INVESTIGATING PRINCIPALS' INFUENCE TO ENHANCE TEACHERS' JOB SATISFACTION IN SELECTED SECONDARY SCHOOLS IN OMUSATI REGION, NAMIBIA

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT

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ABSTRACT

The current study investigated principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. The study was informed by the following objectives. Firstly, to investigate principals' influence to enhance teachers' job satisfaction. Secondly, to explore the leadership styles which make teachers feel satisfied with their work. Lastly, to examine the challenges principals face in enhancing teachers' job satisfaction.

A qualitative research methodology was used. Data were collected using interview guides and questionnaires. The researcher selected 4 secondary schools in the region using purposeful sampling. The respective 4 principals of those schools formed part of the study while 2 teachers from each of the four schools were selected using the purposeful random sampling technique. The study revealed that most principals enhance teachers' job satisfaction by providing mentorship and resources, ensuring a conducive work environment, teacher recognition and teambuilding. Secondly, it was found that although principals mainly employ the democratic leadership style to make teachers feel satisfied with their jobs, they employ different types of leadership styles (including autocratic, laissez faire and transformational leadership styles) as necessitated by the situation. The study further revealed various challenges faced by principals in their attempts to enhance teachers' job satisfaction such as lack of recognition, high expectations, teachers' unwillingness to take part in new initiative as well as instigative teachers.

It is recommended that principals should be supported by their teachers, inspectors of education, senior education officers and the Ministry of Education. Furthermore, principals need trainings on how to enhance teachers' job satisfaction. Moreover, it is recommended that school policies on enhancing teachers' job satisfaction be formulated and implemented. It is also recommended that

institutions of higher learning should pay close attention to educating educators on how to ensure teachers' job satisfaction. The study also suggests further research on principals' job satisfaction.

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ACKNOWLEDGEMENT

A number of people assisted me greatly in completing this study. Firstly, my supervisor, Dr Albert Isaacs who walked with me through this journey from the onset to today, I am thankful to him. Secondly, I would like to thank my classmates for all the assistance. This study would not have materialized without the input and participation of The Directorate of Education, Arts and Culture, the different principals and teachers of the secondary schools where the study was conducted, thank you. Justine Amputu, my mother and my sisters who kept on asking me when I will finish – thus psychologically pushing me to the finishing post. There are many men and women, young and old who have assisted me over the years directly or indirectly. I thank every one of them dearly.

DEDICATION

This study is dedicated to the memory of my departed father, Festus Shikomba Amputu. May his soul continue to rest in peace.

DECLERATION

I, Festus Ashipala Amputu, hereby declare that this study is my own work and is a true reflection of my research and that this work or any part thereof has not been submitted for a degree at any other institution.

Festus Ashipala Amputu: …… …… 11 November 2021

Signature **Date**

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

This study investigated principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. The current chapter introduces the study by providing the background information, the statement of the problem, the research questions, and the significance of the study, its limitations and delimitation of the study. In Kenya, a study in Nandi South District by Kiboss and Sirma (2014) found that leadership style influence teachers' job satisfaction. Kimathi (2017) notes that it is very important for educational leaders to be aware of how leadership styles affect teachers' job satisfaction because they may affect students' performance. A study in Tanzania by Machumu and Kaitila (2014) supported that school leaders are supposed to possess the ability to influence their staff, parents and other stakeholders in education to make sure their schools successfully attain their primary objectives by ensuring that their teachers competently carry out their responsibilities and learners perform well academically, as anticipated.

Leithwood (2006) connects teacher motivation and commitment to job satisfaction. Razak et al. (2009) stressed that quality education cannot be realized without the efforts of committed teachers. The literature review reveals that there are many factors that affect teachers' job satisfaction such as workload, student behaviour, and employment conditions (Ferguson, Frost, & Hall, 2012). It is, however, pointed out in most studies that the leader of the schools plays a pivotal role in enhancing teachers' job satisfaction. According to Price (2012) the principal-teacher relationship seems to shape teachers' job satisfaction and work commitment levels. Storey (2004) argues that irrespective of the problems that schools face, their solutions rested squarely

with leadership. The principal's leadership practices may influence job satisfaction and work commitment as a result of personal interactions to build the teacher's self-esteem, which is closely related to social identity, providing a sense of belonging to a group (Vaughan & Hogg, 2011). Significantly, job satisfaction is essential to the continuing growth of educational systems around the world. According to Atif et al. (2020) achievement-oriented leaders let their followers know their expectations. They regularly set clear goals with potential high-performance standards. They trust in the capabilities of their subordinates, and they encourage the continued performance improvement of their subordinates. Petzko (2004) states that principals who created supportive environments that fostered recognition and appreciation had more satisfied teachers. Being a teacher, the researcher has observed through continuous interactions with fellow teachers that some teachers are not satisfied with their jobs, thus the researcher was compelled to investigate principals' influence to enhance teachers' job satisfaction in Omusati Region.

1.2 Statement of the problem

According to Collie et al. (2012), if the quality of education is to be enhanced and educational goals are to be achieved, teachers must be adequately catered for. Their morale should be encouraged in order to put in their best. If the teachers' needs are met, they will be satisfied with the job they are doing. Principals have a key role in establishing environments that enhance teacher job satisfaction. George et al. (2008) reveal that a satisfaction profile of teachers in Namibia indicated significantly high levels of dissatisfaction with the intrinsic factors of their work. Namibia witnesses an exodus of teachers away from the teaching profession. A lack of physical and other resources, and poor remuneration contribute to teacher dissatisfaction in Namibia. At the start of 2015, more than 5 000 teaching posts were vacant in Namibia. The teaching profession is one of the six most stressful jobs out of a comparison of 26 occupations

(Lilita & Manfried, 2016). The Herzberg (Herzberg et al., 1959; Herzberg, 1966) terms intrinsic job satisfaction factors as motivating factors that are centred on achievement, recognition, responsibility, advancement, growth, and the work itself. According to Mwamwenda (1995) lack of job satisfaction ensued frequent teachers' absenteeism from schools, aggressive behaviour towards colleagues and learners, early exits from the teaching profession, and psychological withdrawal from the work. According to Urwick and Nkhobothi (2005) when teachers are not satisfied with the job, students are the ones who suffer because their academic progress is likely to deteriorate. If the situation is not arrested, the quality of education may be compromised. Although the researcher has not come across a study on principals' influence on teachers' job satisfaction in the Omusati education region's context, trends similar to those recorded in other countries are apparent from the conversations held with teachers in schools in Omusati region. It is for this reason that the study sought to investigate principals' influence to enhance teachers' job satisfaction in secondary schools in Omusati Region, Namibia.

1.3 Research objectives

1. To investigate principals' influence to enhance teachers' job satisfaction

2. To explore the leadership styles, which make teachers feel satisfied with their work

3. To examine the challenges principals face in enhancing teachers' job satisfaction

1.4 Significance of the study

It was anticipated that the study would provide principals and teachers with information about principals' influence to enhance teachers' job satisfaction. Furthermore, the study sought to provide useful information to the Ministry of Education, Arts and Culture on how to develop best education management practices and policies to enhance teachers' job satisfaction.

1.5 Limitation of the study

Due to the COVID-19 pandemic, the researcher avoided face to face interviews with the teachers. The researcher opted to use questionnaires as an instrument for collecting data from teachers. Although this method gave the participants freedom to express themselves freely, it did not allow the researcher to probe the respondents' answers.

1.6 Delimitation of the study

The study only concentrated on investigating principals' influence to enhance teacher's job satisfaction in secondary schools in Omusati Region. The targeted participants were limited to four schools in the Omusati Region only.

1.7 Conclusion

This chapter provided the background of the study to enable the reader to understand what the study entails and how the next chapter, the literature review and theoretical framework is relevant to this research. The next chapter discusses a detailed literature review to understand what the novice teachers go through during their first years of teaching.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter critically investigates the relevant literature on principals' influence to enhance teachers' job satisfaction and presents the theoretical framework on which this study was based. Within this context, the study investigates the nature and meaning of teachers' job satisfaction, principals' influence to enhance teachers' job satisfaction, the leadership styles which make teachers feel satisfied with their principals and challenges principals face in enhancing teachers' job satisfaction. Literature review is a critical summary and assessment of a range of existing literature in a given field or sub – discipline (Kern, 2011).

2.2 Job Satisfaction

Employee job satisfaction is the feelings and thoughts of employees about their work and place of work. Togia et al. (2004) define job satisfaction as the satisfaction of one's needs in a working place. Akkaya and Akyol, (2016) further clarify that job satisfaction is perceived as the affective reactions of the individuals towards their work; however, there is no common idea about how individuals form these emotional reactions. According to Bodur (2002) age, sex, educational level, work place environment, location, colleagues, income and timing of work are some of the factors which are related to job satisfaction.

Job satisfaction in the teaching career has been operationally defined by many researchers, with most definitions including the degree to which an individual identifies, contributes positively, or feels valued within their school (Skaalvik & Skaalvik, 2011). Popoola (1984) defined job satisfaction as the totality of employees' social and psychological well-being relative to job performance. It culminates in satisfactory interpersonal relations, financial

rewards, fringe benefits, training and promotion, decision-making and free channels of communication among others.

Evidently there have been many studies on job satisfaction. For example, Blood (1969), reported on the relationship between employees' work values and their job satisfaction. George et al. (2008) reveal that a satisfaction profile of teachers in Namibia indicated significantly high levels of dissatisfaction with the intrinsic factors of their work. According to Imran et al. (2014) there seems to be a close relationship between work values, job rewards and job satisfaction but, importantly, the quality of a leader-member exchange has been shown to positively affect job performance and job satisfaction.

2.3 Teachers' job satisfaction on teaching and learning

When a person is satisfied with his or her job it means he or she is happy with the current status and is prepared to remain there and contribute his/her maximum quota towards the success of the organization. Job satisfaction is a primary requisite for any success in the learning process. It is a complex phenomenon involving various personal, institution and social aspects. If the teachers attain adequate job satisfaction, they will be in position to fulfil the educational objectives and national goals (Kumari, 2008). An extensive literature on job satisfaction has indicated that teachers who are satisfied with their jobs perform better in the classroom. According to Hoy and Miskel (1996) teachers' level of job satisfaction has a positive or negative effect on organizational functioning. As such, studies have found that teachers' job satisfaction affects quality of the job and productivity. Further, the study found that teachers' job satisfaction determines their behaviour and professionalism as teachers.

Luthans (1992) categorically states that job satisfaction also has an effect on teaching quality assurance in which the teaching quality assurance has an effect on teaching effectiveness. This is echoed by Pilarta (2015) who indicates that teachers' job satisfaction is significantly related to teachers' job success in terms of student achievement and teacher's performance. As such, it becomes pivotal to ensure teachers' job satisfaction. Zembylas and Papanastasiou (2014) indicated that a teacher with low satisfaction makes students achieve less and increases the absent rate. Students will be less creative and depressed, leading to low achievement among them. When that happens, the education of a learner is compromised which may negatively affect the future of the learner.

2.4 Principals' influence to enhance teachers' job satisfaction

Principals' ability to be influential in enhancing teachers' job satisfaction is well documented in literature. School principals' leadership in the area of teachers' job satisfaction is critical to the creation and success of a school learning community. The principal is the one who is the head of the school, the educational leader who has the most opportunity to exercise leadership in a school (Drysdale, Gurr, & Mulford, 2006, p. 371). Leithwood (2006) connects teacher motivation and commitment to job satisfaction. It appears principals' effect on teachers' job satisfaction and work commitment may be mediated through collaborative relationships by providing teachers with professional recognition and appreciation of their work (Borg, Riding, & Falzon, 1991).

Petzko (2004) states that principals who created supportive environments that fostered recognition and appreciation had more satisfied teachers. Other more current studies (e.g., Shen, Leslie, Spybrook, & Ma, 2012) also state that teachers' job satisfaction is affected by administrative support and staff collegiality. Indeed, Shen et al.'s study proposes that

variables such as the principal's background may influence teachers' job satisfaction. Brown and Wynn (2009) found that principals who actively supported their teachers were more committed to personal growth and retained teachers at higher rates compared to their peers.

Furthermore, Collie, Shapka, and Perry (2012) state that the principal has a key role in establishing environments that enhance teachers' job satisfaction and work commitment. More successful principals have the ability to create a culture of learning, mentoring, and improved teaching conditions within the school (Meyers & Hitt, 2017; Moir, 2009), demonstrating that principal's support is imperative for both the retention and satisfaction of new and veteran teachers (Brown & Wynn, 2009).

Hallinger and Liethwood (1994), Liu (2004) carried out research on determinants of job satisfaction and found that loyalty to one's employer and job longevity are important as compared to compensation, benefits and supervision for Mexican-American and vice versa for the non-Hispanic. Bogler's (2001) survey of 745 Israeli teachers found that teachers with competent principals have a higher level of job satisfaction. University preparation programs certainly need to prepare future school principals with the knowledge and skills to manage the organization, but also to provide effective instructional leadership that can lead to increasing academic achievement of all students (Conley, 2010; Garza, Drysdale, Gurr, Jacobson & Merchant, 2014; Jean-Marie, Normore & Brooks, 2009).

2.5 Leadership styles that principals exhibit to make teachers feel satisfied with their job

Leadership is the process that includes influencing the task objectives and strategies needed to meet those objectives to a group or organization (Khanna, 2010). According to Clerk (2000)

leadership style is the manner and approach in which a leader provides direction, implements plans and motivates people to meet organizational goals.

