, that's an essential step towards becoming a mentor. Both teachers want to do more for the novice teachers; however time is not on their side.

Mr. Madondo (HoD at Sunflower primary school) also added that

> *Due to time constrains I usually ask the more experienced teachers to assist the new teachers with any curriculum issues, classroom management problems that they might experience…I encourage them to check up on the new teachers and help where they can…with the assistance of the subject meetings I have managed to build a friendly team that is helpful. We have all needed a helping hand at some point.*

The assumption that people are willing to assist can have negative implications. Some might take it as more work; others might not have the best interest at heart for the novices. Essentially, mentors should accept the novice teachers, or else the mentor-mentee relationship will not be beneficial (Msila, 2016). The mentorship process relies heavily on relationships; according to Darko (2009) such relationships create a sense of connectedness that is authentic. Thus, school leaders should take the responsibility of appointing experienced teachers who are willing to serve or they can give novice teachers the opportunity to choose whoever they prefer as a mentor; however it is crucial that the people who are chosen are willing, experienced and skilled to serve the needs of the novice teachers. According to Mthiyane, Naidoo & Bertram (2018), teachers at different levels within the school are also considered as potential leaders, thus their assistance can help decrease the school leaders demanding workload. School improvement should not just be the responsibility of the school leaders, but the overall schooling community as well.

Based on the responses one can detect that mentorship practices are not viewed as priority. School leaders seem to be more concerned about teacher competence rather than the novice teacher's satisfactory with the job at hand. The process of mentoring is more than monitoring and providing feedback to novice teachers. As mentioned earlier in the literature review "being a teacher of educators requires a selfless type of mentorship, known as servant leadership" (Zelnick, 2017, p.29), the aim is to serve rather than lead, it emphasises the importance of building relationships with teachers and guiding them (emotionally and intellectually) through their journey as teachers, which is why in most cases it is recommended that mentees choose their own mentors if possible (Msila, 2016). Therefore, Msila (2014, p.1105) posits that leadership needs to place focus on "people rather than processes". The focus should be shifted to creating open and comfortable learning spaces which serve the needs of novice teachers, meaning that the processes of mentorship should not solely focus on ensuring effective pedagogical practices. In addition school leaders should instill crucial values which aim to serve the teachers growth (Msila, 2016). School leaders need to realise that they are in the best position to offer emotional and intellectual support to the novice teachers upon their arrival, such support is crucial taking into consideration that this is their first time in a working environment, they have been exposed to university life for so long, thus the transition from student life to work life can be a bit challenging for them.

School leaders need to realise that such mentoring practices have the potential to not only increase teacher's knowledge but their emotional well-being as well, which will consequently lead to a positive attitude and further enhance their intent to stay within the teaching profession. In addition Msila (2016) posits that when teachers are valued and mentored they become empowered to go beyond the call of duty. These are the type of teachers needed to ensure change within schools. Thus, the mistake of not realising the importance of mentorship can result to some negative consequences. Novice teachers cannot still be expected to sink or swim without required emotional and intellectual support; such practices can easily demotivate novice teachers. Consequently, assigning novice teachers to competent and committed mentors is a step towards ensuring "personal survival and effectiveness" within the school (Msila, 2016, p.4).

The two operative words there are competent and committed; Msila (2016) argues that not just anyone can become a mentor; in order to be an effective mentor one needs to be willing to serve

novice teachers growth, must be a lifelong learner, qualified to offer instructional support and most importantly they needed to take the role of mentoring seriously (Msila, 2016). Mentors play a very crucial role in the lifelong development of the novice teacher, thus choosing the wrong mentor can hinder development for the mentor, the mentee and the overall functioning of the school. School leaders cannot just assume that the experienced teachers want to be mentors, however they have to ask and see if they are willing to take the role or not. Yes, people might be friendly and be willing to assist here and there, however that does not mean that they are ready to take on the task of being a mentor (servant leader). There is a huge difference between helping and serving, some help with the intention of being recognized or gaining something in return whereas those who serve, serve with the intention of putting others needs before their own and not gaining anything in return. Consequently, it is essential to appoint the right people for this role because appointing the wrong people can have negative consequences.

Overall, the qualities that ensure teacher's job satisfaction are consistent with the characteristics of servant leadership, such as esteeming employee, providing support, valuing employees and providing service to employees (Cerit, 2009), therefore it would be in the best interest for the school leaders to familiarize themselves with the servant leadership style and aim to become servant leaders in their leading practices as well. This will immensely contribute to the improvement of novice teacher's job satisfaction.

4.2.2. Relationship between servant leaders and novice teachers

4.2.2.1. Key servant leadership characteristic displayed by servant leaders towards novice teachers.

The school leaders as mentioned above admitted that they struggled to provide adequate support to the novice teachers, however their responses indicate that some of the servant leadership characteristics were implemented within their practices. Thus, I highlighted some of the characteristics that were mentioned by the school leaders. The characteristics mentioned below are derived from Spears (2010) 10 characteristics essential for practice and development of servant leaders. However, for this section only five characteristics were highlighted.

4.2.2.1.1. Listening

Even though both HoDs experienced time constrains and work overload, they both emphasised the importance of listening to the novice teachers.

Ms. Mthethwa (HoD from African daisy primary school) stated that

> *I encourage my teachers to communicate when they have a problem, I'm always there to listen, even they know that my door is always open. For example if they have a problem with a disruptive learner I'm always there to listen and assist where I can.*

They both asserted that it is important to listen, even if there is no concrete solution, they make sure that they avail themselves and listen to the pleas of the novice teachers. Brewer (2010) posits that the foundation to creating relationships with followers is through listening. One needs to listen first and understand before they can be understood (Page & Wong, 2000). This makes the decision-making process much easier because servant leaders cannot meet the needs of their followers if they do not understand the challenges they are faced with. Consequently, the practice of listening allows servant leaders to address certain needs and in the process build meaningful relationships where both parties are able to communicate effectively.

However, it is essential to take note that the act of listening does not always require the servant leader to come up with solutions, instead this should encourage the two parties to have a dialogue that will encourage them to think outside the box. Culver (2013) argues that in most cases servant leaders step into roles with the assumption that they must know everything, or act as though they know; according to Culver (2013) this hinders growth. One cannot grow if they do not admit to their shortcomings, thus it is important for servant leaders to not only listen to their followers but to listen to themselves as well and reflect on their practices. This will enable them to develop intrapersonal skills which will help them to understand their capacities and limitations (Culver, 2013). According to (Culver, 2013) this is the important stage of developing as a true leader, reason being that once one recognises and accepts the relationship they have with themselves, they can then freely develop relationships with others. Consequently, a constructive dialogue can only take place if the servant leader is not afraid of being honest with themselves and others around them.

