



APPLICATION OF SERVANT LEADERSHIP BY SCHOOL MANAGEMENT
TEAMS IN SIX SECONDARY SCHOOLS: JOHANNESBURG WEST
DISTRICT

by

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APPROVAL

This research project has been examined, and is approved as meeting the required standards of scholarship for potential fulfilment of the requirements for the degree of Master of Public Management

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STATEMENT OF ORIGINALITY

I, Boy Daniel Ngobeni, herewith declare that this research report is submitted in partial fulfilment of the requirements of the degree of Masters in Public Management at the Regenesys Business School, Sandton, Johannesburg. It has not been submitted before for any degree or examination at any other university or educational institution.

Boy Daniel Ngobeni

30 September 2022

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Penning this mini dissertation was one of the arduous assignments I have undertaken in my academic journey. It is my pleasure to look back and reflect on those that supported me throughout this process. I would like to begin by thanking God the almighty, my beautiful wife Rirhandzu Letty Ngobeni and my children Charlie, Benitta, Bo and Che who I have committed before my creator that they represent my first and last priorities, my alpha and omega.

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Boy Daniel Ngobeni

DEDICATION

I dedicate this research work to God the almighty, “the father, the son and the holy spirit”, who has been the fountain of my strength, courage and grace. A special dedication to my spiritual father, a true servant of the Almighty, Reverend Francis O. Anosike of the Rock of Victory Ministries International. He tutored and guided me to embrace righteousness and light, preaching the undiluted word of God, without fear or favour.

Boy Daniel Ngobeni

ABSTRACT

The thesis is based on evaluating the Servant Leadership practice by School Management Teams (SMT). This SMT consists of Principals, Deputy Principals and Heads of Department within the Johannesburg West District's six public secondary schools. The study was inspired by the fact that most Gauteng schools are characterised by poor leadership exercised by its school management teams hence the need of this study to identify and investigate the reasons why this is so, the effects thereof and responsive solutions that improve SMT leadership qualities and learner outcomes in schools. The main objective of the study is to examine the extent to which SMT apply or practice servant leadership in their schools and how this influences learner educational outcomes in Science and Mathematics. Consequently, the study used the Sipe & Frick servant leadership theoretical framework. Moreover, the study ensured that all ethical processes were followed during and after data was collected and analysed in line with Belmont Principle of Ethics in order to protect the anonymity of the participants and their schools hence pseudonyms were applied. As such, the data was collected and generated through face-to-face interviews and questionnaires from six principals, six deputy principals and twenty-four heads of department. Data collected from interviews was analysed using thematic inductive analysis to establish meanings from the data results. The study also utilised the literature and the conceptual framework of servant leadership to responsively interpret and understand the meaning obtained from the data analysis. The study also used descriptive statistics, Cronbach alpha reliability test and Pearson Product-Moment Correlation Coefficient to test how the variable 'servant leadership' impact learner outcomes.

The main finding from the study was that leadership is collective and not invested in a single individual. Therefore, to a great extent, the study findings noted that almost all Principals, Deputy Principals and Heads of Department from the Sizwile School for the Deaf have great regard of servant leadership culture at their school relative to other schools. This is so because the school SMT supports deaf learners who need high-level empathy, care and compassion when one is dealing with them. As a result, the interviews observed that all the staff at that school were very loving, patient and modest to the learners and even visitors that come to their school. This was in support of servant leadership literature that views that servant

leadership is defined in terms of self- sacrifice and the willingness to do unreciprocated favours to followers in addition, the majority of the interviewees seemed to share a common belief that servant leadership is an inherent and deep understanding of other people hence it ought to be encouraged at work so that educators are emphatic to the dynamic needs of learners they educate and inspire at school. Moreover, this observation was paramount in line with whose study found that servant leadership influenced learner outcome positively due to the empathy and care the educators executed to their learners.

The study noted that the results of the Spearman's rho Correlation indicate that there is a positive score of over 1.0 correlation between SMT servant leadership practice and their Mathematics learner outcome whereas there was a weak to moderate score of less than .05 towards the servant leadership influence on Science. Therefore, the SMT should continue the practice of servant leadership because it is yielding positive outcome on learner performance in Mathematics. Thus, servant leadership should be prioritised to assist weak learners in Science that needs their educators to attend to their Science needs with passion and empathy towards them. As such, the study recommends that the Department of Basic Education should enforce a policy of servant leadership in schools since it is already acknowledging by the Department of Public Service through Batho-Pele Principles. Moreso, the Department of Education should partner with the Department of Higher Education to enable them to enforce a policy that encourage educators and principals to be trained on the importance of practicing servant leadership since educators are civil servants. Servant leadership practice by SMT enables them to lead by example. Furthermore, the study also recommends that the practice of servant leadership is effectual if it studied contextual to the diversified religions and cultures within South Africa future studies should be done using theoretical framework. In addition, it is recommended that the District Department of education should encourage schools to introduce servant leadership to School Governing Bodies (SGBS). Therefore, servant leadership training, mentorship and coaching should be prioritised in line with governance and Batho Pele principles.