Principal's support has been consistently associated with teachers' job satisfaction (Grissom, 2011; Moir, 2009; Petzko, 2004). In the education setting, a principal is the headmaster or headmistress of the school. As the school leader, principals have considerable influence over the school climate (Richards, 2005). According to the reviewed literature, when there are strong levels of principal support and teacher cooperation within a school, there are higher levels of job satisfaction (Durksen et al., 2017; Grissom, 2011; Vangrieken et al., 2015). Below are some of the leadership styles found in literature.

2.5.1 Transformational leadership style and teachers' job satisfaction

Transformational leadership is when the subordinates and their leaders inspire each other to achieve higher levels of motivation in order to collaborate together through the process of change for the whole organization (Burns, 1978; Sillins, 1994). A transformational leader in the school setting is one who takes care of his or her subordinates in such a way that their combined forces meet the needs and potential of the school (Burns, 2003). Transformational leadership transcends the need for direct tangible rewards and appeals instead to the followers' higher order needs, inspiring them to act in the best interest of the organization rather than according to their personal interests. Transformational leadership leaders provide accommodating leadership and offer guidance to followers in order to help them adapt to the ever-changing world of education.

A study by Morris and Feldman (2003) in Palestine industrial sector found that transformational leadership was found to boost satisfaction, readiness to apply additional

effort and effectiveness among employees. Transformational leadership provides some indications on effective leadership practices that may contribute to teachers' job satisfaction and work commitment. For example, Griffith (2004) suggests transformational leadership, with its insights on instilling values and morals in an organization had an indirect effect on job satisfaction and teachers' commitment to stay in the profession. On the other hand, Voon et al (2011) in Malaysia claims that transformational leadership has a direct relationship for enhancing teachers' job satisfaction. These studies present the tenuous nature for understanding the enactment of leadership theories and their effects on job satisfaction and commitment.

2.5.2 Laissez faire leadership style and teachers' job satisfaction

Laissez-Faire leadership is an approach in which there is essentially no leadership. This is because there is limited interaction between the leader and the followers (Bass, 1990). As such, the leader rejects responsibility, delays decisions, does not provide effective feedback (Aydin et al., 2013), causing the organization to become stagnant because there is not a sense of growth and development. Kornmaz (2007) also agrees that Laissez- Faire leaders refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability. Bass (2003) label the laissez-faire leader as not clarifying goals and standards that the followers must achieve or basically having no expectations for the followers in the organization. Rowold and Scholtz (2009) state that there is a negative relationship between workers' motivation and job performance when the Laissez-Faire leadership style is used. According to Korkmaz (2007) this leadership style actually decreases the commitment levels of teachers to stay at a particular school.

A laissez-faire leader renounces liability and makes no effort to meet the needs of the followers (Northouse, 2010). A leader who uses laissez-faire leadership is less likely to give attention to the subordinates or assist in fulfilling their needs (Avolio, 1999).

2.5.3 Autocratic leadership style and teachers' job satisfaction

A leader who exercises an autocratic or authoritative leadership style shows consistent behavioural patterns involving acting alone and making unilateral decisions. An autocratic leader is a leader who tries to exert powerful authority using reward and coercion in order to influence his/her subordinates, focusing his/her attention on the product instead of making human needs the centre of attention (Bogler, 2001). Autocratic leadership employs a system that extends maximum empowerment to the leaders with minimal participation from the followers. Yuki (1994) states that autocratic leaders tend to have the following five characteristics; they do not consult members of the organization in the decision making process, the leader sets all policies, the leader predetermines the methods of work, the leader determines the duties of the followers, and the leader specifies technical and performance evaluations standards. Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). In such situations the subordinates start to feel not appreciated hence lowering their job satisfaction. Contrary, when principals are perceived as democratic managers who maintain open channels of communication with the staff, subordinates would have higher job satisfaction as compared to schools where principal exhibit a harsh and authoritative attitude (Kottkamp, Mulhern & Hoy, 1987).

2.5.4 Democratic Leadership Style and teachers' job satisfaction

Democratic leadership permits initiatives, originality and creativity in school work operations and promotes hard work among the subordinates (Mgbodile, 2004). Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. Oyetunyi, (2006) points out that the major point of democratic leadership is sharing; the manager shares decision making with the subordinates.

In Kenya, a study in Nandi South District by Kiboss and Sirma (2014) found that democratic leadership has positive correlation with teachers' job satisfaction. It is inferred that principals' leadership practices, especially the relational and affective domains increase teacher job satisfaction (Grissom, 2011). It is concluded that they will pay attention to work with students and to the better work of the school. Teachers have high opinion on school principals who foster democratic relationships and who have concerns in terms of relationships. They believe that they are well skilled for challenging work in the school, which is why providing career development could have positive influence on their job satisfaction and be a great motivator for teachers (Josanov & Pavlovic, 2014). Janssen and Van Yperen's (2004) study of 170 employees across one organisation suggests that more effective work practices emerge as a result of quality exchanges with their leader.

2.6 Challenges principals face in enhancing teachers' job satisfaction

Harrington (2004) pointed out that once people have been doing work for a while, their curiosity fades gradually. Some people lose the pleasure in work while some continue in order to maintain their increasing salaries and to secure long term benefits, after they have mentally quit. Others pursue a job change as the only way to get back their long lost enthusiasm. This scenario captures the essence of problems facing many organizations including educational

institutions. While some teachers might be motivated to exert high levels of efforts, others are not. Therefore, it becomes management's challenge to cope with employee's job satisfaction. Principals are positioned, more than anyone else in the school system to aid teachers in dealing with stress and dissatisfaction.

Wise and Cavazos (2015) pointed out the following challenges facing principals, namely lack of time and teachers' morale and teachers' resistance. Sava (1986) cites a recent study involving 291 unionized teachers. The results of the study indicated that teachers who work for a supportive principal were less likely to report burnout or the desire to quit teaching than teachers who worked for a non-supportive principal. School principals in Canada are experiencing work intensification (Armstrong, 2015; ATA, 2014; Leithwood, 2014; Pollock, Wang, & Hauseman, 2014, 2015). The increased expectations for Canadian school principals involve the number of short- and long-term tasks they are expected to complete, the amount of time they are given to complete those tasks, and the growing workload that prevents them from keeping up with their daily routine.

Scholars have also identified the increasing intensity and complexity of the principalship in the United Kingdom (UK), the United States (US), and other countries. In the UK, work overload is identified as principals' most severe stressor (Darmody & Smyth, 2016). In Kenya, principals face challenges characterized by issues such as; inadequate teaching and learning resources, support staff absenteeism, non-committed staff, financial constraints and support staff shortage (Ministry of Education, 2009). The increasingly stressful working conditions of the principalship are further exacerbated by growing bureaucracy, excess paperwork, unplanned interruptions, severe budget cuts, and encroachment on their professional autonomy (Chang, Leach, & Anderman, 2015; Darmody & Smyth, 2016; Drago-Severson,

2012). Principals in public secondary schools face challenges in the management of students, teachers, support-staff, finances, and those that arise from parental involvement in school activities.

Other challenges include the devastating poverty in the lives of so many students and their communities (Haig, 2014), the effects of bullying and cyberbullying of students on and off the school grounds (O'Brennan, Waasdorp & Bradshaw, 2014), and the increasing difficulty in creating and maintaining a positive school climate and culture that are considered so important to current school success (Kallestad, 2010). Many of these issues mirror changes in our society and school leaders must be prepared to deal with them. Faced with increasing job expectations, contemporary principals are more likely to experience role ambiguity, and conflict on a regular basis. In turn, these experiences generate occupational stress and negatively affect principals' job satisfaction, particularly among those who are new to the principalship (Bauer & Brazer, 2013).

Beesam (2003), argue that majority of principals in schools lack initial training, and that is a major barrier to professional development. Briar (2010) contended that principals need opportunities for training and career development to enable them to progress and further contribute to school improvement.

2.7 Theoretical framework

The researcher used Frederick Herzberg's Two-Factor as the theoretical basis of this study. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He established the motivation-hygiene theory to explain these results. Herzberg outlined two sets of factors in determining employees

working attitudes and level of performance, named motivation & hygiene factors (Robbins, 2009). He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

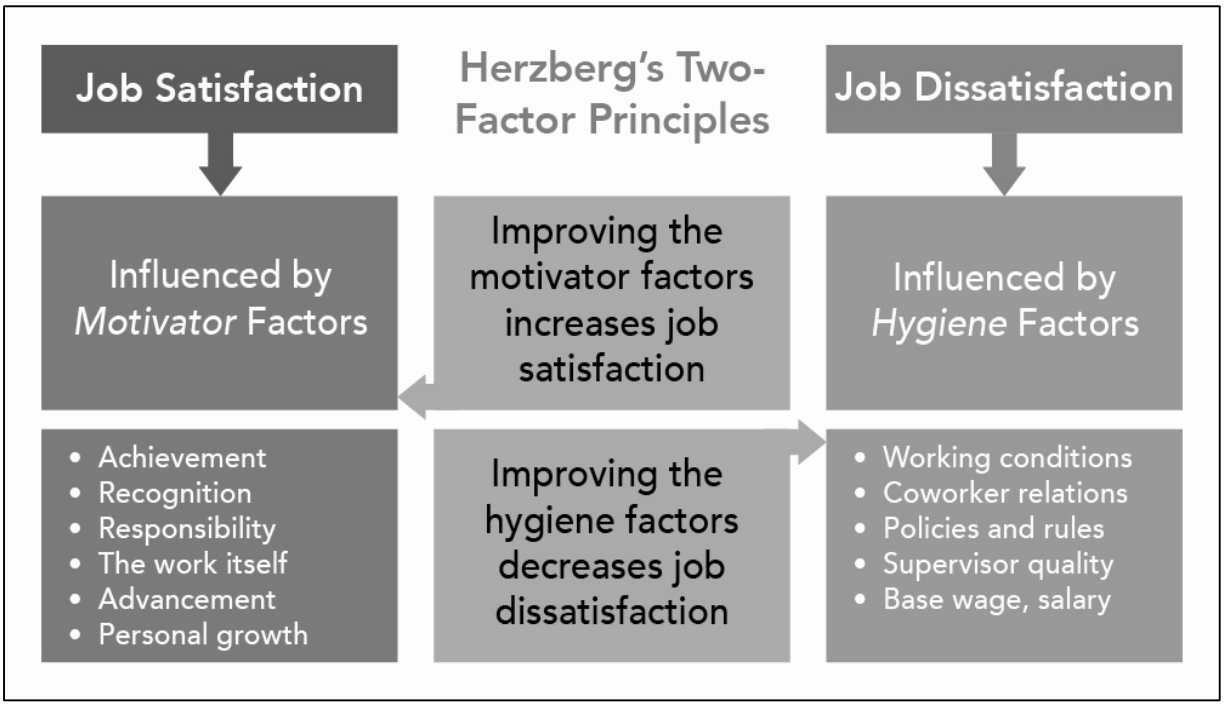

Figure: 1 Frederick Herzberg's Two-Factor Theory

2.7.1 Motivators (Intrinsic Factors)

Motivators or satisfiers are those factors that provide positive feelings about the job and cause satisfaction. These factors motivate individuals by changing the nature of work. They challenge individuals to develop their skills and talent and fulfil their potential. For instance, adding more responsibilities to work and providing learning opportunities to a person to work at a higher level can lead towards a positive performance growth if the possible poor results are related to boredom of the task he is supposed to perform.

In addition to responsibility and learning opportunities, recognition, achievement, advancement and growth are also intrinsic motivational factors. These factors do not dissatisfy if they are not present but by giving value to these, satisfaction level is most probably to grow (Bogardus, 2007). Herzberg believed that managers who tried to minimize factors that led to dissatisfaction (hygiene factors) could bring about workplace harmony, but not necessarily motivation. Because hygiene factors do not motivate employees, managers would have to emphasize intrinsic factors or motivators to increase job satisfaction (Robbins & Coulter 2003, 428). However, in order to maximize employees' performance, managers should strive to motivate while creating an environment that provides satisfaction. Motivator factors, as identified by Herzberg, will act as satisfiers.

2.7.2 Hygiene (Extrinsic Factors)

Hygiene factors are related to the context or environment in which the job is performed and these are also called extrinsic factors or factors external to a job (Herzberg, Mausner and Snyderman, 1959). Therefore, when hygiene factors are absent, inadequate, or negative in a job situation, these elements cause feelings of dissatisfaction. In the education context, full supply of hygiene factors will not necessarily result in teachers' job satisfaction. In order to increase teachers' job satisfaction and by extension performance, motivation factors must be addressed. Within the school setting, the principal takes on a key leadership role that may affect teachers' job satisfaction and work commitment (Davis & Wilson, 2000; Price, 2012). The absence of hygiene factors, as identified by Herzberg, will act as dissatisfiers.

Adjusting Herzberg et al.'s theory, Locke (1976) specified two sets of factors influencing job satisfaction: 'agents' and 'events'. 'Agents' are factors causing an event to take place (e.g., managers, supervisors, colleagues, and clients), while 'events' are incidents leading to

employees' satisfaction or dissatisfaction (e.g., success/failure, promotion/demotion, money, and working conditions).