4.2.2.1.2. Empathy

When asked about the challenges he experienced within his teaching career Mr. Madondo recalled the challenges he experienced during his first years of teaching. The findings indicate that they empathetic over the challenges that the novice teachers experienced.

He expressed that

> *My first year of teaching was the hardest; I cannot even recall how many times the thought of quitting crossed my mind. I knew that I wanted to teach, however, I had managed to convince myself that I was not ready for this job…which is why I always understand when the novice teachers are ready to throw in the towel. The challenges I experienced as a first time teacher helped me to be more understanding towards the struggles that these novice teachers are currently facing…*

Similarly, Ms. Mthethwa's (HoD from African Daisy primary school) response echoed Mr. Madondo's words when she said:

> *…the first few years are the hardest…I always tell the young teachers not to be too hard on themselves. It gets better with time and experience.*

According to Spears (2010) a servant leader must be able to place themselves in the shoes of the followers, and further see things from their perspective; the responses of the school leaders seem to emulate this statement. They appear to be understanding of the challenges that the novice teachers are facing. According to Spears (2005) employees need to be accepted and recognised within the working organisation, the assumptions that novice teachers are well equipped and are ready to take on their roles without necessary support and guidance should not be entertained. They should rather focus on connecting and listening to novice teachers in order to gain an understanding of their needs (Brewer, 2010). Hence, Page and Wong (2000) posit that this principle relates to active listening. Even though these school leaders went through challenges themselves they still need to listen to the specific challenges that these novice teachers are experiencing in order to gain a thorough understanding which will encourage them to be more empathetic towards the novices, times have changed thus there can be more complex challenges that they are experiencing besides the ones they are aware of. Therefore, before supportive

structures can be implemented, school leaders need to understand the specific challenges that each individual novice teacher is experiencing, consequently, this will enable them to design context specific support structures that are not based on assumptions.

4.2.2.1.3. Stewardship

As mentioned above the school leaders discussed the roles they played when supervising the novice teachers. The book checks, class visits, lesson observations, subject meetings etc. all fall under supervision. This supervision allowed them to give effective feedback to improve their pedagogical practices. They admitted that more could be done on their behalf, however, due to time constraints not much support was provided.

Mr. Madondo (HoDfrom Sunflower primary school) said that:

> *When teachers do not perform, we are held accountable for that…so to avoid such I try to make time to support them. Their inabilities reflect us as a school…so we need to assist and mentor them.*

Brewer (2010) defines stewardship as personally holding yourself liable for the success or failure of an organisation, the provision of such a service commits one to address the needs of their subordinates. In agreement to the above statement Page and Wong (2000, p.16) posit that stewardship requires one to hold the organisation "in trust for the greater good of society", which is consequently, what school leaders aim to achieve as servant leaders. Their supervision practices aim to help novice teachers improve their pedagogical practices and in the process ensure that they serve their learners to their best ability. This practice ensures that everyone plays a role in holding their organisations in trust for the "greater good of society. In addition, Arends and Phurutse (2015) posit that the role played by school leadership is critical in attracting new teachers and in enhancing their intent to stay within the teaching profession. However, supervision should not be focused on controlling co-workers or subordinates, rather servant leaders should seek to win the trust of their followers and in the process persuade them in trust rather than control and command (Msila, 2014). The ultimate goal is for novice teachers to reciprocate not by serving the school leaders but by paying it forward to the overall schooling community and hopefully beyond that. Consequently, novice teachers should be groomed to be wiser, autonomous and eventually become servant leaders themselves.

However, the role of the school leaders has become increasingly demanding making it hard for them to address the needs of the novice teachers. Bambi (2012) posits that a gap has emerged between the administrative responsibilities and the actual work they manage to do, their lack of experience and training contribute to their inability to adhere to their administrative responsibilities, expecting teachers to take on their own teaching roles and also oversee other teachers work is not only demanding but also unrealistic (Arends & Phurutse, 2015). Bambi (2012) argues that accessible training and development programmes are either inadequate or inappropriate in the context of existing educational reform efforts. In addition, inconsistent government policies also add on to their workload leading to feelings of stress, frustration and low morale. Consequently, the structuring and deliverance of professional development programmes need to be re-conceptualised by service providers (Bambi, 2012). School leaders should strive towards designing adequate professional development programmes in order to ensure the provision of quality education to the communities that the school itself serves (Gulston, 2011).

4.2.2.1.4. Building community

The findings of the study seemed to suggest that the participants believed that building a sense of community in the work place was a good way of helping the novices feels a part of the team. This was achieved through assigning the novices different roles which ensure that they participate in school activities and in the process build relationships with other colleagues.

Mr. Khumalo (principal from Sunflower primary school) asserted that

> *Building a sense of community is imperative for the well-functioning of the school, in our school sports is used as a tool to building a sense of community…basically teachers are encouraged to participate in peer coaching different sporting activities…during home matches and away matches they get the opportunity to bond.*

This gives novice teachers the opportunity to socialize with their colleagues and their learners as well.

Mr. Mthembu (principal from African daisy primary school) added that

> *End of the year we always organise an end of the year party for all staff members, this gives as the opportunity to relax, enjoy ourselves and get to know each other better.*

Mr. Madondo (HoD from Sunflower primary school) said:

> *During the morning briefings the principal announces the birthdays…we all sing for that specific person and give them a birthday card.*

Ms. Mthethwa (HoD from African daisy primary school) said:

> *Upon their arrival novice teachers are introduced to the staff…during assembly they are also introduced to the learners.*

> Mr. Khumalo (principal form Sunflower primary school) also added that:

> *Each and every teacher is assigned a date where they will read a Bible scripture to the learners during assembly.*

Mr. Khumalo posits that such roles help teachers to feel as though they are a part of the team, *the minute we appoint senior teachers for such roles others will feel neglected and as though they are not good enough to pull it off.* According to Page and Wong (2000) building a sense of community requires everyone to play different roles according to their assignments rather than their position or title. In addition, Spears (2010) states that servant leadership envisions a strong sense of community. The leader is focused on preparing everyone for change, however, the change does not only apply to work life but to the long-term transformation of their personal lives as well. According to Brewer (2010) a servant leader's services extend beyond the boundaries of an organisation. However, such change is only possible "if servant leaders show the way, not by mass movements, but by each servant-leader demonstrating his own unlimited liability for a quite specific community-related group" (Spears, 2005, p.4).

4.2.2.2. Novice teacher's perceptions of servant leaders

The findings revealed that the novice teachers did not have a mentor-mentee relationship with their HoDs. They frequently had to rely on themselves to get things done, the little support that they received from their HoDs was not enough, and in most cases they were too afraid to ask for assistance.

According to Msila (2012) the mentor-mentee relationship can be filled with many challenges, the personalities of the mentor and mentee are essential in ensuring the productiveness of the mentoring experience. The challenges experienced by mentor-mentee relationship should act as a learning curve and not as a barrier obstructing learning to take place. Upon, entering the mentor-mentee relationship it should be known that it is not going to be a smooth ride; however, giving up on the relationship should never be an option. Consequently, these relationships are meant to provide support and in the process assist novice teachers to meet the needs and expectations of the school (Swart, 2013).