ACRONYMS AND ABBREVIATIONS

A	African
C	Coloured
COVID-19	Corona Virus Disease of 2019
DBE	Department of Basic Education
DP	Deputy Principal
DPSA	Department of Public Service and Administration
EFA	Correlation Exploratory Factor Analysis
F	Female
GDE	Gauteng Department of Education
GPG	Gauteng Provincial Government
HOD	Head of Department
I	Indian
M	Male
P	Principal
SMT	Senior Management Team
SPSLBS	School Principals Servant Leadership Behaviour Scale
SPSS	Statistical Package in Social Sciences
W	White

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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

Servant leadership by school principals is the lifeblood of improved learner performance (Cerit, 2010). This is so because schools that inculcate the servant leadership are often punctuated by disciplined school principals and teachers that enjoy serving and helping each other and communities where they stay (Crippen, 2010). As a result, the modern society suffers the risk of an individualistic approach to leadership applications that impede educational performance and breeds corruption and incompetence (Adams, Kutty & Zabidi, 2017). However, the conventional leadership models in our society celebrates a capitalist approach towards the leader as a master and the followers as slaves hence the leaders no longer serve their communities wholeheartedly but abuse power and punish their subordinates even within the educational sector (Akram, Haq & Kiran, 2016). By virtue, the current research topic is about an enquiry into the extent to which school management teams apply servant leadership in their schools and how this influences the resultant educational outcomes. The study was motivated by the fact that Gauteng schools are characterised by poor leadership exercised by its school principals together with their school management teams (Basic Department of Education, 2020). There has not been a study to identify and investigate the reasons why this is so, the effects thereof and responsive solutions required to improve the quality of leadership by the school management team collective as servant leaders in their schools and the communities they serve.

Arrington (2015) argued that there are scarce studies that were executed to discuss the role of servant leadership towards learner educational outcomes in South Africa. In addition, Babb (2012) argued that it is imperative to review the relationship between servant leadership practice by school principals towards learner education outcomes. At a global level, there was a study in the United States of America (USA) by Brewer (2010) that examined the application of servant leadership principles within the USA public schools by school principals and noted that USA has a lot of selfish and unsupportive school principals in rural public schools than in urban public schools. Furthermore, in Africa, Ebener and O'Connell (2010) conducted a study for Nigerian school principals' application of servant leadership and how they influenced the academic performances of their learners and found out that, principals who exhibited servant leadership went an

extra mile to provide extra-lessons to slow learners and the learners consequently passed their overall exams well. Within South Africa the Department of Basic Education (2019) concluded that most of South African school principals lack the spirit of servant leadership hence they are rude and produce low academic pass-rates.

The current study seeks to investigate the extent to which School Management Teams apply servant leadership in their schools and how this influence learner educational outcomes. Furthermore, Spears (2010), contended that South African schools should instil servant leadership in its management because this leadership quality showcase humility, sacrifice and service for the community and benefits the most vulnerable or weak in their academic endeavours.

As a way of introduction for this proposal, a background is presented and is followed by a presentation of the ontological framework that form the basis of thought for this research idea. A problem statement that is linked to the main research question is stated with the aim thereof. To realise the aim and provide an answer to the main research question, objectives are provided together with the respective research questions. An epistemological perspective that will be adopted for the study is presented. After outlining the significance of the study, a preliminary literature review is presented with applicable variables defined and described to assert their operationalisation in the study. The research methodology and design are outlined, including the ethical consideration and conclusion.

1.2 THE ONTOLOGICAL FRAME OF THE STUDY

Ontology refers to the standpoint in which a person observes and interprets reality concerning the environment they are in (Yin, 2014). Consequently, the study is feasible and relevant because the researcher is a former Head of Department of Gauteng Department of Education (GDE) for the past decade and gained clear insights towards the challenges of poor application of servant leadership in schools within the Gauteng Province. By virtue of the researcher's previous experience, an understanding of the relevant case studies, that will reflect on the issues concerning the subject, is explored which aids policy intervention. That eventually provides for some elements of ethnographic narratives to feature in the study. An ethnographic narrative refers to

where the researcher tells of a real-life experience in the field being researched. Also, the study is feasible because it is specifically focusing on public ordinary secondary schools in the Johannesburg West District, and the sample size is fairly small and manageable. There are no budget and human resource implications to execute interviews, whether face-to-face or virtually through Microsoft TEAMS, Zoom, observation and administration of questionnaires.