2.8 Conclusion

This chapter critically investigated the relevant literature reviewed on principals' influence to enhance teachers' job satisfaction and presented the Frederick Herzberg's Two-Factor theory as the theoretical framework that underpins this study. Herzberg created his theory of Motivators and Hygiene factors. Hygiene factors tend to reduce job dissatisfaction while motivators most probably contribute to long-term job satisfaction. Within this context, the current study investigated the nature and meaning of teachers' job satisfaction, what principals do to enhance teachers' job satisfaction as well as the effects of teachers' job satisfaction on the teaching and learning process, leadership styles that principals exhibit to make teachers feel satisfied with their work and challenges principals face in enhancing teachers' job satisfaction.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used to investigate principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. It explains the research design, the population description, sample characteristics and sampling techniques as well as the pilot study. Furthermore, this chapter provides a comprehensive description of the research instruments, data collection procedures and data analysis. Finally, this chapter presents the ethical issues which were considered in this study.

3.2 Research design

The research design refers to the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical way, effectively addressing the research problem (De Vaus, 2001). Research design is also defined as a plan on how one intends to conduct the research, the structure and procedure followed to answer research questions (Hamunyela, 2008). The qualitative approach was employed to understand in-depth what principals do to enhance teachers' job satisfaction in secondary schools in Omusati region only. According to Creswell and Plano (2011) qualitative research is an enquiring approach, in which the enquirer analyses and codes the data for description themes, interprets the meaning of the information drawing on personal reflection and past research and writes a final report. Silverman (2013) stresses that qualitative research is the most powerful research in exploring everyday activities that are taken for granted. Teherani et al. (2015) agreed that qualitative research is the systematic enquiry into social phenomena.

This study employed a qualitative approach using a case study design to generate data. In case studies, the researcher explores a real–life, contemporary bounded system over time, through detailed in-depth data collection involving multiple sources of information e.g., observations, interviews, audio materials and documents (Creswell, 2013). According to Yin (2003), the case study design generates more credible evidence.

As such, this approach was deemed appropriate for this study as it allowed the researcher to investigate the principals' influence in enhancing teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. It was also considered more appropriate for this research because the characteristics of the case study design facilitated the investigation phenomena in context (Mason, 2002).

3.3 Population

According to Gay et al. (2009) population is the bigger group from which one draws a sample. Mukherji and Albon (2011) are in agreement as they define the population as the total or a large set from which the units of the study or individuals are selected, and to which the findings of the study might. This is done because populations can be large in size and often researchers cannot test every individual in the population as it is expensive and time consuming. All 43 principals and 946 teachers from 43 secondary schools in Omusati region formed the current study's population.

3.4 Sample

Gay, Mills, and Airasian (2011, p.269) define a population as 'the general term for the larger group from which a sample is selected or the group to which the researcher would like to

generalise the results of the study'. The researcher selected 4 secondary schools in the region using purposeful sampling (Two best performing and two least performing schools, academically) based on the Grade 12 NSSCO national examination results. The respective 4 principals of those schools automatically formed part of the study while 2 teachers (a novice and a senior teacher) from each of the four schools were selected using the purposeful random sampling technique.

3.5 Research Instruments

Interview guides were used to interview principals while open-ended questionnaires were completed teachers. An interview guide approach was used to explore the topic and asked open-ended questions following the interview protocol (Johnson & Christensen, 2008). Furthermore, Christensen and Johnson (2012) clarify that an interview is a conversation between two people (the interviewer and the interviewee), where questions are asked by the interviewer to obtain information from the interviewee. Interviews were conducted to explore and probe participants' responses to get in-depth data regarding their experience and feelings (Gay et al., 2011). All interviews were recorded using a voice recorder, which enabled flexibility and the opportunity for the researcher to deeply probe the individual principals' thoughts on enhancing teachers' job satisfaction.

3.6 Research Procedures

The research instruments, interview guide and questionnaire were designed and completed under the supervision of the research supervisor. For credibility purposes, the research instruments were first piloted with one principal and two teachers at the pilot school. The researcher gained ethical clearance and permission from the University of Namibia Ethics Committee and Ministry of

Education Arts and Culture Executive Director respectively, to carry out the research in the selected schools in Omusati region, Namibia.

Appointments were made with the school principals and teachers. Furthermore, the researcher comprehensively explained the purpose and methodology of the study. Thereafter, the researcher informed and gained the interviewees' consent to use a voice recorder. In addition, the researcher explained the research data collection procedure in its entirety to the participants. As for the questionnaires, participant teachers were given enough time and guidance to complete questionnaires. The participants were assured of their freedom to ask the researcher for clarity on any question on the questionnaire at any time.

3.7 Pilot study

A pilot study was done in 1 secondary school in another region close to Omusati region. The pilot study was conducted with one principal and two teachers (an experienced and a novice) at that specific school. The piloted school did not participate in the actual research data presentation. The pilot study was done in order to bring about improvement and or adjustments to the research instruments. As Cohen et al. (2012) clearly emphasis that a pilot study may be defined as a standard scientific tool of research, allowing scientists to conduct a preliminary before undertaking the real experiment. Thus, the pilot study served to provide assurance on whether the research instruments addressed the research objectives. After conducting the pilot study, the researcher was assured that the set interview guide and questionnaire address the objectives of this study.

3.8 Data analysis

MacMillan and Schumacher (2006) define data analysis as a process of organising, analysing, and interpreting data. They add that data analysis entails coding, categorising, and discerning patterns for possible explanation.

A deductive approach served as an analysis criterion for interview data from principals and content analysis was used to analyse questionnaire data from teachers. The researcher had to transcribe the collected data from the voice recorder into written text, read through the text, followed by interpreting data by classifying the research questions into categories using different highlighters. The researcher used coded names for the participants. Code names were given as follow: Principal 1, Principal 2, Principal 3, Principal 4, Teacher 1A, Teacher 1B, Teacher 2A, Teacher 2B, Teacher 3A, Teacher 3B, Teacher 4A and Teacher 4B.

According to Erlingsoon and Brysiewics (2017) inductive content analysis is specifically concerned with analysing qualitative data. This approach involves transforming a large amount of text into highly organised and concise summary of key results They further explained that the approach allows the researcher to develop a theory and identify themes from transcripts and documents. The themes were formed based on the research objectives and the information the researcher needed to collect from the participants. Themes were compared with the findings in the literature in order to establish the similarities and differences that might have arisen between the existing literature and the findings of the present research, in order to create a general understanding of principals' influence of teachers' job satisfaction in selected secondary schools in Omusati Region, Namibia.

3.9 Research ethics

The University of Namibia (UNAM) ethical procedure was followed to obtain an ethical clearance certificate from the Research Committee. Secondly, a letter to request permission to undertake the study was written by the researcher to the Executive Director of the Ministry of Education, Arts and Culture. Furthermore, consent to participate in this research study was sought and obtained from all the research participants. Personal visits were made to the schools to explain the purpose and value of the study, and to arrange dates for interviews. The researcher further sought permission to voice record the interviews with the participants. The research participants were also assured that no physical or verbal harm would be done to them. Moreover, interviews were held at a non-disclosed location and the researcher has assured all participants of anonymity and confidentiality at all times during the study as a way of protecting them. As such, schools, principals and teachers were coded. Furthermore, participants were informed of their rights to withdraw at any time of the interview process if they feel uncomfortable with the study. Data are kept in a locked filling cabinet for three years and thereafter destroyed.

3.1O Conclusion

This chapter described the methodology that was used to investigate principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. It explained the research design, the population and sampling techniques. Furthermore, this chapter provided a comprehensive description of the research instruments used, data collection procedures, the pilot study and how data was analysed. Finally, this chapter presented the ethical issues which were considered in this study.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents, interprets and discusses the results of the qualitative data obtained for the present study. The main purpose of the present study was to investigate principals' influence in enhancing teachers' job satisfaction in selected secondary schools, Omusati region.

The findings are presented according to 2 main phases namely:

- Data from principals
- Data from teachers

In each phase the biographical data of the respondents is presented first then the rest of the data is presented in the following three main themes:

- Principals' influence to enhance teachers' job satisfaction.
- Principals' leadership styles, which make teachers feel satisfied with their work.
- Challenges principals face in enhancing teachers' job satisfaction.

4.2 Data from Principals

4.2.1 Biographical information of principals

PRINCIPAL	AGE	GENDER	NUMBER OF YEARS AS SECONDARY	HIGHEST TEACHING QUALIFICATION

			SCHOOL PRINCIPAL	
P1	55	Male	18	Post Graduate Diploma
P2	59	Male	10	FDE
P3	45	Male	8	Bed (Hon)
P4	46	Female		Post Graduate Diploma in Education

Table 1: Biographical information of principals

4.2.2 Principals' influence to enhance teachers' job satisfaction

Principals' views of teachers' general job satisfaction

Themes	**Responses**
Good	*P1 "I can put them in categories, the experienced teachers' job satisfaction is good, they are more comfortable with teaching; they are just happy with the way things are"* *P2 "The general job satisfaction of my teachers is good"*

	P3 "I will describe it to be above average, this is how we mould the culture of the school" *P4 "They are satisfied with their job. Simply because most of the teachers here are doing their work without being reminded and producing good results and the end of the year"*
Not so good	*P1"The other category is of the younger teachers who are willing to improve and learn more and go for promotion. They are mostly frustrated because they want to go far but may not always be successful in interviews''*

Table 2: Principals' view of teachers' job satisfaction levels

The table above clearly shows that all 4 principals have indicated that their teachers' job satisfaction is good. They have attributed this to the indicators of comfort, good performance, and self-motivation amongst teachers etc. However, P1 has reservations when it comes to the novice teachers because he feels that their desire to go on top of their career ladder may be a cause of frustration to some, hence impacting their levels of job satisfaction. According to Imran et al. (2014) there seems to be a close relationship between work values, job rewards and job satisfaction. However, the quality of a leader-member exchange has been shown to positively affect job performance and job satisfaction. Conversely, George et al. (2008) reveal that a satisfaction profile of teachers in Namibia indicated significantly high levels of dissatisfaction with the intrinsic factors of their work.

Principals' training in school management

All principals have indicated that they have received training in school management through various platforms such as University related school management modules and workshops for principals at the regional levels. However, one principal has indicated that he has not received training in school management.

Principals' involvement of teachers in decision making

Themes	**Responses**
Delegation	*P2 "Refer matters to teachers to solve class problems"* *P3 "Through delegation, leaders are those that give skills to others, and making sure that were they fear most is where I put them so that they learn that the fear of the unknown is turned around when you have the right support"*
Collective decisions	*P1 "We do it through delegation of power, we have different committees such as the admission committee and the maintenance committee, and their decisions are final and I do not interrupt"* *P4"In most cases we gather together in short briefings to discuss certain issues. If there is a*

	certain case that requires a decision to be made, teachers will always be consulted and that decision will be taken from there."

Table 3: Teachers' involvement in decision making

The table above indicates that all principals believe in involving teachers in the decision-making process, as can be related to the literature review. All these principals engage their teachers in order to arrive to a decision if not leave the decision in the hands of the teachers to make. Oyetunyi (2006) points out that when the manager shares decision making with the subordinates; it is the major point of democratic leadership.

Principals' efforts towards improving teachers' working conditions

Themes	**Responses**
Classroom and staffroom	*P1 "Every teacher is given a space to work from, in the classroom or in the staff room we make sure a teacher has a chair and a table to work from in an uncongested environment especially during this COVID19"* *P2 "The first thing I did is to change the physical environment which was not conducive for the teachers and learners, fortunately, NAMPOWER 400 000 came on board with a donation of building materials to make the school look new again. Secondly I made sure that where teachers spend most of their time, which is at school, it is*

	conducive. I made sure that they have an air conditioner in the staffroom and shelves to keep their teaching resources" *P4 "During meetings, teachers are always asked to present his or her needs, after that the office makes sure to meet the needs of the teachers, for example an air conditioner was provided for the teachers' staffroom after they have presented that need."*
Accommodation	*P1"We try our best to make sure that no teacher is renting, all teachers are accommodated in government houses although the facilities are not up to standard"*
Teaching aid	*P1 "We have Wi-Fi for teachers to make use of "* *"Whatever teachers ask for to facilitate their teaching we buy for them, example the data projectors although sometimes they end up not being used because they are requested by a few teachers"* *P2 "By requesting the relevant offices to provide the much-needed resources that teachers desire to facilitate their teaching"* *P4 "On their teaching, a teacher may need some materials, if a teacher registers materials that are needed for teaching and there are funds available, my office will always provide them"*

Motivation	*P3 "Taking teachers out for them to feel that they have such a manager that is also good on a social platform so that at the end of the day teachers become open"*

Table 4: Improvement of teachers' working conditions

The table above indicates that all principals are accommodative of teachers' need. Principals appear to prioritize revamping the school environment and providing teaching resources to ensure a conducive working environment. However, most principals referred to the lack of funds that may hinder the delivery of teachers' needs. According to literature, in the education context, full supply of hygiene factors will not necessarily result in teachers' job satisfaction. In order to increase teachers' job satisfaction and by extension performance, motivation factors must be addressed. Within the school setting, the principal takes on a key leadership role that may affect teachers' job satisfaction and work commitment (Davis & Wilson, 2000; Price, 2012). The absence of hygiene factors, as identified by Herzberg, will act as a dissatisfier.