When asked about the provision of mentorship programmes, Ms. Lorch (novice teacher from African Daisy primary school) commented that

> *I have not received any formal mentoring from my HoD, which is quite frustrating because this is my first year of teaching…some guidance in the right direction would be appreciated.*

Ms. Lorch (novice teacher form African Daisy primary school) posited that the lack of support and guidance gives her the impression that the school leaders do not care about their growth and their overall emotional well-being. She further stated that this decreases her intent to stay because there is no point in staying in a particular position where growth is not guaranteed. *I do not think that I have developed as a teacher since I've been teaching here* she complained. She revealed that her school has not offered her opportunities for development. The few workshops that are offered are limited and the timing of these workshops inconveniences them. *It would be nice if we could all get support here at school instead of having to travel to different schools, institutions etc.*

Msila (2016) posits that effective teachers will be persuaded to retain within the profession only if they are exposed to meaningful, structured professional development. They need to be exposed to opportunities which ensure growth. He further contends that school leaders need to use new dimensions and build a school culture that supports school staff and in the process ensures life-long learning that will provide teachers with the necessary tools needed to participate in productive change (Msila, 2016).

Ms. Dlamini (novice teacher at Sunflower primary school) added that

> *There are limited solutions for the challenges we experience…my HoD does try to guide me here and there however, it is not enough. I feel that more can be done to address the challenges we face because the limited support we receive has a negative impact on our well-being and the learners we teach.*

When asked whether they were given an opportunity to voice out their challenges they both agreed that during the subject meeting they were given an opportunity to point out their challenges. However, in most cases their concerns were not adequately addressed. Their responses indicate that novice teacher's well-being is not considered a priority. It also gives the impression that school leaders have far more important things to do than guide the novices. The demands placed on school leaders should not hinder novice teachers from attaining continuous guidance and support. Thus, school leaders need to take the time to listen and understand their novice teachers so that they can lead them towards positive outcomes (Msila, 2016). Consequently, it is imperative that school leaders invest their time where it matters the most.

Msila (2016) describes school leaders as change agents, they need to be innovative and think outside the box, however, the actions of the school leaders discussed above seem to restrict change, what kind of example are they setting for the novice teachers? They need to go beyond the call of duty when addressing challenges, novice teachers need to see that efforts are being made to address their needs, through doing so they set an example for the novices as to how challenges should be tackled. Consequently, school leaders should not accept the challenges they are faced with instead they need to be innovative and come up with solutions together with their departmental team, this will also ensure that they model effective behaviour for the novices.

Ms. Lorch (novice teacher at African Daisy primary school)

> *I hardly ever see my HoD, the only time I see her is during morning briefings and subject meetings. I hardly go to her for assistance because she is always busy…I do not see her as my mentor or HoD to me she is just a colleague. She has not played a role in my teaching career.*

In order for schools to move forward and ensure change, school leaders need to be visible and model effective behaviour that teachers can adopt. They cannot be busy with their own duties throughout the day without offering a helping hand to those who need it, in order to ensure credibility amongst their subordinates they need to work alongside them, plan with them and most importantly build trusting relationships with them. Novice teachers need to know that even though things are bad there is always a trusting figure who will offer assistance and not judgement.

School leaders need to know that novice teachers cannot ensure quality education if they are not motivated in their positions. Thus, they need to take their leading positions seriously and go the extra mile in ensuring change. The novice teacher's responses clearly indicate that they have given up on their leaders. Their actions do not motivate them to go beyond the call of duty instead their actions seem to frustrate them even further. School leaders need to step up and rearrange their priorities based on the interests and need of the school and the schooling community.

4.2.3. Challenges faced by novice teachers

4.2.3.1. Learner discipline

According to the findings, ill-discipline was one of the challenges that the novice teachers struggled with the most. They have not yet developed classroom management strategies to assist them when faced with discipline problems.

Ms. Lorch (novice teacher at African Daisy primary school)

> *Classroom discipline is one of my major challenges. Learners are ill disciplined and they are not willing to comply with the rules of the school…my HoD is even*

struggling with classroom discipline herself, how am I supposed to rely on her for assistance if she is also struggling.

Ms. Lorch (novice teacher at African Daisy primary school) complained that nothing seems to be done regarding discipline problems within the school. *If HoDs cannot instill discipline within their classrooms then how are we expected to instill it?*

Ms. Lorch's response clearly shows that she has shifted the blame onto her HoD. Msila (2016) posits that mentees tend to shift the blame when exposed to difficult challenges. Too much time and energy is put into admiring the problem rather than finding effective solutions to remedy the problems they encounter. They do not take the initiative to come up with creative strategies that could work for them. In this case Ms. Lorch seems to be a bit too dependent on her HoD.

Ms. Dlamini (novice teacher at Sunflower primary school) asserted that

The learners show no interest at all, I'm always prepared for my lessons however, the learners never show any interest, as a result we are now lagging behind in content and I'm still expected to keep up with the annual teaching plan.

Ill-discipline in schools is a challenge for both novice teachers and experienced teachers (Arends & Phurutse, 2015). However, this challenge is more pronounced for beginner teachers, who have not yet developed classroom management strategies and may still be struggling to contend authority in the early stages of their career. (Arends & Phurutse, 2015).

4.2.3.2. Isolation

The findings also revealed that isolation is another common problem among novice teachers. The novices felt left out and lonely. They expressed that in most cases the age difference was a problem they were not comfortable enough to sit and engage with their older colleagues.

Steyn (2004) posits that isolation within the work place is a result of "geographic and/or professional isolation", in a schooling environment teachers spend most of their time alone with the learners and away from other educators, resulting to limited time to form substantial working relationships that could make settling into a new working environment much easier. According

to Steyn (2004) establishing new relationships might be a challenge for some, thus the first few months might be the loneliest.

Ms. Lorch (novice teacher from African Daisy primary school) commented that

> *I have not managed to establish friendships since I got here, the period I have spent in this school has been the loneliest…during break I sit alone in my classroom, no one has made an effort to befriend me.*

Ms. Lorch (novice teacher from African Daisy primary school) is from Kwa-Zulu-Natal she has no friends or family around the area where she works, she posits that she only interacts with her learners at school. During break or after school she is always alone. *You feel as though you don't belong especially when no one makes an effort to make you feel a part of the team. I never look forward to coming to work. I feel as though I am not barrier.* She also mentioned that there is a language barrier between herself and her colleagues.

> *I'm Zulu and the majority of my colleagues speak Setswana and Sesotho, so in most cases it's hard to understand them…in most cases no effort is made to include me in their conversations.*

Feelings of isolation can be demotivating in some instances, knowing that you are not recognised or accommodated can lead to one feeling rejected.