1.3 PROBLEM STATEMENT

Servant leadership refers to the term that was coined by Greenleaf (1970) in the essay titled “The servant as leader” and got attention in both academic and corporate circles due to its emphasis on the leader being the servant of the people rather than being their master. As a result, within the context of Gauteng Department of Education, this study intends to address poor application of servant leadership by School Management Teams (Ling & Ling, 2017) to engender high educational learner outcomes in Mathematics and Science within the Johannesburg West District secondary schools. This is so because there is poor application of servant leadership by School Management Teams because good management often results in better learner outcomes (Department of Basic Education, 2020). Therefore, the study problem it sought to solve was why there was poor application of servant leadership by School Management Teams since its application oftenly results in improved learner outcomes in Science and Mathematics. As a result, literature noted that the School Management Teams ought to be informed about the environment, behaviours and outcomes envisaged of a servant leader to ensure that they will understand and apply it in curriculum delivery and interaction with communities where they work (Arrington, 2015). This necessitates an investigation on the application of servant leadership by School Management Teams in the Johannesburg West District public secondary schools, especially in Mathematics and Science so that the SMT understand how to incorporate it in schools with the intention of improving learner's educational outcomes.

1.4 STUDY AIM

The aim of the study is to evaluate the extent to which School Management Teams apply servant leadership in public secondary schools in the Johannesburg West District, and offer policy insights and recommendations that can enhance the application of servant leadership.

1.5 STUDY OBJECTIVES

The study main objective was to examine the extent to which the servant leadership culture was applied in public schools within Johannesburg West District by SMT. Thus to realise the aim of the study as stated above, the following objectives were pursued:

- To examine the characteristics of servant leadership displayed by School Management Teams.
- To evaluate the application of servant leadership by School Management Teams in public secondary schools.
- To evaluate the potential outcomes of servant leadership through learner performance in Matriculates Science and Mathematics.
- To assess policy insights and recommendations that enhances the application of servant leadership.

1.6 RESEARCH QUESTIONS

The main research question was: what was the extent to which the servant leadership culture was applied in public schools within Johannesburg West District by SMT? In the light of the above-mentioned study objectives, the following research questions were addressed:

- What are the characteristics of servant leadership displayed by School Management Teams?
- How do School Management Teams apply servant leadership?
- What are the potential servant leader outcomes as displayed through learner performance in Matriculates Science and Mathematics?
- What are the policy insights and recommendations as a result of the application of servant leadership?

1.7 RESEARCH ASSUMPTIONS

The testable proposition in this research study is that:

- There is a positive relationship between servant leadership and improved learner performance outcomes in Matriculates Science and Mathematics.
- There is a negative relationship between servant leadership and improved learner performance outcomes in Matriculates Science and Mathematics.

1.8 SIGNIFICANCE OF THE STUDY

The study will help to create a profile of what constitute a servant leader in education and determine its effects towards educational outcomes thereby contribute to the body of knowledge and close the knowledge gap on servant leadership. There is no study conducted about the application of servant leadership in education within Johannesburg West District public ordinary secondary schools, as a result other schools can utilize the findings of the study for improved policy intervention on servant leadership and its envisaged educational value and impact.

The study will bring fresh insights to leadership models that emphasize unselfish service to others. Most leadership theories focus on the leader while servant leadership theory and its application focus on the followers instead of the self-serving, inconsiderate ethics, poor service and values of the conventional oriented leader (Akram et al, 2016). Also, Ling and Ling (2017) argue that there are scarce servant leadership studies within educational settings which further necessitates the need of this study.

The study embraces a mixed research approach while previous studies in the literature showed that most studies in Europe or Africa used a qualitative approach. The mixed research approach will ensure that the data gathered is reliable and enhances the body of knowledge through complimentary efficiency and effectiveness gains owing to a combination that characterises this approach towards data analysis and interpretation. This will give better insights into the subject matter through comprehensive analytical lenses that help to understand the study and gives reliable results that aid policy towards the servant leadership as a tool towards improved education outcomes.

1.9 STUDY DELIMITATIONS

The study shall focus on six public secondary schools in Johannesburg West District as a sample. Generalisation of the results were limited to the identified population. The theoretical stance was derived from the ongoing discourse on servant leadership.