Principals' strategies aimed at boosting teachers' work moral

Themes	**Responses**
Oral Motivation	*P1 "When we have meetings or briefing that is the time, I tell my teachers that when they do their things, they should not expect to be thanked by anyone, I tell them that they should complete their daily to do lists and thank themselves and make themselves and their learners*

	happy. I don't do class visits and I don't ask for a lesson preparation, all I ask for is learners work and notes" *P2 "I offer verbal motivation on any work well done by the teachers"* *P4 "I always also motivate the teachers to consult the office in case there is something they do not understand in their subjects so that I make the necessary arrangements"*
Team Building Activities	*P3 "We always have a tour, that is part of capacity building and silently identify schools that we must compete with"* *P4 "If there is a workshop or whatever, I always free up my teachers to attend it, equally we always have end of term parties just to improve the spirit of working together"*
Incentives	*P3 "Every February, teachers who have done well in NSSCO external examination, I award them by myself by buying my own hardcopy paper and buying a goat for them, the whole staff accompany and enjoy the refreshments but it is meant for those who did well, that is why we give them certificates and it indirectly sends out a message to others to do well."* *P4 "The office offers financial incentives in different categories for teachers who perform well in national examination. Sometimes I source*

	question papers from different regions that I can provide to the teachers so that they compare the standards to ours"

Table 5: Motivation of teachers to boost job satisfaction

The table above indicated that most principals practice verbal recognition to ensure that teachers' good deeds are recognized or encouraged. The other thing that was pointed out by at least two principals is team building activities to improve collegiality. Further, one principal pointed out the need to always free up teachers to attend workshops as a form of motivation. Different principals also motivate their teachers by providing different incentives for work well done ranging from financial incentives to certificates of recognition of good work.

Principals' efforts aimed towards recognizing teachers who excel in their work

Themes	**Responses**
Verbal Recognition	*P1 "When we announce the results, I give that recognition that these teachers in this subject they scored, I announce it publicly."* *P2 "I give appraisals to performing teachers in staff meetings and parents' meetings"* *P4 "Sometimes it is just a verbal recognition where you appreciate the work done by the teacher. Mostly it happens at the end of the year where we look at the performance of the*

	schools or a certain grade. In a case where a certain teacher has done well, I always give a verbal recognition."
Award Certificates	*P1''The award giving committee gives the certificates, personally I do not do that. The criteria are set in the staff meeting"* *P2" I award performing teachers with certificates"*
Give Cash prizes	*P4 "My office played a major role in providing cash prizes to the teachers. This category is only extended to the teachers who excel during national exanimation and their subjects are ranked amongst the top 5 best performed nationally"*
Provide Motivation	*P3 "I tell my teacher to grow academically and add to the body of knowledge. Holistically it is not just about academics, psychosocially, when I see potential in a colleague that they ust have a house, I encourage them to apply for that. If it's time for you to get married, I will call you in to say that my brother, what are your expectations when it comes to this. At the end of the day people should be recognized as responsible people. I also make sure that when the posts are coming out, I make copies for them so that they apply, we must all grow together"*

Table 6: Recognition of teachers who excel

The table above indicates that different principals show recognition for work well done to teachers differently. However, it is worth pointing out that the majority of the principals offer public verbal recognitions to the teachers who excel. Other than that, recognition is shown by principals by means of providing continuous motivation and awarding teachers with certificates or cash prizes to those who excel. It is worth noting that principals appear to recognize work done more at the national level such as good performance in national examination.

Principals' efforts towards enhancing teachers' job satisfaction

Themes	**Responses**
Mentorship	P1 *"I talk to teachers individually, those who succeed I ask them to tell others how they have done it"* P3 *"I do mini trainings in the school. I attended a course on instructional leadership, you see this book, it is on instructional leadership and I make a copy for every teacher that come to this school, there is another document called the NNIP (Namibian Novice Teachers Induction Program) that I go through with my teachers"*
Provide teaching aids and work environment	P4 *"I attend to teachers needs whether in form of materials or improving the working condition of the teachers and also involving them in decision making"*

Award	P2 *"As I have indicated I award job well done and give verbal appraisals"*
Staff Parties	P1 *"We buy a goat and come together for a party, but it's mostly only the younger staff members who show up"*
Be empathetic	P1 *"I can sympathize with my teachers when there is a death in the family"*

Table 7: Ways to enhance teachers' job satisfaction

The table above shows that principals do many things in their attempts to enhance job satisfaction. What came out as common however is mentorship through engaging teachers and providing them with information and resources for their career advancement. This one principal has also considered staff parties and showing empathy to the teachers to be matters that enhance teachers' job satisfaction. Furthermore, a principal has indicated that timely provision of teaching aid and ensuring a good working environment can go a long way in ensuring teachers' job satisfaction. Bogardus (2007) states that apart from an increased sense of responsibility, learning opportunities, recognition, achievement, advancement and growth are also intrinsic motivational factors to workers. These factors do not dissatisfy if they are not present but by giving value to these, satisfaction level is most probably to grow for the workers.

Assistance required by principals to enhance teachers' job satisfaction

Themes	**Responses**

Technology	*P1 "I believe in technology, most of my teachers are good at technology, want to replace all the chalkboards with smart boards"* *P1 "We also need a big smart TV, so that when a teacher has something to show to the learners, they will do so. This can come from fund raisings"*
Training	*P2 "I require training on how to enhance teachers' job satisfaction"* *P3 "I am closer to lecturers; they give me ideas on how to do things better. I consult them and I need them to keep availing themselves, same goes for our Director and Deputy Directors"* *P3 "I also want to take my teachers to an institution in Okahandja that trains potential leaders, so I would like to take my teachers there. Institutions like Old Mutual usually fund these type of things"*
Cooperation and Consultation	*P4"If teachers could cooperate with the office and always come forth, open up their minds and share whatever they are not happy with"* *P4 "The regional office can also provide assistance, on annual basis, they can provide sort of questionnaires to teachers so that*

	teachers can register their concerns on what needs to be improved at different schools"
Infrastructure	*P1 "Teachers' housing is beyond our control; any improvement is required and it's a long process we need to go to the circuit office."*
Motivation	*P1 "Motivation from outside the school, so far we have done it twice by inviting inspectors to come motivate the teachers, so we need more of that."*

Table 8: Assistance to enhance teachers' job satisfaction

The table above clearly indicates that principals have specific needs that they require. Most of the principals have alluded to the need for training for their teachers. Other needs expressed by the principals are such as cooperation and consultation with the staff, improved school infrastructure and technological equipment. Furthermore, principals have indicated the need for external motivation for their teachers.

4.2.1.3 Principals' leadership practices which make teachers feel satisfied with their work.

Principals' descriptions of their leadership style

Themes	**Responses**

Democratic Leadership	*P1" I try to apply democratic style, especially during subject allocation I convene a meeting with the teachers so that no one can complain of being given wrong subjects"* *P2 "Many times I apply democratic leadership style"* *P4 "I should say I apply democratic style… "*
Autocratic leadership	*P1"Sometimes I apply dictatorship in a way that I do not just accept any complain even from learners, if a learner comes to my office with a complain I will first refer them to their class teacher, also sometimes especially during disciplinary cases, in teachers do things unprocedurally I come in authoritative"* *P2 "Other times I apply autocratic leadership style"* *P4 "…although sometimes I apply autocratic leadership style"*
Laissez Faire	*P3 "I am more of a laissez faire leader, I do not like to be pushed to do things I am always on curse and I think outside the box to make sure that I am pro-actively doing what others are not doing… "*

Table 9: Principals' leadership style

The table above indicates that 3 out of 4 principals apply both democratic and autocratic leadership styles depending on the situation that they are dealing with at a particular point in time. Only P3 has indicated that he applies the laissez faire leadership style as a matter of preference. These answers are highly relatable to the literature review although neither one of the four

principals has indicated to be applying the transformational leadership style that features equally with other leadership styles in the literature review.

Principals' explanations for their choice of leadership styles

Themes	**Responses**
Democratic Leadership Style	*P1 "Sometimes if you do not involve your staff members it will be a problem because they will do things wrongly because they feel they are not part of the solution, for example if you autocratically allocate classes to teachers* *P2 "To make everyone feel like they are part of the ship"* *P4 "At this school teachers are really involved; they are given a free chance to discuss or to contribute to whatever any development is at school. I also have an open-door policy, teachers are free to come to the office any time if I am there so we discuss anything that they feel is not alright for the sake of improvement so any needs they register, then their needs will be attended to"*
Autocratic Leadership Style	*P1 "It is about following the right procedures, also to avoid conflict with the law to protect my office, sometimes teachers simply refuse to carry out their responsibilities without any valid reason"*

	P2 "Sometimes things are point black or white, right or wrong and therefore the autocratic way forward will suit the situation" *P4 "Sometimes there is too much debate. A certain issue will not come to a conclusion then I just make a final decision without teachers contributing to it, if it really is in the best interest of the school"*
Laissez Faire	*P3 "We want to do things because we want to do them, the culture of us being pushed to do things doesn't make us grow at the end of the day. So, it is very important that we develop distinctly within ourselves. I will not regard myself as a champion if I am forced to do things, so I want to groom my staff to be laissez faire leaders"*

Table 10: Reasons for specific leadership styles

The table above indicates that all principals have reasons for applying a particular leadership style in any specific event. Most principals apply the democratic leadership style to make sure teachers are involved in decision making and that their views are considered and put into practice for the betterment of the school. However, 3 out of the 4 principals have also indicated that they show their authority and practice autocratic leadership style to cut discussions that may seem to be exhausted or in extreme cases where there is a clear violation of regulations of the Ministry of Education, Arts and Culture. One principal is of the view that laissez faire leadership is valid to ensure good grooming of staff members so that they learn do things out of their own will because it is the right thing to do.

As stated by Oyetunyi (2006), the major point of democratic leadership is sharing; the manager shares decision making with subordinates. On the other hand, autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). However, Bass (2003) labels a laissez-faire leader as not clarifying goals and standards that the followers must achieve or basically having no expectations for the followers in the organization. While the transformational leadership style did not emerge from the principals' answers, Voon et al. (2011) in Malaysia claims that transformational leadership has a direct relationship for enhancing teachers' job satisfaction.

4.2.4 Challenges principals face in enhancing teachers' job satisfaction.

Challenges faced by principals in their attempts to improve teachers' job satisfaction

Themes	**Responses**
Lack of Recognition	P1*"Teachers want me to recognize every one of their efforts, but I stay here after classes, there is no recognition for me, the only thing that motivates me is my to do list"*
High Expectations	P1*"When you delegate teachers to do something for the school, sometimes they take advantage and do things for their own benefit"* P3*"When I trust a teacher to do something and they end up disappointing me. I see a teacher has potential to teach*

	high level but when I give him or her the opportunity, he or she does not deliver to my expectations"
Unwillingness	P3*"Some teachers are just not up to it when I offer them documents to upgrade their careers"* P2 *"Teachers hardly want to do anything out of their normal daily responsibilities"*
Not opening Up	*P4"The challenges although not many, sometimes teachers are not opening up. Sometimes the teachers may want something but they are not coming forth to me, the officer is not aware and they end up being frustrated. I have an open-door policy that is underused"*
Bad Influence	P4*"Teachers influence other teachers with their complains that are not well founded, simply because they do not make their needs known by the office so they all end up criticizing the office"*

Table 11: Challenges in improving job satisfaction

The table above indicates that principals face many challenges in their attempts to enhance teachers' job satisfaction. A principal has indicated that in many cases the principal is expected to focus on teachers' job satisfaction by recognizing the work done by a teacher, whereas principals themselves hardly receive any recognition for all the effort that they put in. Similarly, two principals indicated that they are let down by their high expectations of trusting certain teachers just for these teachers to disappoint the office. One principal has also indicated that

teachers are not open to air their needs and rather resort to instigations causing many other teachers to have a problem with the principal's office.

Bauer and Brazer (2013) equally pointed out that principals are faced with increasing job expectations and contemporary principals are more likely to experience role ambiguity, and conflict on a regular basis. In turn, these experiences generate occupational stress and negatively affect principals' job satisfaction, particularly among those who are new to the principalship. In Kenya, principals face challenges characterized by issues such as; inadequate teaching and learning resources, support staff absenteeism, non-committed staff, financial constraints and support staff shortage (Ministry of Education, 2009).

Principals' views of the impacts of teachers' job satisfaction on the teaching and learning process

Themes	**Responses**
Positive Impact	*P1 "If the person is satisfied, you expect high performance because teachers are happy"* *P2" A happy teacher is a high performance"* *P3 "The impact is on a positive side, because teachers know what is expected of them, there is no way they can go wrong and that is proven through the results of the school at the end of the day. That obviously indicates that the impact of teachers to learners is very positive. That will also increase the number of learners qualifying for tertiary institutions"*

	P4"In any situation or in any organization, if an employee is satisfied with the job, then the outcome will always be great. So, if all the teachers in schools can be satisfied with their jobs in terms of the materials they use, the working environment and the remuneration, then teachers will deliver quality education"
Negative Impact	*P1 "If teachers are not happy, you expect them to move to other schools, look for cross transfers and stuff""* *P2 "An unhappy teacher is a low performer"* *P3 "When a teacher is not happy, then I need to question my leadership as well as my subordinate leadership.*

Table 12: Impact of teachers' job satisfaction on learning

The table above clearly indicates that principals are aware of both the positive and negative impacts of teachers' job satisfaction. However, principals appear to have more information on the positive impacts of job satisfaction than on the negative impacts. Principals have indicated the positive outcomes of teachers' job satisfaction to be amongst others, high learner performance, teachers' happiness, quality education delivery, and increased learner admission to tertiary institutions, self-motivation and others. Principals have indicated the following as the negative impacts of teachers' dissatisfaction although with minimal emphasis such as learners' low performance, teacher transfer to other schools as well as questionable school leadership. Agreeably, an extensive literature on job satisfaction has indicated that teachers who are satisfied

with their jobs perform better in the classroom. According to Hoy and Miskel (1996) teachers' level of job satisfaction has a positive or negative effect on organizational functioning. As such, studies have found that teachers' job satisfaction affects the quality of the job and productivity. Further, the study found that teachers' job satisfaction determines their behaviour and professionalism as teachers.