Ms. Dlamini (novice teacher from Sunflower primary school added that

> *I'm the youngest here…most of my colleagues are older and have children. I feel isolated most of the time because we have nothing in common.*

According to Steyn (2004) most novice teachers experience isolation because people have already formed close-knit groups and it might take time for them to establish friendships. It's never easy being the new one in the group.

4.2.3.3. Reality shock

Based on the findings, the novice teachers experienced a reality shock upon their arrival. They expressed that their duties during teaching practicals are completely different compared to the duties that they are tasked with as professional teachers.

According to Steyn (2004) reality shock is the result of lack of preparation for the increasing demands of the teaching profession. Teaching practicals do not adequately prepare teachers, both novice teachers complained that they did not feel as though they were skilled enough to start teaching without the assistance of a mentor. University life is far different from working life, it will take a while before novice teachers adapt to this transition. According to (Arends & Phurutse, 2015) educational programmes are too theoretical and unfortunately they are far removed from the realities and experiences of classroom life. In addition, they argue that teacher programmes struggle to adapt to changes and uncertainties that come with teaching (Arends & Phurutse, 2015). It takes time to come up with helpful and adequate solutions that hinder progress in the classroom. Steyn (2004) further posits that being accustomed to the realities of classroom practices and the school itself is a process which can take up to three years to adjust to.

However, the lack of preparation, uncertainty and limited support that the novice teachers are accustomed to, can lead to them developing practices that replicate substandard quality teaching and learning (Arends & Phurutse, 2015). Consequently, this will have a crippling effect on the learner's academic success and the overall functioning of the school. Thus, it is important that schools together with the school district put systems that support and mentor novice teachers.

Ms. Dlamini (novice teacher form Sunflower primary school)

> *I do not think 4 years is enough time to equip a teacher in training with all the skills needed to become an effective teacher…university and work are two different things.*

Ms. Lorch (novice teacher at African Daisy primary school) also added that

> *… being held accountable was the toughest for me. I have never had so many responsibilities in my life…the first year was overwhelming; I was very close to quitting.*

These challenges need to be addressed in order to assist teachers to become the best that they can be, such challenges hinder so much progress which can impact the overall functioning of the school. School leaders seem to be unaware of such challenges, or perhaps they do not consider them important, sadly these are the types of problems that can affect a novice teacher's confidence. Consequently, school leaders fail to own the complexities that come with teaching and unfortunately this only deteriorates the self-worth of the novice teacher when they are faced with obstacles and are too embarrassed to ask for/receive support.

4.2.3.4. Demanding workload

The novice teachers complained about the workload that they were exposed to and also the fact that teacher duties were not equally shared. When senior teachers refused to partake in school activities then they were expected to take over and partake in those activities.

Ms. Lorch (novice teacher from African Daisy primary school) made an example of the away matches

> *When learners play away matches most of the teachers do not attend these matches…we then have to attend these matches. It is unfair because these teachers get away with this, nothing is done to them…the principal does not confront them about this.*

Ms. Dlamini (Sunflower primary school) made an example of taking minutes,

> *I already have so many responsibilities as a coordinater, yet there are some teachers who do not have any responsibilities…during meetings I'm asked to take down minutes on top of the responsibilities I have, whereas the other teachers sit and do nothing…my HoD knows that the senior teachers are not willing to assist, so she therefore throws all the "unwanted" work to me… which is not fair… new teachers are always breaking their backs to set a good impression whereas the others sit back and do nothing.*

Both novice teachers mentioned that it is frustrating that their HoDs do not stand up for them and speak up on their behalf. They just turn a blind eye. This just shows that there is no trust between the school leaders and the novice teachers, it gives the impression that their efforts are not

recognised and that no one cares about their increasing workload. According to Cerit (2009) effective leaders are leaders who care and recognise everyone within the working environment, show respect to individuals and show understanding. They create a safe space for their employees to feel free to express their concerns and dissatisfactions. However, judging from the novice teachers responses it is clear that their leaders have not showed any signs of understanding, if so they would have intervened and made sure that the novices do not overload themselves with so much work. Cerit (2009) posits that school leaders who show consideration of their employees have a more positive effect on teachers' job satisfaction, he further states that when school leaders display authenticity, which is one of the dimensions of servant leadership, towards their followers it leads to interaction between the followers and the servant leaders. This is where the leader gets the opportunity to understand the struggles of their followers. Consequently, a servant leader is meant to listen, be understanding, accepting and empathetic towards their followers (Cerit, 2009). Thus, it is clear that the school leaders have failed to build a trustable atmosphere for the novice teachers.

Moreover, the novices in both schools admitted that the increasing workload and lack of support led to feelings of stress and anxiety. The challenges they experience within their working environments have not only affected their professional lives but their personal lives as well.

Ms. Dlamini (novice teacher and Sunflower primary school) admitted that

> *I hardly get time to spend with my family, most of my time is spent on lesson preparations, marking and studying, I'm currently in the process of completing my honours degree, I do not get the time to enjoy my weekends and holidays with family and friends.*

Ms. Lorch (novice teacher from African Daisy primary school) added that:

> *I do not enjoy my weekends anymore, throughout the week I look forward to Fridays and Saturdays. On Sunday evening I start to get anxious for the following day. It is the worst feeling ever.*

According to Ntsoane (2017) novice teachers in their first few years of teaching found the teaching profession to be stressful, unrewarding and difficult, majority contemplated on leaving

the profession within the first few months of teaching. Sadly, this was also the case with the novice teachers that were interviewed. They do not enjoy teaching and they feel as though they have chosen the wrong career. The fact that they know that they are not contributing to learner's academic success has had some damaging effects on their self-confidence, their professional identity and their overall job satisfaction. According to Certis (2009) teachers positive contributions to learner's academic success improved their job satisfaction, thus, failing in that department can be demotivating for them.

4.3. Chapter summary

Chapter four presented an analysis of the data derived through interviews and provided a discussion based on the findings. The findings were categorised into themes and sub-themes. Furthermore, this chapter included a detailed description of the two schools that were examined for this research

CHAPTER 5

STUDY SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter Four presented and discussed the findings of the study derived from the semi-structured interviews. The chapter was structured by the main themes and sub-themes which emerged from the data analysis of the two case study schools which were *Sunflower Primary School* and *African Daisy Primary School*. This chapter provides a study summary, conclusions, recommendations and the implications of the study.

5.2 Study summary

Chapter One provided a detailed account of the introduction and background of the study. It also provided an explanation of the problem statement, purpose and the significance of the study. Furthermore, it included the study objectives and critical questions which gave direction to the study. Lastly, it gave clarification of the key concepts mentioned in the study.