1.10 LITERATURE REVIEW

The existing consulted literature to determine the gaps in the application of servant leadership in Johannesburg West public ordinary secondary schools by School Management Teams and their effects on learner educational outcomes. At a global level, there were numerous studies conducted to examine how servant leadership influence learner outcomes such as Brewer (2010) in the United States of America (USA) and noted that USA requires a lot of teacher servant leaders that serve the people and care for the wellbeing of their students. By virtue, the current study seeks to evaluate the extent to which School Management Teams apply servant leadership in their schools and how this influence educational outcomes. There is no specific study that focused on servant leadership influence on educational outcome by School Management Teams in the Johannesburg West District schools. This study will contribute to the body of knowledge on the application and inculcation of servant leadership. A mixed approach to research will be applied, since previous studies only used qualitative approaches and focused on schools in other areas. There is no specific study looking at servant leadership by School Management Teams within the Johannesburg West District public ordinary secondary schools.

Moreover, Akram et al (2016) argues that servant leadership is appropriate for the context and environment of South Africa. The servant leadership model is premised on sacrifice, humility, ethics, applied authority, gentleness, service to the people and enablement of the community to receive improved service delivery outputs and outcomes. The literature review will define concepts and variables such as servant leader, School Management Teams, Public ordinary secondary schools and organisational culture that are espoused in the research supported by relevant leadership theory. It will also identify the gaps in literature concerning the subject matter hence the need of this study to close those identified gaps in literature concerning the application of servant leadership in Johannesburg West District public ordinary secondary schools.

This is so because most School Management Teams are expected to play a big role as servants to the communities they serve (Ling & Ling, 2017). Instead, most leaders in our society are full of self-serving interest hence they abuse their power and influence and mistreat their subordinates as slaves and themselves as masters (Sikhakane, 2016). Literature shows a study that was done to determine the level of confidence in educational leadership and identified that there are poor leadership qualities in schools (Ling & Ling, 2017). According to Arrington (2015) there is shortage of research output on servant leadership in the educational environment of South Africa which necessitates the need of the current study. Moreover, the schools within South Africa face myriad of challenges hinged on poor leadership or lack of it hence poor educational outcomes (Babb, 2012). This results in fraud, poor financial management and poor educational outcomes at Matric level due to poor management as well as leadership qualities from the school environment setup (Ling & Ling, 2017).

The study further argued that there is high level of workplace organizational aggression, hostility, impoliteness and transgression by school management teams against their students (Spears, 2010). Furthermore, Gauteng Province is increasingly gaining notoriety as the most corrupt province in South Africa and school management teams together with school governing bodies are identified as the main perpetrators of mismanagement of finances and other resources (Crippen, 2010). In addition, Gauteng Province is ranked the first with regards to mismanagement of school finances, unethical conduct and poor self-serving leadership styles hence the school management need servant leadership consciousness (Akram et al, 2016). Another study by Crippen (2010) and Brewer (2010) stressed out the need of transforming schools through people-centred leaders rather than self-centred leaders who have a good moral character and ethical leadership qualities.

1.11 DEFINITION AND DESCRIPTION OF KEY VARIABLES

Servant leadership: A Servant leader puts the interests of people first as he inspires, co-ordinates guides, and direct his subordinates towards a strategic individual, organisational and community common goal (Ling & Ling, 2017). According to Northouse (2016: 226), servant leadership begins with the natural feeling to serve first, and a conscious choice to aspire to lead. In this study servant leadership, will be seen as

an aspiration to serve the people they lead by putting the interest of those led over self-interest with a view to achieve improved performance outcomes.

Public Ordinary Secondary School is defined as a public school or independent school in terms of the South African Schools Act, 1996 (Act No. 84 of 1996). In this study, school refers to public ordinary secondary schools and caters for learners from Grade 6 to 12.

School Management Team (SMT) is constituted in the new educational dispensation of Outcomes Based Education which give leadership guidance, direction and assistance in the teaching and learning context and environment (Mathipa, Magano, Mapotse and Matlabe, 2014). In this study, it refers to the leadership and management collective in a school's administration consisting of Principal, Deputy Principal, and Heads of Department.

Organisational Culture is defined as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. It is these *shared* qualities of a group that make them unique. Culture is dynamic and transmitted to others (Northouse, 2010). In this study, organisation culture as a moderating variable talks to a set of values, aspirations and behaviours that informs and points to the actions of School Management Team as a leadership collective in a school.

1.12 CHARACTERISTICS OF THE SERVANT LEADER

According to Black (2010), the servant leader is the one that puts the interests of the people he is leading first at the expenses of his interests and is full of compassion for others, humility, caring, giving, genuine, people builder, guider, forgiving and encouraging. The study shall dwell more on this issue in the literature review and showcase how it is important for school management teams to understand and apply its principles during serving their communities.