4.3 Data from teachers

4.3.1 Biographical information of teachers

TEACHER	AGE	GENDER	NUMBER OF YEARS AS SECONDARY SCHOOL TEACHER	HIGHEST TEACHING QUALIFICATION
T1A	36	Male	11	Diploma in Education
T1B	30	Female	5	BEd. (Hon)
T2A	26	Female	4	BEd.
T2B	28	Male	6	BEd. (Hon)
T3A	36	Female	12	MEd.

T3B	26	Female	1	Post Graduate Diploma in Education
T4A	33	Male	11	BEd.
T4B	23	Male	2	BEd.

Table 13: Biographical information of teachers

4.3.2 Teachers' views on principals' influence to enhance teachers' job satisfaction.

Teachers' descriptions of their general job satisfaction levels

Themes	**Responses**
High Satisfaction	*T2A "Teachers' job satisfaction levels are pretty high"* *T2B "Quite well satisfied"* *T3A "Excellent"* *T3B "Best"*
Satisfactory	*T1A "Satisfactory"* *T4A "Low level of satisfaction"* *T4B" It is satisfactory"*

Table 14: Teachers' job satisfaction levels

Although Goerge et al. (2008) categorically reveal that a satisfaction profile of teachers in Namibia indicated significantly high levels of dissatisfaction with the intrinsic factors of their work, the table above shows that the general job satisfaction of most of the teachers is high. However, there are some who have indicated average job satisfaction as indicated in the table.

Teachers' views on what their principals do to enhance teachers' working conditions

Themes	**Responses**
Monitoring and Evaluation	*T1A "Give teachers school evaluation forms, to enhance the working condition"*
Provision of Resources	*T1B "By hearing concerns and then address them bases on urgencies and importance"* *T2A "Provision of basic facilities in the classrooms, adequate equipment"* *T3A "Making sure that resources are available."*
Interpersonal Relationship	*T3A "Discipline is maintained and interpersonal relationship is kept healthy amongst all staff"*
Mentorship	*T3B "Assignment of mentor teachers and encourage support under different departments"*
Other	*T4A "I cannot remember any at the moment"*

	T4B "The principal made sure that teachers are not overloaded with work"

Table 15: Teachers' views on what principals do to enhance teachers' job satisfaction

The table above shows that principals do a variety of activities to improve teachers working conditions according to the views of the teachers. The table indicates that the provision of resources is topping in the efforts of principals' actions in enhancing the working conditions. According to the teachers, when they are mentored and enjoying good interpersonal relationship, their working conditions are enhanced. One teacher has indicated that by being given a relaxed work load, his working condition is enhanced by the principal. Another teacher has indicated that he cannot recall anything that his principal does to improve the working environment.

Bogardus (2007) states that adding to more responsibility to work and learning opportunities to a person's work at a higher level, recognition, achievement, advancement and growth are intrinsic motivational factors. These factors do not dissatisfy if they are not present but by giving value to them, the satisfaction level is likely to grow. The Herzberg theory further theorizes that in order to maximize employee performance, managers should strive to motivate while creating an environment that provides satisfaction. Motivator factors, as identified by Herzberg, will act as satisfiers.

Teachers' observations of what their principals do to motivate teachers' work moral

Themes	**Responses**
Encouragement	*T1A "Encourage team work among the staff members"*

	T1B "Praise them" *T2A "By praising the teachers for good work carried out"* *T2B "Recognize and positively praise for good work done"* *T3A "Praise giving"* *T3B "Appraise teachers for job well done"* *T4A "Publicly praise"*
Reward	*T12 "Reward"* *T3A "reward efforts of the staff members"* *T3B "Award ceremonies"* *T4A "Give them tokens such as parties"*
Interpersonal Relationship	*T2A "By showing respect for their teachers both during and after school"*
Exemplary	*T3B "Lead by example"* *T4B "She leads by example as a person of high standards and the teachers learn from her"*

Table 16: Teachers' motivation

The table above shows that according to the teachers, most principal motivate teachers work moral by giving them words of encouragement; second to that, principals mostly offer rewards for the job well done. According to two teachers, principals who lead by example also motivate teachers' work moral. Only one teacher indicated that his principal focuses on building interpersonal relationship with the teachers on and off school grounds in the attempt to increase teachers' work moral.

Teachers' views on how the principals recognize teachers who excel in their work

Themes	**Responses**
Appraisals	*T1B "Praise them and use them as example to others"* *T2A "Through WhatsApp (in boxing messages of gratitude"* *T2B "Offer verbal praise"* *T3A "Praising verbally the staff members"* *T3B "Appraise teachers for job well done"* *T4A "Praising the teacher in the presence of the others"* *T4B "Gives credit and praise for work well done"*
Throw a party	*T3A "Organizing the coming together of staff members to appreciate their efforts"* *T3B "Result celebration parties"*

	T4B "Refreshments"
Rewards	*T1A "Give the performance awards"* *T1B "Issuing of certificates"* *T2A "Give morning/ afternoon off vouchers"* *T2B "Give awards where necessary "* *T3A "Giving certificates of achievement"* *T3B "Award ceremonies"* *T4B "Awarding of trophies"*
Other	*T1A "Give teachers the opportunity to further their studies"*

Table 17: Teachers' recognition

The table above clearly shows that majority of the teachers feel that their principals recognize teachers who excel in their work largely by giving appraisals or rewards. In a few instances, teachers have indicated that recognition is also shown when the principals organize parties in appreciation of the teachers who excel. One other response that a teacher gave reflected on the principal extending opportunities to teachers for further studies.

Teachers' views on what they consider as the most important factors that contribute to their overall job satisfaction

Themes	Responses
Recognition	*T1A "Recognition of good work"*
Team work	*T1A "Teamwork amongst staff members"* *T2A "Participation amongst other stakeholders"*
Work Allocation	*T1A "When teaching your specialized subject"* *T4B "When teachers are not overloaded with a lot of subject work"*
Work Environment	*T1B "Good working environment"* *T2A "Classroom and school location climate"* *T2B "Good working environment"* *T3A "Conducive working environment"*
Remuneration	*T1B "Good salary"*
School Leadership	*T1B "Good leadership"* *T2B "Good quality leader"* *T3B "Great support from supervisors"*
Interpersonal Relation	*T2B "Good interpersonal relationship"*

	T3A "fair treatment of staff members " *T4B "Good relationship between the teachers and management"*
Communication	*T3A "Effective communication"*
Desired Outputs	*T3B "Great performance from learners"* *T4A "Teachers fear of failure in terms of subject performance"*
Discipline	*T3B "Good discipline"*

Table 18: Factors contributing to teachers' job satisfaction

The table above indicates that that there are various factors that teachers feel have a contributing towards their overall job satisfaction. Clearly, majority of the teachers have indicated that the work environment is priority in ensuring teachers job satisfaction. Other factors include teacher recognition of job well done, a relaxed work allocation per teacher, good remuneration, good interpersonal relations amongst the staff, good communication amongst the staff, good results of the job done as well as the virtue of discipline amongst the stakeholders. According to Robbins (2009), Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He established the motivation-hygiene theory to explain these results. Herzberg outlined two sets of factors in determining employees working attitudes and level of performance, named Motivation & Hygiene Factors. He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they

are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

Teachers' views on the impact of their job satisfaction to the teaching and learning process

Themes	**Responses**
Increase Performance	*T1A "It makes teaching and learning smooth"* *T1B "Increase performance"* *T2A "This will lead to good planning, good lesson presentation which will lead to quality education towards the learners"* *T2B "It will lead to better and quality education delivered by the teachers"* *T3A "Excellent lesson delivery by teachers"* *T3B "Good results/great performance"*
Good Working Environment	*T3A "Effective pastoral care for learners and good working environment in general"*
High Morale	*T3B "Motivation of hard work"*

	T4A "Increase the morale of the teachers that may boost the teaching and learning process" *T4B "Teachers are motivated to an extend that they do not give up and believe in themselves more that they can achieve certain targets and goals they set"*

Table 19: Teachers' views on the impacts of job satisfaction on teaching and learning

The table above shows that teachers believe that the impacts of teachers' job satisfaction on teaching and learning is primarily increase good academic performance due to unavoidable quality education. Secondly, a teacher has indicated that a good working environment is also a result of teachers' job satisfaction. A considerable number of teachers also indicated that when they are satisfied with their jobs, their work morale will be high. Likewise, literature reveals that job satisfaction also has an effect on teaching quality assurance in which the teaching quality assurance has an effect on teaching effectiveness (Luthans, 1992). This is echoed by Pilarta (2015) who indicates that teachers' job satisfaction is significantly related to teachers' job success in terms of student achievement and teacher's performance.

Teachers' views on what principals do that teachers consider most important to make them satisfied with their jobs as teachers

Themes	**Responses**
Provision of Resources	*T1A "Provide teaching and learning materials"*

	T3B "Providing support facilities"
Ensure Discipline	*T1A "Do not compromise on learners' discipline"*
Leadership	*T1A "Lead by example"* *T2A "Set goals and develop on going assessment process and create a climate hospitable to education as well as improving school leadership"* *T4B "Leading by example"*
Mentorship	*T3B "Assigning of mentor teachers"*
Appraisals/recognition **Motivation**	*T2B "Praise for good job done"* *T3A "Praising excellent work"* *T1B "Motivation"* *T3A "Recognition of efforts of teachers"* *T4B "Trust and confidence in the teachers to deliver"*
Protection	*T2B "Protect me as a teacher"*
Collaboration	*T2B "Involving us in decision making"*

Work-environment	*T3A "Maintain conducive working environment"* *T4A "Ensure a conducive teaching and learning environment"*
Communication	*T4A "Regular communication of the happenings of the school"* *T4B "Good communication and relationship"*

Table 20: Principals' satisfying actions

The table above indicates that the most significant action a principal can do towards teachers' job satisfaction is to make them feel valued by means of appraisals and recognition of job well done. The principal leadership skill that is exemplary and goal oriented also makes teachers satisfied with their job. The other actions that stood out are such as good communication skills, provision of resources, ensuring of discipline, mentorship of teaches, ensuring good working environment as well as teamwork by collaboration and involving teachers in decision making.

Teachers' suggestions regarding the changes that they would like their principals to make in their jobs as secondary school teachers

Themes	**Responses**
Make Time	*T1A "Have time with his teachers"* *T2B "Make himself available for teachers' complaints"*

Provide Teaching Resources	*T1A "Always provide the required teaching materials"* *T2A "Improve services such as internet to access learning materials"* *T4A "Being more attentive to teachers' needs and be empathetic"* *T4B "Transform the school in a more technological institute"*
Improve Leadership Style	*T1B "Improve the leadership style"* *T4A "Being more of a transformational leader that transactional"*
Be Inspirational	*T1B "Learn to inspire and motivate more"* *T4A "Being a good communicator and motivator"*
Be Inclusive	*T2A "Include teachers in strategic planning"* *T4B "Be more flexible in certain spheres"* *T2B "Support teachers' decisions that may benefit the organization"*
Improve Working Environment	*T1A "Come up with better evaluation form for the working environment"*
Mentorship	*T2A "Mentoring them [teachers]"*

Good Delegation	*T3A "Delegate tasks to people with experience"*

Table 21: Teachers' suggestions

The table above reveals the teachers' suggestions regarding the changes they would like their respective principals to make in their jobs as secondary school teachers. The suggestion that was commonly alluded to is the provision of teaching and learning resources. Another answer that reoccurred frequently is the inclusivity of teachers in the decision-making process. Other suggestions offered by the teachers are such as improved leadership style, ability of the leader to be inspirational and offer mentorship, improved working conditions and the ability to delegate appropriately. Principals' ability to be influential in enhancing teachers' job satisfaction is well documented in literature. Leithwood (2006) connects teacher motivation and commitment to job satisfaction. It appears principals' effects on teachers' job satisfaction and work commitment may be mediated through collaborative relationships by providing teachers with professional recognition and appreciation of their work (Borg, Riding & Falzon, 1991). Petzko (2004) states that principals who created supportive environments that fostered recognition and appreciation had more satisfied teachers. Other more current studies (e.g., Shen, Leslie, Spybrook, & Ma, 2012) also state that teachers' job satisfaction is affected by administrative support and staff collegiality.