Chapter Two presented a literature review and theoretical framework which were deemed relevant to the study. The review was comprised of international and national literature on servant leadership and novice teacher's job satisfaction. The second section of the chapter comprised of the theoretical frameworks underpinned by Spears' (2010) model of servant leadership and Hertzberg's Two Factor theory.

Chapter Three gave a detailed explanation of how the research for this study was conducted. It presented a detailed account of the research paradigm and methodological approaches employed to generate data. In addition, it discussed the research design, research population, sampling instrumentation, data analysis, issues of trustworthiness, ethical issues and lastly limitations of the study.

Chapter Four presented an analysis of the data derived through interviews and provided a discussion based on the findings. The findings were categorised into themes and sub-themes.

Lastly, Chapter Five provides the overall summary of the study, conclusions and recommendations based on the findings generated in chapter 4. In addition, the implications for further research are also presented below.

5.3 Conclusions

Based on the findings generated from the interviews with the principal, HoD and novice teachers it can be concluded that: the school leaders comprising of the principal and the HoDs struggled to put the needs of the novices as first priority, meaning that they did not adequately fulfill their roles which require them to mentor other teachers in the subject of their specialty among other things. Furthermore, the culture of serving was not dominant in both schools, school leaders did not go beyond the call of duty, instead they complained about several factors which hindered their attempt to go the extra mile for novice teachers. Lastly, the novice teachers in both schools were not satisfied with their jobs; both felt that more could be done to address their needs to ensure their job satisfaction.

5.3.1. The role of servant leadership

The school leaders showed understanding of what servant leadership entails, however limited effort was made to promote servant leadership practices in their schools. This goes to show that they do not perceive their role as servant leaders as essential. The approach towards education management seemed to be more directive than supportive, reason being that school leaders are sometimes oblivious to the challenges that novice teachers face, they do not really understand the challenges faced by them. Thus, they do not see the need to become supportive structures. The assumption that novice teacher's problems revolve around pedagogical practices and discipline has hindered attempts for school leaders to do something about the challenges at hand. Consequently, the challenges of the novices have been trivialized, and as a result they have adopted a negative attitude towards their teaching careers.

Both schools seem to place their focus on academic success rather than ensuring teacher job satisfaction. They seem to be out of touch with the challenges that the novice teachers face. There is more to support than constant monitoring of novice teachers pedagogical practices. Consequently, the novice teachers are not suffering because the school leaders cannot solve their

problems, however they continue to suffer because the school leaders cannot relate or rather fail to recognise the challenges that novice teachers are faced with.

Furthermore, throughout the interviews, the school leaders did not list all the challenges that novice teachers experience. When comparing the challenges that the school leaders mentioned and the challenges that the novice teachers listed, there appeared to be a huge gap. It is as though the school leaders were not familiar with some of the challenges that the novices faced. The assumption here is that either the school leaders are not aware of the challenges faced by the novices, they have turned a blind eye to the struggles of the novice teachers or maybe they are afraid that being transparent will open doors for novice teachers to express their concerns and demand assistance that they (school leaders) are not trained to provide. This would probably expose the fact that they are not competent in mentoring and supporting the novice teachers. Thus, the best solution for them is to overlook some of the challenges that are experienced by novice teachers. Unfortunately, this will only deteriorate the public opinion of the teaching profession and the professional identity of the novice teachers.

In conclusion, school leaders need to take their role of service delivery seriously, they need to be mentored and guided on how to go beyond the call of duty and serve their subordinates to their best ability. They need to be open to change and transformation because according to Einstein's famous quote "the significant problems we face cannot be solved at the same level of thinking we were at when we created them". In addition, if schools want to make minor changes and improvements then the best approach will be to change school practices, actions and attitudes, but if the goal is to make significant, impactful and meaningful improvements then school leaders need to work on paradigms (Nkonyane, 2016). They need to put systems in place that promote a culture of supporting each other, developing each other and consequently, serving and putting others first. In addition, school leaders must lead by example by displaying and educating the stakeholders about the characteristics of servant leadership. However, in order to do that school leaders will have to gain a thorough understanding of servant leadership as this may contribute to the enhancement of teacher's job satisfaction. School leaders need to be present in schools, they need to interact with their teachers and form substantial relationships that will give them an insight of whether the novice teachers are coping or not, such relationships give them the opportunity to express their appreciation to their teachers and show that their efforts are

valued and recognised. It helps to know that you are noticed within the working environments, such efforts may improve novice teacher's job satisfaction.

5.3.2. The relationship between servant leaders and novice teachers.

The responses from the interviews clearly show that no time is spent on building mentor and mentee relationships, which is probably the reason why school leaders are so oblivious to the challenges that the novice teachers face. Most of the responses clearly showed that school leaders blamed novice teachers and novice teachers blamed the school leaders and, no one was taking responsibility for their incompetence. According to Nkonyane (2016), when it comes to such situations, one needs to start with themselves and examine their own experiences and find solutions which will not only benefit them but others as well in the process.

However, in this case the school leaders could have made more effort to connect with the novice teachers, not only on a professional level but on a personal level as well, get to know them a bit better and build conducive learning relationships. The school leaders in both schools complained about their workload and mentioned that this prevented them from supporting and guiding the novices. Their complaints made it seem as though providing support and guidance to novice teachers was an added load to their already demanding schedules. They were more focused on getting their tasks done rather than offering a helping hand. They only did the bare minimum in helping the novices settle in their new working environments. Robert Greenleaf, the pioneer of servant leadership, defines servant leadership as a leadership style where serving comes first and where leaders strive to meet the needs of others before their own (Greenleaf, 1973), in addition to become a servant leader one has to do away with the traditional authoritative style of leading and put others first (Stewart, 2017), thus judging from the findings the school leaders failed dismally to play the role of proactive servant leaders, thus, to label them as servant leaders seems a bit misleading. However, to be fair they did try to lend a helping hand during their departmental meetings, the novices even admitted that the departmental meeting were sometimes helpful and in some cases pushed them in the right direction.

However, even though the novices received minimal support and guidance from their school leaders it is still their responsibility to look for their own support structures/or support strategies. It does not help to sit and dwell on your misfortunes. According to David Molapo's (as cited in

Nkonyane, 2016, p. 77) famous words “if you’re not growing you are dying”. Teachers who sit back and cry victim and end up resigning are dying inside. Thus, it is imperative that they start looking at their challenges differently and learn from them instead of remaining stagnant in their careers and “dying” in the process.

Consequently, if given the time and resources, school leaders would still struggle to address the needs of the novices because they are so out of touch with their realities. In addition, they have limited knowledge of the competencies and skills of the novice teachers. The first step would be to educate them about the importance of displaying servant leadership qualities in schools, hopefully from there they would see the importance of showcasing these qualities and in the process build solid relationships with the novices and find out and observe their strengths and weaknesses. Once they have identified the gap it will be easier for them to assist the novice teachers.