1.13 EFFECTS OF SERVANT LEADERSHIP ON MATHS AND SCIENCE LEARNER OUTCOMES

Literature has shown that most schools with servant leadership culture, their learner outcome is usually higher than those schools with egoistic leadership style from the principal (Greenleaf, 2002). Also, this is so because the success of any institution is

highly dependent on the quality of the leadership it has hence for one to understand the effects of servant leadership on learner outcome, it is imperative to study the relationship between the leaders and the followers (Kumar, 2018). More so, some studies found out that schools without servant leadership culture in their management, they often have demotivated school management teams who are always absent, learners are rude and always fight each other and the overall academic pass-rate is low (Ling & Ling, 2017). This shall be addressed in great details in the literature review in Chapter 2 to determine the relationship between mathematics, science and leadership.

1.14 THEORETICAL FRAMEWORK

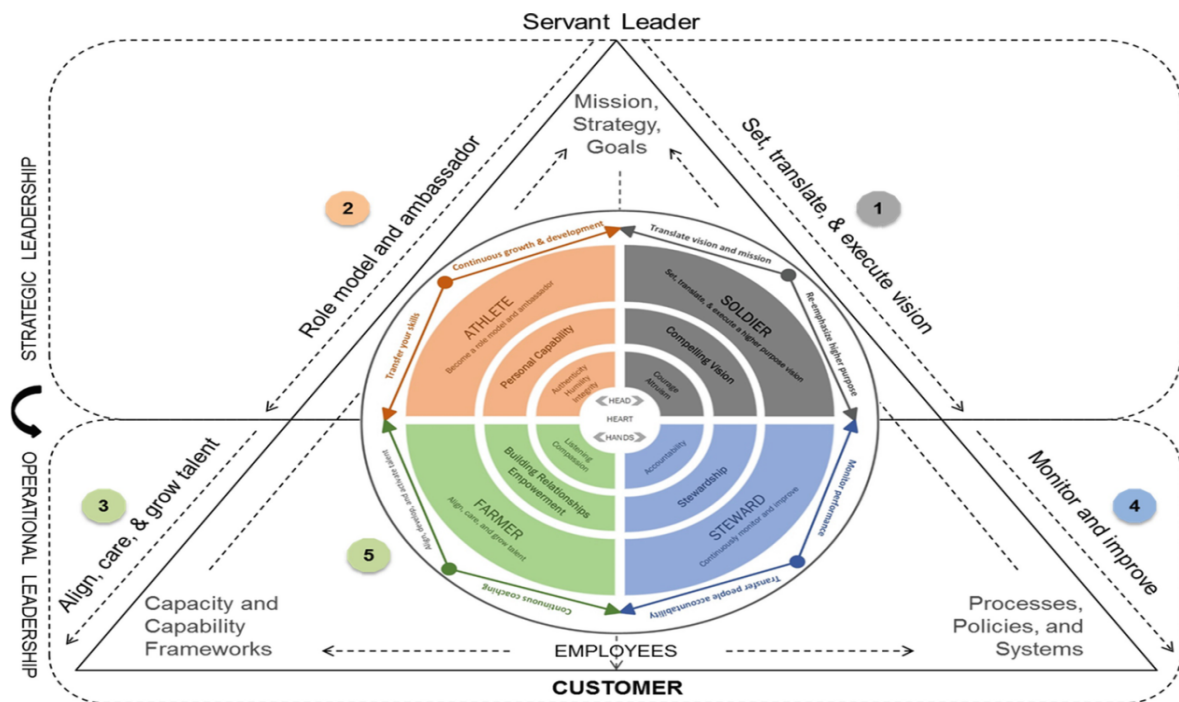


Figure 1: Theoretical framework of servant leadership. Source: (Akram et al (2016).

Servant leadership is a detailed leadership theory and application that began long time ago with the aim of cultivating a serving spirit in leaders (Greenleaf, 1998) and how it grew into a philosophical application to be implemented in organisations (Kumar, 2018), with the aim of building sustainable organizations (Arrington, 2015), in line with the model presented in figure 1 above. The study will employ the above-mentioned theoretical framework that shows that the servant leader humbly service other people and he set, translate and execute organisational vision and he leads through management by objectives principles.