4.3.3 Teachers' views on principals' leadership practices, which make teachers feel satisfied with their work.

Teachers' descriptions of their principals' leadership styles

Themes	Responses
Democratic Leadership Style	*T1A "Good leadership because he considers others deals before making a decision"* *T1B "Participatory leadership style. He aims to obtain the cooperation of teachers and nob teaching staff in achieving organizational goal as he allows all to participate in decision making"* *T3B "Democratic and inclusive"*
Transformational Leadership Style	*T2A "As a cultivating leader, he doesn't only serve but in fact want to prepare her staff for leadership, by empowering teachers to help carry the vision and the school mission"*
Autocratic Leadership Style	*P4A "She is more of an autocratic leader with elements of laisses faire and at times democratic"*
Other	*T2B "Very interesting and fascinating in a way that he allows for change and creates room for improvement and takes into consideration individual differences"* *T3A "Good"* *T4B "Authentic"*

Table 22: Teachers' views on their principals' leadership styles

The table above indicates that most of the teachers view their principals to be democratic as much as the principals have described themselves. However, one teacher pointed out that their principal practices autocracy although with elements of laisses faire and democracy at times. Although no principal described his/her leadership style to be transformational, one teacher describes their principal's leadership style as transformational. Burns (2003) describes a transformational leader in the school setting is one who takes care of his or her subordinates in such a way that their combined forces meet the needs and potential of the school. Whereas Laissez-Faire leadership is an approach in which there is essentially no leadership because there is limited interaction between the leader and the followers (Bass, 1990). On the other hand, literature review reveals that autocratic leadership employs a system that extends maximum empowerment to the leaders with minimal participation from the followers while Oyetunyi, (2006) points out that the major point of democratic leadership is sharing; the manager shares decision making with the subordinates.

Teachers' views on how their principals involve teachers in decision making

Theme	**Responses**
Collaboration Many Times	*T1A "He brings matters for discussion in the staffroom"* *T1B "Conducting meeting often"* *T2A "Empowering collaboration from teachers and other leaders to make decisions"*

	T2B "Take eligible teachers to be part of the decision making" *T3A "Seeking input through staff meetings and delegation"* *T3B "Different committees, assigning responsibilities to teachers, involving teachers in decision making"* *T4B "Teachers are fully involved in decisions made in the school"*
Collaboration **Sometimes**	*T4A "A few times in staff meeting and morning briefings, especially in matters she is in a dilemma about"*

Table 23: Teachers' involvement in decision making

The table above indicates that all the principals involve teachers in decision making especially during staff meetings. Although most of the teachers have indicated that such occurrence happens often, one teacher has indicated that his principal only involves teachers in decision making a few times. Most teachers have indicated that their principals empower their teachers by involving them in decision making while the one teacher has indicated that their principal only involves the teachers in decision making when she is having difficulties making a decision. Van Yperen's (2004) study of 170 employees across one organisation suggests that more effective work practices emerge as a result of quality exchanges with their leader.

Teachers views on principals' leadership styles that contribute to teachers' job dissatisfaction

Themes	Responses
Autocratic Leadership Style	*T1A "Autocratic leadership style, because in most cases teachers are not involved in decision making"* *T3A "Autocratic at times. Staff members may prefer things to be done in their own way, and may feel that certain decisions are imposed on them"* *T3B "Dictatorship. Generally, a principal who rules as a boss and command his staff members instead of including them and encouraging teamwork"* *T4A "Autocracy. If teachers do not feel involved in the decision making and running of the school, they may have low morale, such that they will not have a clear direction of the school "*
Laissez Faire	*T2A "Laissez faire, because teachers in this case are left with no option but to do what suits them best even when there is no motivation going on"*
Others	*T2B "Lack of care/appreciation of work done"* *T4B "Unfair treatment and lack of trust and confidence in the teachers. Management too strict and used to the old ways of doing things that they are not comfortable to explore other options.*

Table 24: Teachers' views of undesirable leadership styles

The table above clearly indicates that most of the teachers despise autocratic leadership style as it is considered to exclude teachers in decision making, lack of consideration for teachers' preferences, which makes teachers feel commanded. Furthermore, teachers have expressed a consequence of a low morale and lack of school direction due to an autocratic leadership style of the principal. One teacher has indicated that laisse faire may cause teachers to do whatever they want, wrong or right. Other expressions from teachers that are deemed leadership styles that cause teachers dissatisfaction are such as carelessness and unfairness. Rowold and Scholtz (2009) state that there is a negative relationship between worker motivation and job performance when Laissez-Faire leadership style is used. According to Korkmaz (2007) this leadership style actually decreases the commitment levels of teachers to stay at a particular school. Furthermore, literature review indicates that autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). In such situations the subordinates start to feel not appreciated, hence lowering their job satisfaction.

4.3.4 Challenges principals face in enhancing teachers' job satisfaction.

Teachers' views on the most significant contributing factors to teachers' job dissatisfaction

Themes	**Responses**
Lack of Recognition	*T1A "Not being awarded and recognized for the job well done"*
Work Overload	*T1A "Being overloaded"* *T4B "Work overload"*

Bad Leadership	*T1A "being under a selfish leader"* *T1B "Bad leadership style of the school management"* *T2B "Dysfunctional school management"* *T3A "Unequal treatment of staff members"* *T4B "Bad relationship between the teacher and management"*
Bad Work Environment	*T1B "Bad working environment"* *T2A "Poor infrastructures/ lack of accommodation"* *T2A "Poor services such as water/electricity in the working environment"* *T2B "A bad working environment"* *T3A "Poor working environment"* *T4A "Poor working conditions"*
Poor Interpersonal Relations	*T2B "Conflicts within teachers"* *T4A "Negative energy between colleagues"*

Poor Communication	*T3A "Poor communication"* *T4A "Poor communication between management and teachers"*
Bad Performance Results	*T3B "Poor performance from learners"*
Lack of Resources	*T1B "Lack of teaching materials/resources"* *T3B "Lack of teaching and learning materials"*
Lack of Professional Growth	*T4A "Lack of career growth opportunities"*
Indiscipline	*T2A "Bad climate discipline amongst learners at school"* *T3B "Unruly learners/lack of discipline"*

Table 25: Factors contributing to teachers' job dissatisfaction

The table above shows that teachers are quite more expressive when it to the factors that may cause their dissatisfaction. Furthermore, they pointed out quite a variety of factors that cause teachers dissatisfaction. First and foremost, most teachers reflected on a bad work environment and bad leadership to be the biggest cause of job dissatisfaction. Other factors that contribute to teachers' dissatisfaction are such as, work overload, poor interpersonal relations amongst staff, poor communication amongst staff, bad performance by the learners, lack of teaching and learning resources, lack of professional growth opportunities and indiscipline amongst learners.

Teachers' views on the actions done by their principals which contribute to teachers' job dissatisfaction

Themes	Responses
Lack of Consultation	*T1A "When decisions are made without consultation"*
Inadequate Provision of Resources	*T1A "When teachers request for teaching materials but not provided"*
Penalties	*T1B "Issuing of unpaid leave unnecessarily"*
Inequality	*T2A "Inequality towards the colleagues (favoritism)"*
Bad Leadership Style	*T2A "Bad leadership style"* *T2A "Labelling a teacher in front of other colleagues of learners"* *T2B "Setting goal that may be unrealistic"* *T4A "Autocracy"*
Ignorance	*T2B "Ignoring complaints that may hinder the teaching and process"*

Delegation	*T3A "Delegation of tasks without weighing the capability and experience of the staff member"*
Lack of Accountability	*T4A "Lack of accountability"*
Incompetency	T4A "Incompetency in what is expected of them"

Table 26: Principals' dissatisfying actions

The table above demonstrates that bad leadership is the primary cause of teachers' job satisfaction. The following issues are pointed out as contributors to bad leadership, namely; labelling the teachers, autocratic leadership style and when a principal set unrealistic goals. Teachers have also considered the following actions by the principals to cause their job dissatisfaction; lack of consultation, inadequate provision of resources, penalties such as issuing of unpaid leave, favouritism, ignorance, weak delegation, lack of accountability and competency. It is also worth noting that two teachers responded "none" to this question.

Teachers' views on their derail actions to principals' efforts to enhance teachers' job satisfaction

Themes	**Responses**
Lack of Support	*T1A "Lack of support to the principal"* *T4A "Not being team players"*

Lack of Commitment	*T1B "Lack of commitment"* *T3B "Uncommitted teachers and poor response in meeting deadlines"* *T4A "Incompetence and not to do what is expected of them"*
Lack of Respect/Unruliness	*T1B "Don't respect authority"* *T2B "Their unwillingness to cooperate/ follow directives given by the principal"* *T4A "Insubordination"*

Table 27: Derailing factors to principals' efforts to enhance job satisfaction

The table above shows teachers' awareness of the factors from the teachers' sides that derail principals' efforts to enhance teachers' job satisfaction. Most teachers have indicated that the lack of commitment and lack of respect from the teachers' side derail principals' efforts in enhancing teachers' job satisfaction the most. The other factor is the lack of support and teamwork amongst the staff. As indicated under literature review, principals face numerous challenges in their attempts to enhance teachers' job satisfaction. Haig (2014) states that principals in public secondary schools' face challenges in the management of students, teachers, support staff, finances, and those that arise from parental involvement in school activities.

4.4 Conclusion

This chapter presented and offered a discussion of the data. The findings from principals are presented first, followed by questionnaire results obtained from teachers.

CHAPTER 5: DISCUSSION AND INTERPRTATION OF THE FINDINGS

5.1 Introduction

This chapter discusses and interprets the results of the data into understandable concepts to assist the reader/s to make sense of the information collected from the field during data collection. In particular, the discussions focus on principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia.The discussions of the findings are presented according to three main themes namely; principals' influence to enhance teachers' job satisfaction, principals' leadership practices, which make teachers feel satisfied with their work and lastly, challenges principals face in enhancing teachers' job satisfaction.

5.2 Discussion and interpretation of the findings

A qualitative research methodology was used. Data were collected using interview guides and questionnaires. The researcher selected 4 secondary schools in the region using purposeful sampling. The respective 4 principals of those schools formed part of the study while 2 teachers from each of the four schools were selected using purposeful random sampling technique.

5.2.1 Principals' influence to enhance teachers' job satisfaction

The research data from principals have indicated that the majority of the principals deem their teachers' job satisfaction to be very good. This is equally supported by the data from the teachers that reveal that their general job satisfaction is high. Literature review, however, reveals an exodus of teachers away from the teaching profession. Lilita and Manfried (2016) clearly indicated that at the start of 2015, more than 5 000 teaching posts were vacant in Namibia and that the teaching profession is one of the six most stressful jobs out of a comparison of 26 occupations. On the

other hand, George et al. (2008) reveal that a satisfaction profile of teachers in Namibia indicated significantly high levels of dissatisfaction with the intrinsic factors of their work. This is supported by (what teachers said they want against what intrinsic factors are as informed by the theoretical framework).

The study revealed that principals influence teachers' job satisfaction in a variety and distinctive ways. According to both the principals and teachers, principals influence teachers' job satisfaction positively when they carry out mentorship activities for their teachers that are aimed at providing teachers with information and resources for their career advancement. One principal has also considered staff parties and showing empathy to the teachers to be matters that enhance teachers' job satisfaction. According to the teachers, when they are mentored and enjoying good interpersonal relationship, their working conditions are enhanced. According the Frederick Herzberg's Theory that underpins this study, Herzberg outlined two sets of factors in determining employees working attitudes and level of performance, named Motivation & Hygiene Factors (Robbins, 2009). He called the satisfiers motivators and the dissatisfiers hygiene factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction. Motivators or satisfiers are factors that provide positive feelings about the job and cause satisfaction. These factors motivate individuals by changing the nature of work. They challenge individuals to develop their skills and talents and fulfil their potentials. One teacher has indicated that by being given a relaxed workload, his working condition is enhanced by the principal. Furthermore, however, Bogardus (2007) states that adding to more responsibility to work and learning opportunities to a person's work at a higher level, recognition, achievement, advancement and growth are intrinsic motivational factors.

Teachers reveal that the provision of resources is topping in the efforts of principals' actions in enhancing the working conditions. One principal has indicated that timely provision of teaching aids and ensuring a good working environment can go a long way in ensuring teachers' job satisfaction. This resonates with the assertions by Lilita and Manfried (2016) that a lack of physical and other resources, and poor remuneration contribute to teacher dissatisfaction in Namibia. Likewise, according to the H theory, Hygiene factors are related with the context or environment in which the job is performed and these are also called extrinsic factors or factors external to a job (Herzberg, Mausner & Snyderman, 1959). Therefore, when hygiene factors are absent, inadequate, or negative in a job situation, these elements cause feelings of dissatisfaction. However, the Herzberg theory states that in the education context, full supply of hygiene factors will not necessarily result in teachers' job satisfaction. In order to increase teachers' job satisfaction and by extension performance, motivation factors must be addressed. Literature further reveals that successful principals have the ability to create a culture of learning, mentoring, and improved teaching conditions within the school (Meyers & Hitt, 2017; Moir, 2009). However, one teacher indicated that he cannot recall anything that his principal does to the effect of improving the working environment. Collie, Shapka, and Perry (2012) state that the principal plays a key role in establishing environments that enhance teachers' job satisfaction and work commitment.