5.2.3. Challenges faced by novice teachers

The novice teachers voiced out that they experienced challenges within their first few months of teaching and upon their arrival they received little to no support from school management. However, they seemed to dwell too much on their challenges and as a result this can act as a barrier to the growth of their professional identity and in the process lead to their job dissatisfaction. The challenges they faced should not hinder them from taking the initiative to look for their own support structures. It should not hinder progress. Yes, novice teachers could not be expected to fulfil the roles of a teacher without the necessary support, however, one cannot sit and do nothing while waiting for help, they needed to think outside the box and be innovative. There were so many obstacles that came with being a novice teacher; however that should not stop them from doing their job.

The novice teachers in this study felt that they were not competent to be teachers. The stress and anxiety had taken over their personal lives to a point where they did not enjoy teaching anymore. They were in it for the salary and security and nothing else. This situation could be avoided had the necessary support structures been provided, school leaders need to start taking their roles seriously and build spaces which aim to serve their staff.

The findings showed that school leaders did not invest in novice teachers; unfortunately this ultimately eroded the confidence, competence and well-being of the novice teachers. The lack of support and care had crippling effects on the novice teacher's job satisfaction and their overall intent to stay within the teaching profession. Schools risked losing talented and willing teachers who could immensely contribute to the success of the schools. Consequently, turning a blind eye to the challenges of the novice teachers could not only have a damaging effect on the novice teachers but on the learners, the school and the communities that they resided in.

5.4 Recommendations

The findings highlighted the need for formal induction and mentorship programmes for novice teachers during their first few years in the teaching profession. School leaders need to come up with effective strategies to ensure that novice teachers are supported and guided within their first years of teaching. This was the most vulnerable stage of their teaching career, thus going beyond the call of duty would be highly appreciated by the novices. In addition, it would be advisable if school leaders could design induction and mentorship programmes which respond to the specific demands of their schools. These programmes could be more resourceful to the novices rather than just sending them off to multiple workshops; context-based workshops designed by the school itself would be advantageous.

Secondly, based on school leaders responses it was obvious that they were overloaded with work, adding mentorship and induction programmes to their list of duties would prove to be ineffective. These programmes will need someone who is hands on and has the time to adequately implement these programmes. Therefore, the best solution could be to appoint other experienced educators within the school who possess the skills and knowledge to run the induction and mentorship programmes. School leaders should share their load and bring in other experienced teachers who are willing to assist. The point is to solve the problems at hand and not add more problems for the school leaders. School leaders should delegate tasks and in the process encourage their schooling communities to put the needs of others first when they can, it should not be the responsibility of the school leaders only but educators should offer assistance where possible. However, the process of appointing educators to lead induction and mentorship programmes should be done formally. The appointed educators should be given a list of duties that they need to adhere to and to make it formal; the assigned mentors should sign a contract

which ensures that they will perform the assigned duties to their best ability. Consequently, schools should implement induction and mentorship programmes that will motivate teachers to stay in the teaching profession long enough for them “to gain command of content” and in the process enhance their teaching methodologies and consequently improve their pedagogical practices and their overall professional identity (Arends & Phurutse, 2015, p. 7).

Thirdly, since the Department of Education has the responsibility of ensuring that teachers perform to their best ability in their classroom, they should therefore offer school leaders workshops on conducting induction and mentorship programmes within their schools. They cannot keep demanding and demanding without offering the necessary support structures. In addition, they should develop context-specific intervention programmes that will help novice teachers address the challenges that they face within the first few years of working. Furthermore, to ensure that schools are offering induction and mentorship programmes, the department of education needs to monitor that context-specific support structures for novice teachers are implemented within the school. Consequently, the deportment needs to priorities the implementation of context-specific support structures for novice teachers in order to ensure the provision of quality teaching and learning in schools.

Fourthly, it is apparent based on the findings that school leaders and novice teachers do not have thorough knowledge of what the Batho Pele principles entail, therfore, school leaders should take it upon themselves to announce the Batho Pele principles during the morning briefing just to familiarise the staff with the principles and encourage them to follow them in the daily functioning of the school. They should be reminded on a daily basis of the importance of integrating these principles into their practices.

Lastly, schools, through their SGBs, should initiate raising funds for induction and mentoring programmes for novice teachers. This initiative could highlight the importance of serving teachers and putting the needs of teachers first. Consequently, it could lead to novice teachers feeling valued and cared for, which is what servant leadership stands for, or ultimately it could spark a sense of belonging within the novice teachers. Teachers need to see that their growth and well-being are considered as priority.

5.5 The implications of the study

This research area has not been given sufficient attention within the South African context, however, this study was done on a small scale of two primary schools. Only 6 participants were interviewed, two principals, two HoDs and two novice teachers, therefore the findings do not necessary represent the different schooling contexts that exist in South Africa. The findings are limited to the opinions of the 6 participants that were interviewed, consequently, the findings only reflect the perceptions of school leaders and novice teachers working in the two primary schools in Soshanguve, and for this reason more studies carried out in different provinces around the country are needed for a generalisation of the findings obtained in this study.

. 5.6 Chapter summary

This chapter provided the study summary, conclusions, recommendations and implications of the study. The study therefore concludes that school leaders need to priorities the act of serving first and putting the needs of novice teachers first to enhance their job satisfaction. The needs of novice teachers need to be prioritized and they need to feel valued and cared for within their working space. Consequently, school leaders need to aim to become servant leaders and in the process build a culture of serving first and putting others first. Schools can benefit significantly when leaders implement, practice and model servant leadership behaviours.

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Appendix A

WITS SCHOOL OF EDUCATION

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF EDUCATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: 2018ECE016M**
PROJECT TITLE	Exploring servant leadership and novice teacher's job satisfaction: A case study of two schools in Gauteng North District
INVESTIGATOR	Miss. Mahalia Ngobeni
SCHOOL/DEPARTMENT OF INVESTIGATOR	WITS SCHOOL OF EDUCATION
DATE CONSIDERED	20 May 2019
DECISION OF THE COMMITTEE	Approved unconditionally
EXPIRY DATE	Date of submission of the project report