The framework to operationalize servant leadership is presented above showing the three-dimensional perspectives of a servant leader: the heart, the head, and the hands of a servant leader. Also, servant leader characteristics, the operational and strategic servant leader application will be presented in the study. Moreover, the servant leader is an agent of the organization hence disciplined and aligned, care, motivate, grow internal organisational talent and skills for the good of the organisation. Also, the servant leader monitor and improves processes, policies and systems to ensure that there is high capacity and output from everyone in the business hence high profits through establishing a harmonious working environment for all. The chapter will conclude by presenting a standard implementation framework of servant leadership principles within any organisation such as schools. Different questionnaires have been developed in an attempt to measure servant leadership, but there has not been much done on the best way to define and measure the construct.

1.15 GAPS IN LITERATURE

The gaps in literature regarding servant leadership include limited research on the consequences of servant leadership though studies have established positive outcomes such as commitment, self-efficacy and organisation citizenship behaviour. More research is needed to clarify the implications of servant leadership for different stakeholders in the organisation (Yukl, 2013). There is debate among servant leadership scholars regarding the core dimensions of the process. Servant leadership is hypothesized to include a multitude of abilities, traits, and behaviours. To date, researchers have been unable to reach consensus on a common theoretical framework for servant leadership and as a result, the robustness thereof remains limited. Further, research on organisational outcomes of servant leadership is in its initial stages, and studies are required to substantiate the direct and indirect ways that servant leadership is related to organisational performance (Northouse, 2016).

This study seeks to explore the application of servant leadership by School Management Teams and how that affects learner outcomes within the six public ordinary secondary schools in the Johannesburg West District. Most research in the school environment focussed on Servant leadership in relation to school principals, and there has not been any study on this topic focussed on School Management

Teams as a leadership collective within schools, in particular within the Johannesburg west schools. This research focusses on servant leadership as practiced by a collective of School Management Teams (i.e. Principal, Deputy Principal and Heads of Department) in six Johannesburg West schools, an area which has not be researched to date. Furthermore, to determine more gaps in the literature, the study shall also discuss the current policies shortfalls regarding leadership qualities influence on learner outcomes in education in Chapter 2 literature review in detail.

1.16 RESEARCH METHODOLOGY

The methodology section of the study will present the study design, research philosophy, data collection instruments and analysis, target population, sampling techniques, ethical consideration, qualitative and quantitative research techniques such as scale reliability and statistical validity of measurement of items to ensure that the results obtained are accurate and reliable for decision making in line with the study objectives of examining the effects and application of servant leadership in six Johannesburg West District's School Management Teams.

1.17 RESEARCH DESIGN

The study will use a mixed method research approach encapsulating a combination of qualitative and quantitative research survey techniques for the collection and analysis of data from the identified schools. Qualitative research refers to an explanatory investigation into occurrence of a phenomenon (Creswell, 2002) and it determines the factors and reasons behind why and how things are what they are and motivations or heresies punctuating phenomenon (Myers, 2015). This will create meaningful insights towards the problem hence the solution thereof. Therefore, Neuman, (2011), argued that when a researcher collects, measure and analyses data, the research design principles should be applied and utilized holistically in the study:

- The study will use interviews and questionnaires to collect data from the field
- The study data analysis will utilize themes or codes
- The study design will use explanatory and qualitative techniques
- The study will use both inductive and deductive enquiry
- The study will also use observation research techniques

Therefore, the design of the study is important because it is a roadmap that shows the flow of the study and how it addresses the study objectives, literature, theories and methodology in a constructive manner (Yin, 2014) to ensure that there are inclusive results obtained from the study (Saunders, Lewis & Thornhill, 2019).

1.18 RESEARCH PHILOSOPHY

Due to the epistemological perspective adopted, the study remains Interpretivism in terms of paradigm. According to Creswell (2007), interpretivist paradigm refers to where a single phenomenon has multiple interpretations rather than a truth established solely on measurement. This enables a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalise the source of its understanding. The section will focus on the influence of philosophical paradigms towards the research activity in line with (Saunders et al, 2019). This is so because research paradigm provides a clear methodical approach of addressing phenomenon showing the level of interconnectedness of the research methods from the abstract meta-physical context down to the praxis at the height of philosophical paradigms that influence the shape and direction of the study.