5.2.2 Principals' leadership practices, which make teachers feel satisfied with their work

The second theme, derived from the research's second objective, sought to understand the different leadership styles that principals' exhibit and thus investigate how such leadership styles influence teachers' job satisfaction. Literature review has identified 4 different types of leadership styles and the current research data equally indicate that the principals in the selected secondary

schools practice four leadership styles. As such the democratic, autocratic, laisses faire and transformational leadership styles emerged from the study participants' answers as the leadership styles practiced by the principals at the selected secondary schools. It is worth noting that according to the data of the present study, most principals viewed themselves as largely democratic leaders just as their teachers viewed them. Most principals indicated that they apply the democratic leadership style to make sure that teachers are involved in decision-making and that their views are considered and put into practice for the betterment of the school. Therefore, in views of the principals, these leadership styles contribute to the teachers' job satisfaction levels. According to the current study, teachers have indicated that a bad leadership style would be amongst the major reasons of teachers' job satisfaction. Teachers specifically pointed out that a lack of consultation from the side of the principals would negatively affect the job satisfaction levels of the teachers. Likewise, in Kenya, a study in Nandi South District by Kiboss and Sirma (2014) found that democratic leadership has positive correlation with teachers' job satisfaction. Literature further reveals that democratic leadership permits initiatives, originality and creativity in school work operations and promotes hard work among the subordinates (Mgbodile, 2004).

Most principals have indicated that they practice the autocratic leadership style in situations they deem necessary, such as when they feel they need to exert their authority and to cut short the discussions that may seem to be exhausted or in extreme cases where there is a clear violation of regulations of the ministry of Education, Arts and Culture. Even when the latter is the expressed by the principals, only one teacher pointed out that their principal practices autocratic leadership style at times. Therefore, principals view themselves more of autocratic compared to how their teachers view them. Data from most of the teachers indicate that teachers generally despise autocratic leadership style as it is considered to exclude teachers in decision making. Furthermore,

teachers view the autocratic leadership style to be inconsiderate of teachers' preferences and makes teachers feel commanded. Moreover, teachers have expressed consequences of a low morale and lack of school direction in an event when principals' leadership style is predominantly characterized by autocracy. Yuki (1994) states that autocratic leaders tend to have the following five characteristics; they do not consult members of the organization in the decision making process, the leader set all policies, the leader predetermines the methods of work, the leader determines the duties of the followers and the leader specific technical and performance evaluations standards.

The results of the current study resonate with Bogler (2001) who states that an autocratic leader is a leader who tries to exert powerful authority using reward and coercion in order to influence his/her subordinates, focusing his/her attention on the product instead of making human needs the centre of attention. He further states that autocratic leadership employs a system that extends maximum empowerment to the leaders with minimal participation from the followers. Furthermore, literature review indicates that autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work. In such situations the subordinates start to feel not appreciated hence lowering their job satisfaction (Mullins, 2002). Only one principal indicated that he applies the laissez faire leadership style as a matter of preference. This principal believes that laissez faire leadership is valid to ensure good grooming of staff members so that they learn do things out of their own will because it is the right thing to do. However, one teacher has indicated that laisse faire may cause teachers to do whatever they want, wrong or right and that this type of leadership style lacks motivation for the teachers to do what should be done. This is in complete agreement with the literature review as Rowold and Scholtz (2009) state that there is a negative relationship between worker motivation and job

performance when laissez-faire leadership style is used. According to Korkmaz (2007) this leadership style actually decreases the commitment levels of teacher to stay at a particular school. Furthermore, Bass (2003) labels a laissez-faire leader as not clarifying goals and standards that the followers must achieve or basically having no expectations for the followers in the organization.

The present study reveals that none of the four principals have indicated that they apply the transformational leadership style. However, one teacher describes their principal's leadership style as transformational indicating that the principal is a cultivating leader as that principal goes an extra mile to serve and prepare the staff members for leadership and by empowering them to champion the vision and mission of the school. On the other hand, another teacher has suggested that principals should be more transformational in their leadership styles.

Voon et al. (2011) in Malaysia claims that transformational leadership has a direct relationship for enhancing teachers' job satisfaction. Transformational leadership is when the subordinates and their leaders inspire each other to achieve higher levels of motivation in order to collaborate together through the process of change for the whole organization (Burns, 1978; Sillins, 1994). A transformational leader in the school setting is one who takes care of his or her subordinates in such a way that their combined forces meet the needs and potential of the school (Burns, 2003).

The study revealed the following factors as pointed out by teachers as the major contributing factors to bad leadership and thus to their (teachers) job satisfaction. Firstly, principals labelling the teachers; secondly, autocratic leadership style and lastly, when principals set unrealistic goals. Teachers have also considered the following actions by the principals to cause their job

dissatisfaction; lack of consultation, inadequate provision of resources, penalties such as issuing of unpaid leave, favouritism, ignorance, weak delegation, lack of accountability and competency.

5.2.3 Challenges principals face in enhancing teachers' job satisfaction

The third and last main/major theme dealt with the challenges that principals face in enhancing teachers' job satisfaction. Bauer and Brazer (2013) equally pointed out that principals are faced with increasing job expectations. The study revealed that principals face many challenges in their attempts to enhance teachers' job satisfaction. Firstly, one principal has a challenge on the lack of recognition for the work that principals do. The principal indicated that in many cases the principal is expected to focus on teachers' job satisfaction by recognizing the work done by teachers although principals themselves hardly receive any recognition for all the efforts that they put in. According to the literature, principals in public secondary schools face challenges in the management of students, teachers, support-staff, finances, and those that arise from parental involvement in school activities. Other challenges include the devastating poverty in the lives of so many students and their communities (Haig, 2014). The effects of bullying and cyberbullying of students on and off the school grounds (O'Brennan, Waasdorp & Bradshaw, 2014), and the increasing difficulty in creating and maintaining a positive school climate and culture that are also considered important to current school success (Kallestad, 2010).

The current study has revealed that principals face a challenge of sometimes being disappointed by the teachers because of the betrayal of the trust and expectations they put in them. According to the principals, sometimes when they delegate work to teachers in an effort to promote job satisfaction they may end up receiving inferior outcomes to what they have anticipated. The study has also revealed that sometimes, when a principal sees high potential in a teacher, the principal appoints such a teacher to carry out other pivotal roles in order to boost the potential of that

teacher, however, principals may get caught off guard when the teachers do not deliver to the expectations of their supervisors. However, one teacher has indicated that principals should delegate tasks to rightful people looking at all factors involved.

Moreover, some principals have indicated a challenge of the lack of willingness from the teachers' side in their attempts to enhance the teachers' job satisfaction. According to the data obtained from the present study, principals may try to motivate their teachers to engage in career advancements activities such as reading education policies and regulations; however certain teachers do not show interest in the principals' efforts aimed at enhancing the teachers' job satisfaction. In the same vein, according to some principals, some teachers are very reluctant to engage in any role outside their normal daily responsibilities of teaching. This resonates with Harrington (2004) who asserts that while some teachers might be motivated to exert high level of efforts, others are not. He further state that it becomes management's challenge to cope with employee's job satisfaction.

In addition, one principal has indicated the lack of communication from the teachers' side as a barrier on principals' efforts aimed towards ensuring teachers' job satisfaction. The principal has indicated that some teachers do not air their views and opinions on matters pertaining to the school that ultimately have an impact on their job satisfaction. As such, some teachers end up being frustrated. The principal has indicated that the office of the principal has an open door policy aimed towards ensuring that teachers' needs and concerns are timely registered. However, the principal feels that such a platform is not fully utilized by the teachers.

In addition, one principal has indicated that assistance is required for infrastructure and technology development in their schools by revamping teachers' houses and acquiring smart televisions and boards amongst others. Furthermore, some principals have indicated that there is

need for further training on how to enhance teachers' job satisfaction. This is supported by Beesam (2003) who states that majority of the principals in schools lack initial training, and that is a barrier to professional development. Briar (2010) contended that principals need opportunities for training and career development to enable them to progress and further contribute to school improvement. One principal in the current study indicated that there is a need for continuous motivation for of teachers from relevant authorities such as the inspectorates and the directorates of education.

Furthermore, the study has revealed that the culture of some teachers being instigative and influencing other colleagues to be complaint is hampering the efforts of the principals in enhancing teachers' job satisfaction. According to the principal, teachers may not always make their needs known the principal as such they end up with unfounded complains. However, some teachers have indicated that principals are not always available for teachers' complaints.

Moreover, teachers have indicated that sometimes principals' efforts aimed at enhancing teachers' job satisfaction are derailed by the lack of support for the principals that are inclusive of internal and external school support for the principal. Some teachers have further indicated that lack of commitment from the teachers' side also derail principals' efforts aimed towards enhancing teachers' job satisfaction. Additionally, some teachers have pointed out general levels of disrespect from the teachers towards their principals to be amongst the factors that derail principals' efforts to enhance teachers' job satisfaction. Lastly, one teacher has pointed out insubordination of principals by teachers to be amongst the actions done by teachers that derail the principals' efforts to enhance teachers' job satisfaction. The above data from the teachers is supported by the literature as Wise and Cavazos (2015) pointed out challenges facing principals to be lack of time, teacher morale and teacher resistance.

The results of the present study reveal that principals have the knowledge of the positive impacts that teachers' job satisfaction has on the teaching and learning process. According to these principals, teachers who are satisfied with the job always produce good results of performance together with the learners. Likewise, the current study has revealed that whenever a teacher is not happy with the job, they transfer to other workstations and they perform poorly. One principal also indicated that when teachers are not satisfied with their job, the principal should review the leadership style that is applied and improve in that regard.

5.3 Conclusion

In this chapter the results were presented and discussed in pursuit of generating clear meaning from the data collected in order to achieve the research objectives. The current study's objectives are; investigating principals' influence to enhance teachers' job satisfaction, exploring the leadership styles, which make teachers feel satisfied with their work and examining the challenges principals face in enhancing teachers' job satisfaction. The results for each participant were presented and discussed.

CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

While the previous chapter discussed the central findings that were intended to respond to the key research objectives, the primary objective of this chapter was to provide a summary of the study. This was achieved by providing an overview of relevant literature, data collected and findings as discussed, to ensure the enhancement of teachers' job satisfaction by means of principals' influence.

The research objectives of the study were: to investigate principals' influence to enhance teachers' job satisfaction, to explore the leadership styles, which make teachers feel satisfied with their work and to examine the challenges principals face in enhancing teachers' job satisfaction. The research was conducted as a case study of five selected Senior Secondary Schools in the Omusati region, Namibia.

6.2 Summary of the study

The study was aimed at investigating principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. The study investigated the principals' influence to enhance teachers' job satisfaction, explored the leadership practices, which make teachers feel satisfied with their work and examined the challenges principals face in enhancing teachers' job satisfaction.

The study revealed that most principals enhance teachers' job satisfaction by providing mentorship and resources, ensuring a conducive work environment, teacher recognition and teambuilding. Secondly, it was found that although principals mainly employ the democratic

leadership style to make teachers feel satisfied with their jobs, they employ different types of leadership styles (including autocratic, laissez faire and transformational leadership styles) as necessitated by the situation. The study further revealed various challenges faced by principals in their attempts to enhance teachers' job satisfaction such as lack of recognition, high expectations, teachers' unwillingness as well as instigative teachers. The study contributed rich and valuable knowledge to the existing body of knowledge that, it is greatly hoped, future researchers would make use of in similar studies and that educators and policy makers will be assisted by this research study.

6.3 Conclusions

The Herzberg theory informed the present study, informed the data analysis and assisted in addressing the research objectives stated in Chapter 1. The current study agrees with Herzberg that managers who tried to minimize factors that led to dissatisfaction (hygiene factors) could bring about workplace harmony, but not necessarily motivation. Because hygiene factors do not motivate employees, managers would have to emphasize intrinsic factors or motivators to increase job satisfaction (Robbins & Coulter 2003, 428). The study also agrees with Herzberg that in order to maximize employees' performance, managers should strive to motivate while creating an environment that provides satisfaction. Motivator factors, as identified by Herzberg, will act as satisfiers.

The literature reveals that principals face various challenges in their attempts to enhance teachers' job satisfaction. These include inadequate teaching and learning resources, lack of time and teacher morale, teacher's resistance, increased expectations, growing workload, support staff absenteeism, non-committed staff, financial constraints and support staff shortage, lack of

principals' initial training. The conclusions of the study will be elaborated in conjunction with the three main objectives of the study as follows:

Objective one: *Principals' influence to enhance teachers' job satisfaction*

The study revealed that principals had varying ways of influencing the enhancement of teachers' job satisfaction. These include mentorship and career development of teachers, provision of educational information and resources to teachers, team building activities, creating a good working and personal relationship between teachers and principal, awarding and recognition of hardworking teachers, ensuring a good working environment for teachers as well as applying the appropriate leadership styles in specific situations. However, there was a teacher who expressed that their principal does little to enhance teachers' job satisfaction.

Objective two: *Principals' leadership styles, which make teachers feel satisfied with their work.*

The study revealed that principals employ different leadership styles depending on the situation at hand. It is revealed by the study that most principals employ the democratic leadership style as they deem it to contribute to inclusivity of teachers, which in turn brings about job satisfaction. However, at many other times, some principals have also indicated that they employ autocratic leadership style in cases related compliance to the Ministry of Education's policies and regulations. Another principal has indicated that applying the laisse-faire leadership style is best to ensure that teachers learn to do things out of their own will and to be self-directed. The teachers have equally concurred with the principal on the outcomes of a democratic leader bringing about job satisfaction. While some teachers have pointed out that their principals employ autocratic leadership and laisses faire leadership styles, they do not deem them as contributing factors to their job satisfaction. Another teacher has pointed out that principals should apply transformative

leadership styles more, a leadership style that was not mentioned by any principal as one of the leadership styles they employ.