ISSUE DATE OF CERTIFICATE 27 May 2019 **CHAIRPERSON:** _____
(Dr. Paul Goldschagg)

cc: Supervisor: Dr. Simphiwe Mthlyane

DECLARATION OF INVESTIGATOR

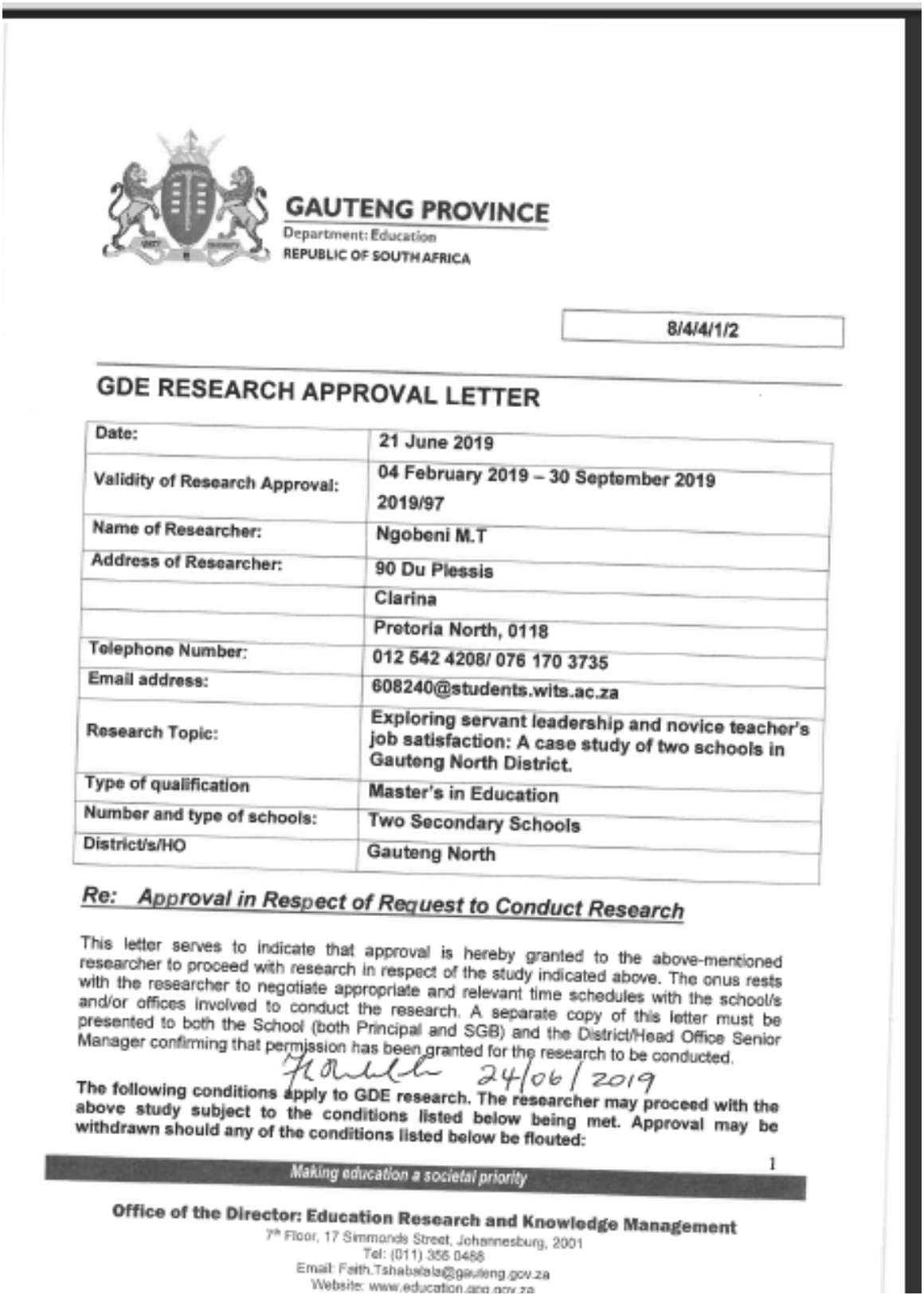
To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

_____ _____/_____/_____
Signature Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	21 June 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2019/97
Name of Researcher:	Ngobeni M.T
Address of Researcher:	90 Du Plessis
	Clarina
	Pretoria North, 0118
Telephone Number:	012 542 4208/ 076 170 3735
Email address:	608240@students.wits.ac.za
Research Topic:	Exploring servant leadership and novice teacher's job satisfaction: A case study of two schools in Gauteng North District.
Type of qualification	Master's in Education
Number and type of schools:	Two Secondary Schools
District/s/HO	Gauteng North

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.

24/06/2019

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

Appendix C

LETTER TO THE PRINCIPAL, SGB Chair, etc.
DATE:

Dear Principal

My name is Mahalia Ngobeni I am a Masters student in the School of Education at the University of the Witwatersrand. I'm currently doing my research which focuses on servant leadership in schools and novices teacher's job satisfaction.

My research aims to explore servant leadership and novice teacher's job satisfaction. It will look at how servant leadership together with the Batho Pele principles is used in mentoring and supporting novice teachers. Therefore through the aid of interviews I will explore the roles and strategies used by school leadership and management in overcoming the challenges that novice teacher's face in their first three years of teaching.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Mahalia Ngobeni
609240@students.wits.ac.za

Appendix D

INFORMATION SHEET PRINCIPAL AND HODs

DATE:

Dear NAME

My name is Mahalia Ngobeni and I am a student in the School of Education at the University of the Witwatersrand. I'm currently doing my research which focuses on servant leadership in schools and novices teacher's job satisfaction.

My research aims to explore servant leadership and novice teacher's job satisfaction. It will look at how servant leadership together with the Batho Pele Policy is used in mentoring and supporting novice teachers. Therefore through the aid of interviews I will explore the roles and strategies used by school leadership and management in overcoming the challenges that novice teacher's face in their first three years of teaching.

Would you mind if I interviewed you to obtain information about how you perceive your role in serving, leading, managing and enhancing teachers job satisfaction and the different challenges you face as a school leader.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

Mahalia Ngobeni
608240@students.wits.ac.za

INFORMATION SHEET NOVICE TEACHERS

DATE:

Dear NAME

My name is Mahalia Ngobeni and I am a student in the School of Education at the University of the Witwatersrand. I'm currently doing my research which focuses on servant leadership in schools and novices teacher's job satisfaction.

My research aims to explore servant leadership and novice teacher's job satisfaction. It will look at how servant leadership together with the Batho Pele Policy is used in mentoring and supporting novice teachers. Therefore through the aid of interviews I will explore the roles and strategies used by school leadership and management in overcoming the challenges that novice teacher's face in their first three years of teaching.

Would you mind if I interviewed you to obtain information about the challenges you face (if any) as a novice teacher and what do you suggest could be done by servant leaders to orient you to the teaching profession.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

Mahalia Ngobeni
608240@students.wits.ac.za

Appendix E

Interview Protocol:

Date:

Time:

Location:

Interviewer:

Interviewee:

Age:

Years of service in school leadership:

Dear interviewee

I have selected you to be part of this interview as you have a great deal of experience in school leadership and management which can contribute for the success of this research. My research focuses on servant leadership and novice teacher's job satisfaction in schools. It will look at how servant leadership together with the Batho Pele Policy can be used in mentoring and supporting novice teachers. Therefore through the aid of interviews I will explore the roles and strategies used by school leadership and management in overcoming the challenges that novice teacher's face in their first three years of teaching.