This is shown in figure1.2 below:

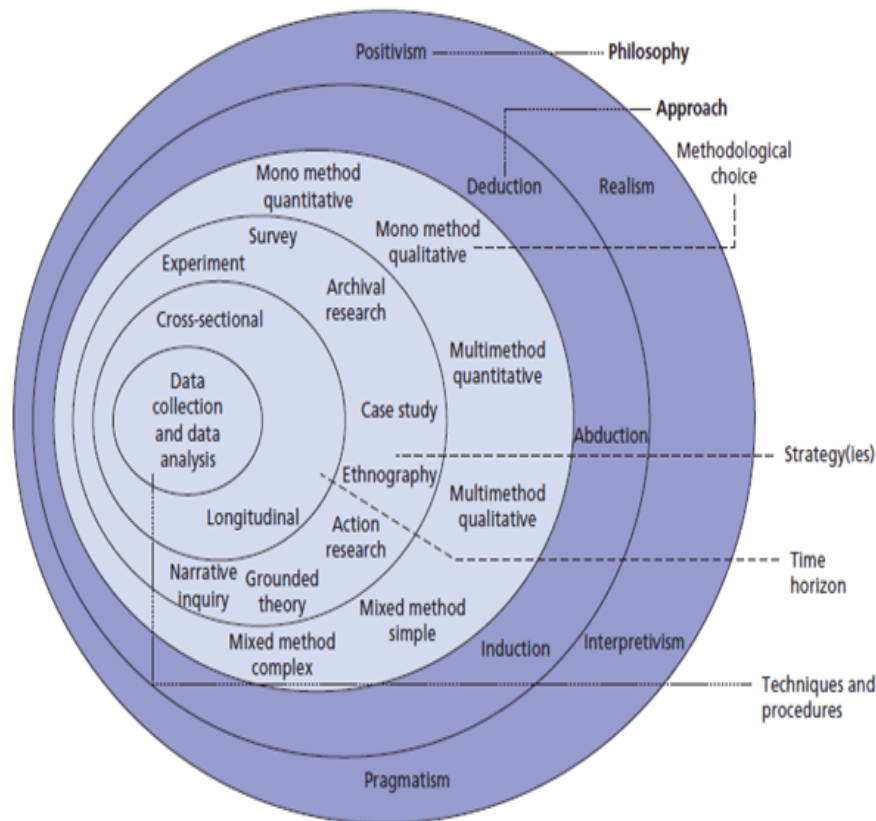


Figure 1.2: Research Onion Model. Source: (Saunders et al, 2019).

This study will adopt Interpretivism as an epistemological perspective. Interpretivism refers to the way a person observes and interprets his reality in the context of their social orientation and background make up (Yin, 2014). Therefore, the researcher observes the study from an Interpretivism and transformational standpoint by virtue of the nature of the problem statement and research questions encapsulated in the study. This is so because the key intention thereof is to unpack the underlying issues around the characteristics and effects of a servant leader to ensure that the knowledge gaps and policy inputs have been identified and effected.

1.19 EXPLORATORY RESEARCH

A study philosophy refers to inherent belief system or innuendos concerning the best approach that is used by the researcher in the process of collection and analysis of data for decision-making (Neuman, 2014), hence this study will use the data collected to infer the causal effects of the phenomenon at hand (Saunders et al, 2019). Data about the extent to which School Management Teams understand and execute the servant leadership principles in six Johannesburg West District schools shall be collected using a survey that is organized and self-administered (Sekaran & Bougie, 2016).

1.20 TARGET POPULATION

Creswell (2007) define a target population as group of the study market whereby an illustration is nominated. The current study target population is six public ordinary secondary schools within the Johannesburg West District. The target population possesses a lot of information concerning their awareness and application of servant leadership characteristics and principles in Gauteng schools and is critical to engage through the use of different techniques such as questionnaire and interviews (Kumar, 2018). Consequently, most studies argue that the target population should be relevant and captures the expected information concerning the subject matter at hand to ensure that reliable results are noted (Myers, 2015). As a result, the study will ensure that the chosen target market consists of all School Management Teams hence it was narrowed down to a sample of six Johannesburg West District public secondary schools as shown below in table 1.1 below because it was a too large population.

Table 1.1: School Management Teams Target Population

Principal	6
Deputy Principal	6
Heads of Department (HoD)	24
Total	36

Source: Researcher

1.21 SAMPLING OF THE STUDY

A sample is a sub-unit of a grouping of the people that will be used in the interviews or survey questionnaires (Newman, 2014). The whole target population of 36 participants will be used, of which 12 will be subjected to interviews and the remainder (24) will be issued with the questionnaires to complete in line with 1.22 hereunder.

1.22 DATA COLLECTION INSTRUMENTS

Study instrument refers to the tool that will be used to collect data in the field (Saunders et al., 2019). The study will use both interviews and questionnaire survey. Semi structured virtual interviews using zoom and teams in view of the COVID- 19 and where feasible face to face interviews with due consideration of COVID-19 protocols to collect data from school management teams in six Johannesburg West Schools (Creswell, 2009). Survey questionnaires were distributed to the interviewees.

1.23 DATA INTEGRITY

Data integrity refers to the manner of ensuring that the research data is free of researchers' bias, is stable and accurate (Creswell, 2003). The study will do a data audit and data flow in line with the data process flow in figure 1 hereunder. The storage, retrieval and processing of the data in this study will be such that it is free from unintended changes.