Objective three: *Challenges principals face in enhancing teachers' job satisfaction.*

The study established the following as challenges that principals face in enhancing teachers' job satisfaction; lack of principal recognition from teachers and other stakeholders, lack of respect for the principal, principal insubordination, principals continuously having their trust and expectations in their teachers betrayed, dealing with teachers' unwillingness and reluctance, lack of openness (lack of effective communication), lack of teaching and learning resources including technological resources, lack of teachers' motivation, lack of principal training on teachers job satisfaction as well as dealing with complaint driven teachers, .

6.4 Recommendations of the study

In order to ensure maximum principals' influence on teachers' job satisfaction, the following recommendations have been made based on the research objectives.

6.4.1 Recommendations for the teachers

- Teachers at schools should see themselves as part and parcel of the school, and also responsible for ensuring a good culture of the school.

- Teachers should adapt a culture of being open to air their views, needs, and concerns to their principals in a professional and productive manner.

6.4.2 Recommendations for principals

- Principals must always provide inspiring leadership, guidance and support for the teachers in their schools by being characterized more as democratic and transformational leaders.

- Principals should provide teachers with relevant educational policies and regulations to avoid a situation where they must be autocratic in dealing with a teacher when a policy or regulation that they (teachers) are unaware of is contravened.

- Principals should be more realistic in their expectations of the types of outcomes they want their teachers to produce. Equally, principals must be intentional and effective in delegating teachers to carry out a particular responsibility based on the teachers' knowledge, expertise and interests.

6.4.3 Recommendations for the Regional Advisory Services and Inspectorates

- The Regional Advisory Services and Inspectorates must ensure principals' job satisfaction by providing their full support to the principals and offer continuous recognition, motivation and rewards to principals who excel in their professional job.

- The Regional Advisory Services and Inspectorates must ensure principals' job satisfaction by providing their full support to the principals and offer continuous recognition, motivation and rewards to teachers who excel in their professional job.

- The Regional Advisory Services and Inspectorates must be more on the group to motivate teachers and assist in resolving possible conflicts and concerns at the schools.

- The Regional Advisory Services and Inspectorates should provide principals with in-service training on how to ensure teachers' job satisfaction.

- The Regional Advisory Services and Inspectorates should draft a document that highlights the benefits of principal-teacher good relationship and the productive ways for teachers to air their views to educational authorities in a productive manner.

6.4.4 Recommendations for the Directorate of Education, Arts and Culture

- The Directorate of Education, Arts and Culture needs to ensure the timely provision of teaching and learning resources to the schools. The availability of the teaching and learning resources are pivotal for the job satisfaction of teachers.

- Resources should include the provision of technological in order to make teaching and learning fun for both teachers and learners as well as acknowledge the existence of the fourth industrial revolution.

- Should draft and send out surveys for teachers to trace their levels of job satisfaction, areas of strengths as well as areas of improvement.

6.4.7 Recommendations for the Institutions of Higher Learning

- The Institutions of higher education should do in-service training for principals in order to share knowledge on how to best ensure the enhancement of teachers' job satisfaction. These should include refresher workshops on job satisfaction as the challenges facing the teaching and learning process are diverse and precarious.

6.4.7 Recommendations for further research studies

- The researcher strongly recommends that further research be conducted to establish ways on how to ensure the enhancement of principals' job satisfaction. It should be ideal to ensure principals' job satisfaction in order to ensure maximum teachers' job satisfaction levels.

- A study of similar nature, but covering a large sample, is recommended for further research.

6.5 Summary

In summary of this chapter, the current study explained why it was actually relevant for this research to be conducted. It concluded with recommendations for the different stakeholders in the implementation of the curriculum. The study aimed at investigating principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. It explored the leadership styles, which make teachers, feel satisfied with their work and examined the challenges principals face in enhancing teachers' job satisfaction.

Further studies may also result in addressing challenges faced by principals in enhancing teachers' job satisfaction and how to ensure principals' job satisfaction.

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APPENDIX A: INTERVIEW GUIDE

INTERVIEW QUESTIONS FOR PRINCIPALS

TOPIC: INVESTIGATING PRINCIPALS' INFUENCE TO ENHANCE TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS, OMUSATI REGION, NAMIBIA.

Purpose: The purpose of this study is to investigate principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. The results of this study will be used to provide principals and teachers with information about principals' influence to enhance teachers' job satisfaction. Furthermore, the study will provide useful information to the Ministry of Education, Arts and Culture on how to develop best education management practices and policies to enhance secondary school's teachers' job satisfaction.

Direction: Kindly respond to the questions honestly and to the best of your knowledge. Information provided and all research materials collected will be held in strictest confidence and will only be used for research purposes. Your response to the questions will be highly appreciated. Please feel free to ask for any clarity regarding the study or questions posed.

This Interview comprises the following parts:

Part A: Biographical Information

Part B: Interview Questions

Part A: Biographical Information

1. What is your age (in years)?
2. What is your gender?
3. How many years have you served as a secondary school principal?

4. What is your highest teaching qualification?

Part B: Interview Questions

1. From your experience of dealing with your staff daily, how would you describe their general level of job satisfaction?
2. Have you received training in school management, and if so when and by whom?
3. How does your office involve teachers in decision making?
4. How is your office involved in improving the teachers working conditions?
5. How do you motivate your teachers to boost their work moral?
6. How would you describe your leadership style?
7. Give reasons for your answer in Question 6 above.
8. How does your office recognize teachers who excel in their work?
9. What have you done to enhance teachers' job satisfaction??
10. What is the impact (if any) of teachers' job satisfaction on the teaching and learning g process?
11. What challenges do you face in your attempts to improve teachers' job satisfaction?
12. What assistance do you require to enhance teachers' job satisfaction?
13. From whom would you require assistance in order to enhance teachers' job satisfaction?
14. What more would you like to say regarding teachers' job satisfaction?

Thank you for taking time to respond to the questions

APPENDIX B: TEACHERS' QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS

TOPIC: INVESTIGATING PRINCIPAL INFUENCE TO ENHANCE TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS, OMUSATI REGION, NAMIBIA.

Purpose: The purpose of this study is to investigate principals' influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia. The results of this study will be used to provide principals and teachers with information about principals' influence to enhance teachers' job satisfaction. Furthermore, the study will provide useful information to the Ministry of Education, Arts and Culture on how to develop best education management practices and policies to enhance secondary school's teachers' job satisfaction.

Direction: Please answer all the questions. Information provided and all research materials collected will be held in strictest confidence and will only be used for research purposes. Your response to this questionnaire is highly appreciated.

This questionnaire comprises the following parts:

Part A: Biographical Information

Part B: Interview Questions

Part A: Biographical Information

1. What is your age (in years)?

   ……

2. What is your gender?

   ……

3. For how long have you worked as a secondary school teacher?

……

4. What is your highest teaching qualification?

……

Part B: Interview Questions

1. How would you describe your level of job satisfaction as a teacher?

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……

2. How would you describe your principal's leadership style?

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3. How does your principal involve teachers in decision making?

……

……

……

4. What does the principal do (if any) to improve the teachers working conditions?

……

……

……

5. What does your principal do to motivate teachers' work moral?

……

……

……

6. How does the office of the principal recognize teachers who excel in their work?

   i)……

   ii)……

   iii)……

7. What do you consider as the most important factors that contribute to overall teachers' job satisfaction?

   i)……....

   ii)……

   iii)……..……

8. What do you consider as the most significant contributing factors to teachers' job dissatisfaction?

   i)……

   ii)…….

   iii)……..

9. What leadership style do principals' exhibit that contributes to teachers' job dissatisfaction?

   ……

10. Give reasons for your answer in Question 9 above.

……

……

……

11. What is the impact (If any) of teachers' job satisfaction to the teaching and learning process?

……

……

12. What actions does your principal do that you consider most important to make you satisfied with your job as a teacher?

i)……...….

ii)……

iii)…….

13. What actions does your principal do that you consider as contributing to your dissatisfied with your job?

i)……...…….

ii)……

iii)…….

14. What do teachers do (if anything) that derails principals' efforts to enhance teachers' job satisfaction?

……

……

…….

15. Kindly give suggestions regarding the changes that you would like your principal to make in your job as secondary school teacher. Please give achievable changes.

    i)……

    ii)……

    iii)…….....

16. What more would you like to say regarding teachers job satisfaction?

    ……

    ……

    ……

Thank you for taking time to complete the questionnaire.

APPENDIX C: RESEARCH PERMISSION LETTER FROM THE UNIVERSITY OF NAMIBIA

CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park
☎ +264 61 206 3275/4662; Fax +264 61 206 3290; URL: http//www.unam.edu.na

UNAM
UNIVERSITY OF NAMIBIA

23 September 2020

RESEARCH PERMISSION LETTER

Student Name: **FESTUS ASHIPALA AMPUTU**
Student number: **201172704**
Programme: **MASTER OF EDUCATION (EDUCATIONAL LEADERSHIP, MANAGEMENT AND POLICY STUDIES)**

Approved Research Title: **INVESTIGATING PRINCIPALS' INFLUENCE TO ENHANCE TEACHERS' JOB SATISFACTION IN SELECTED SECONDARY SCHOOLS, OMUSATI REGION, NAMIBIA**

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

Dr. Seth J. Eiseb
Acting Director
Centre for Postgraduate Studies
Tel: +264-61-206 3414
Email: directorpgs@unam.na

APPENDIX D: ETHICAL CLEARANCE CERTIFICATE

UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE-012-2020 **Date: 31-06-2020**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: INVESTIGATING PRINCIPAL INFUENCE TO ENHANCE TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS, OMUSATI REGION, NAMIBIA

Nature/Level of Project: HUMAN RESEARCH – NON HEALTH: MASTERS STUDY

Researchers: FESTUS ASHIPALA AMPUTU

Student Nr: 201172704

Faculty: FACULTY OF EDUCATION

Supervisor/s: DR ALBERT ISAACS

Take note of the following:

(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.

(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.

(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.

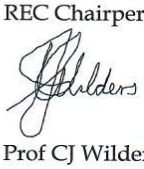
(d) The UREC retains the right to:

(i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,

(ii) Request for an ethical compliance report at any point during the course of the research.

REC wishes you the best in your research.

REC Chairperson



Prof CJ Wilders

APPENDIX E: RESEARCH PERMISSION APPLICATION

30 September 2020

Omusati Region Council

Directorate of Education Arts and Culture

Private Bag 529

Outapi

Dear Sir/Madam

Re: Requesting permission for conducting research in the Omusati Education Region

I am a registered student at the University of Namibia pursuing M. Ed programme in the department of Educational Foundation and Management. I am currently in a final year; and as part of the curriculum, I am expected to conduct research in the area of Education. The title of my research is: Investigating principal's influence to enhance teachers' job satisfaction in selected secondary schools in Omusati region, Namibia.

I therefore would like to request your good office to grant me permission and support to conduct research in 4 secondary schools from Omusati Region. In each of the 4 schools, 2 teachers and their respective principals will form part of the research participants.

Attached please find copies of my ethical clearance letter and permission letter from UNAM as well as my research instruments.

I am looking forward to your kind response in this regard.

Thank you.

Yours Sincerely

_____

Festus Amputu

MEd. Student (UNAM)

Student No. 201172704

Cell: 0853592769

APPENDIX F: APPROVAL LETTER BY THE DIRECTOR OF EDUCATION, ARTS AND CULTURE

REPUBLIC OF NAMIBIA

OMUSATI REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Team Work and Dedication for Quality Education

Tel: +264 65 251700
Fax: +264 65 251722

Private Bag 529
OUTAPI

Enq: Apollonia Hango
Ref: 13/2/9/1

01 October 2020

To: Mr. Festus Amputu
University of Namibia

RE: Requesting Permission for conducting research in the Omusati Education Region

1. This letter serves to notify you (**Mr. Festus Amputu**) that permission has been granted to conduct a research regarding "**Investing principals' influence to enhance teachers 'job satisfaction in selected secondary schools in Omusati Region, Namibia:** in Omusati Region.
2. Please be informed that the research to be conducted at schools should by no means whatsoever disrupt teaching and learning.
3. You are further urged to ensure that your investigation methodologies are in compliance with Covid 19 preventative protocols put in place.
4. We hope and trust this exercise will enhance quality education in the Region.

Thank you for your understanding.

Yours faithfully

01/10/2020

Pauline Shapumba
Acting Director of Education, Arts and Culture

OMUSATI REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
2020 -10- 01
OFFICE OF THE DIRECTOR
PRIVATE BAG 529, OUTAPI
REPUBLIC OF NAMIBIA

Teamwork and dedication for quality education

Cc; Inspectors of Education- Omusati Region

All official correspondence must be addressed to the Chief Regional Officer.

APPENDIX G: INFORMED CONSENT FOR PARTICIPANTS

PROJECT: INVESTIGATING PRINCIPALS' INFUENCE TO ENHANCE TEACHERS' JOB SATISFACTION IN SELECTED SECONDARY SCHOOLS, OMUSATI REGION, NAMIBIA.

Student no: 201172704

Principal Investigator: Mr. Festus A. Amputu

Email: archiea27@gmail.com

Cell: +264 85 35 92769

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

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Participant's signature Researcher's signature