To facilitate my note taking I would like to audio tape our interview. Please sign the consent form to give permission. Only I will have access to the recordings of our interview which will be destroyed after the research has been conducted.

This interview has been scheduled not to last more than an hour. In this hour I have several questions which I would like you to answer based on your role in leading and managing your school. The following key critical questions will be asked:

1. What is the role of servant leadership and how can it promote novice teachers job satisfaction in your school?

2. How do servant leaders perceive their role in serving, leading, managing and enhancing teacher's job satisfaction?

3. What are the challenges (if any) experienced by novice teachers and what do they suggest could be done by servant leaders to orient them to the teaching profession?

Thank you for your participation!

Appendix F

Interview Schedule: Questions posed to the school principal and the HoDs:

1. What is the role of servant leadership in your school?

2. Are the Batho Pele principles taken into consideration in the daily functioning of the school?

3. If they are, who is held responsible and accountable for the implementation of the Batho Pele principles within the school?

4. What is the impact of the Batho Pele principles on the thoughts, behaviours and actions of the novice teachers in your school?

5. What positive outcomes (if any) have you experienced through implementing the Batho Pele principles?

6. What challenges have you experienced (if any) in trying to ensure teacher's job satisfaction?

7. Are the novice teachers informed about the Batho Pele policies upon their arrival?

8. Are the novice teacher's assigned a mentor? If so who?

9. Do you believe that novice teachers are satisfied with the role you play as a servant leader?

10. Are you satisfied with the novice teacher's commitment to the well-functioning of the school?

11. If not, how can you ensure that they become committed to the well-functioning of the school?

12. How do you perceive your role in serving, leading, managing and enhancing novice teacher's job satisfaction?

13. How do you think servant leadership can promote novice teacher's job satisfaction in your school?

Interview Schedule: Questions posed to novice teachers

1. How many schools have you taught in since you became a teacher?

2. Why did you leave your previous school?

3. Do you receive any form of support and mentorship in your current school?

4. Are you satisfied with the support you receive at your current school? If yes, explain why. If no, explain why not.

5. What were your expectations as a new teacher?

6. Have your expectations been met? How?

7. Have you been assigned a mentor? If so, who is your mentor?

8. How is your relationship with your mentor?

9. Do you have regular meeting with your mentor? If yes, what do you discuss in the meetings?

10. Do the meetings benefit you in any way?

11. Do you have any other interactions beyond these meetings?

12. What has been most helpful or least helpful about having a mentor?

13. What are the challenges (if any) have you experienced as a novice teacher?

14. What do you suggest could be done by servant leaders to orient you to the teaching profession?

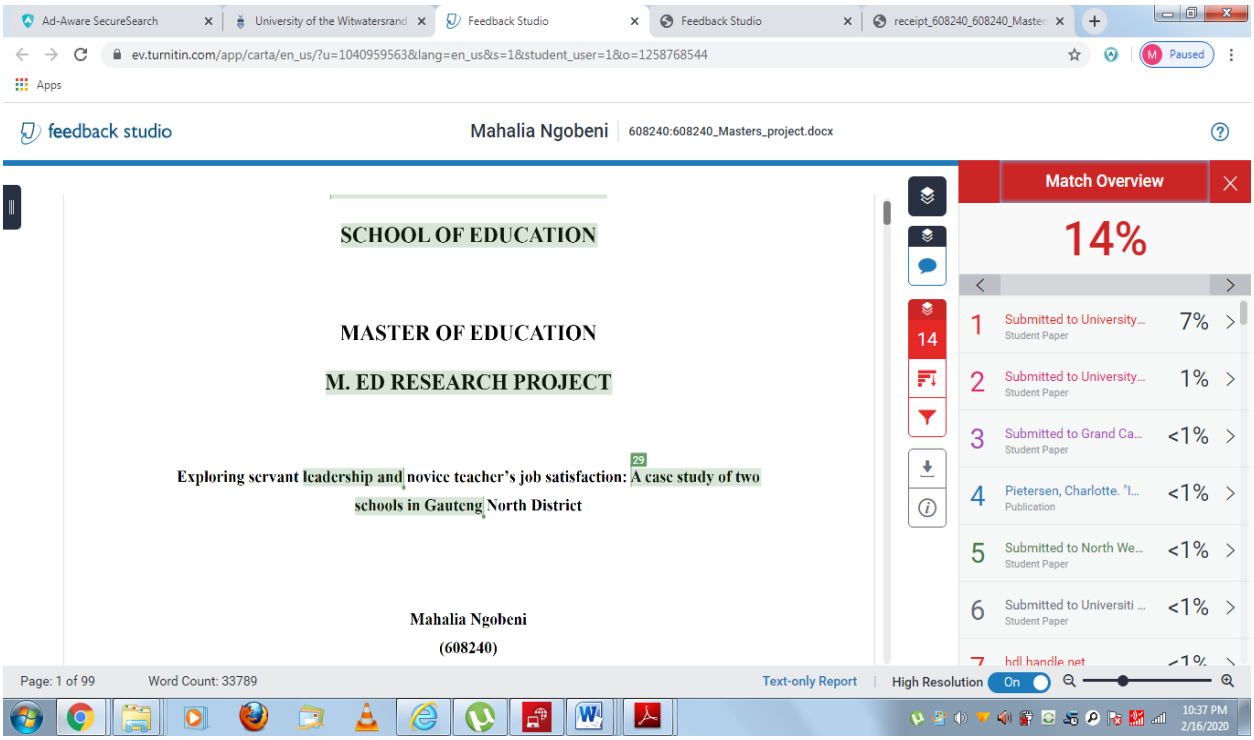
15.Are you familiar with the Batho Pele principles? If so, please explain your understanding of the Batho pele principles.

16. Have the Batho Pele principles been introduced to you at any point within your teaching career?

17. Are the Batho Pele principles implemented in the daily duties and responsibilities of the school?

18. Do you think the Batho Pele principles have had a positive influence on your professional development as a teacher? If yes, How? If no, why not?

Appendix G


Ad-Aware SecureSearch
University of the Witwatersrand
Feedback Studio
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Mahalia Ngobeni
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SCHOOL OF EDUCATION
MASTER OF EDUCATION
M. ED RESEARCH PROJECT
Exploring servant leadership and novice teacher's job satisfaction: A case study of two schools in Gauteng North District
Mahalia Ngobeni
(608240)
Match Overview
14%
1 Submitted to University... 7%
Student Paper
2 Submitted to University... 1%
Student Paper
3 Submitted to Grand Ca... <1%
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6 Submitted to Universiti ... <1%
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Page: 1 of 99
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Appendix H

Principal and Teacher's Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project titled: Exploring servant leadership and novice teacher's job satisfaction: A case study of two schools in Gauteng North District.

I, _____ give my consent for the following:

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to answer all the questions asked.

Permission to be audiotaped

I give permission to be audiotaped during the interview YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____