1.23.1 Transferability

In transferability the study results are utilized again and again by another person in similar contexts (Sekaran & Bougie, 2016). The study will do a thorough description of the research context and assumptions underpinning the research, to ensure that the research can be generalised or transferred to other contexts and settings.

1.23.2 Credibility

Credibility refers to the way the researcher presents the views of the interviewees accurately through a triangulation research approach (Sekaran & Bougie, 2016). This principle will be applied in this research to make sure that the data collected is highly credible and has dependable for results.

1.23.3 Conformability

Conformability is a manner in which the analysis and collection of data is congruent amongst independent persons in order to achieve maximum meaning, accuracy and relevance from the data (Creswell, 2009). The study will ensure conformability through data audit (Myers, 2015).

1.23.4 Trustworthiness

This refers to the manner in which respondents' original ideas have been accurately captured during fieldwork by the researcher (Sekaran & Bougie, 2016). The study will use audio or video recording devices to ensure that the data captured is trustworthy.

1.23.5 Dependability

Dependability refers to the extent to which the same data is consistent and accurate hence can be used at different times during numerous contexts and conditions and still remain reliable (Myers, 2015). Stepwise replication will be used to contrast the results from the individual analysis of different researchers in order to achieve dependable data integrity (Sekaran & Bougie, 2016).

1.24 DATA ANALYSIS

Data analysis seeks to transform data into information (Saunders et al., 2003) to eliminate bias (Sekaran & Bougie, 2016). Responses were captured through the Statistical Package in Social Sciences (SPSS) that will allow for conversion to MS Excel Spreadsheet format. A thematic narration was made to develop frequencies that will assist in creating patterns for graphic presentation. The data analysis process flow hereunder will be used in the research as shown in figure 3.

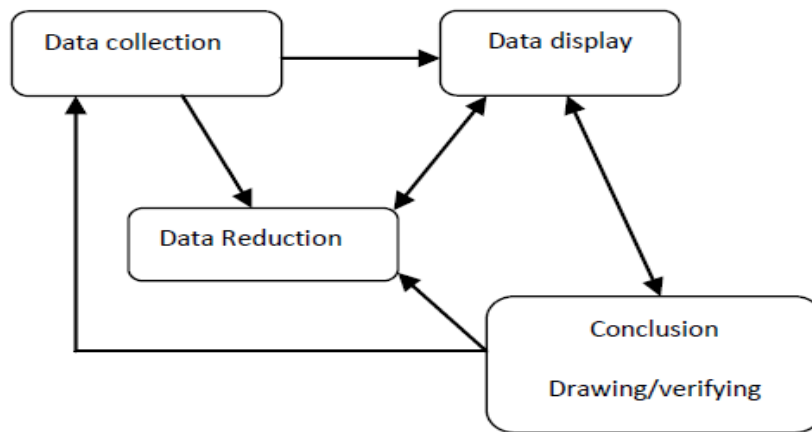


Figure 3: Data Analysis Interactive Model: Source: (Saunders et al, 2019).

1.25 ETHICAL CONSIDERATION

The study used high level ethical consideration principles to ensure that there is high level of respondents and interviewees privacy of personal information, avoiding endangering the respondents or safety guarantees and their responses will remain anonymous through a numerical coding system to avoid contestants' real names, surnames for anonymity sake (Creswell, 2007). The study will ensure this through guaranteeing secrecy by making sure respondents sign a voluntary agreement whereby they give consent to participate or not to participate before the questionnaires distribution process begins. Also, all the information gathered in the study shall be kept in a lock and safe environment to ensure it is not tampered with and also the study purpose will be communicated to respondents before the commencement of the data collection phase (Sekaran & Bougie, 2016). This will ensure that respondents are aware of the study purpose and what they are responding to enable reliable input to be given by them to guarantee reliable results from the fieldwork (Myers, 2015). Also, the participants who cannot understand the language of the interviews, the researcher will

interpret to the participant (Saunders et al, 2019). Every participant shall be treated fairly without prejudice or discrimination (Sekaran & Bougie, 2016).

1.26 CONCLUSION

The Chapter presented the back ground and introduction of the study and went further establish the aim and significance of the study, problem statement, objectives and research questions. It was noted that servant leadership culture from the principal have a great influence towards the successful performance outcome of learners (Ling & Ling, 2017) hence needed to be explored further within the context of Johannesburg West Schools in Gauteng Province. This will be expanded to look at the leadership collective within a school in a form of the SMT. Moreover, the chapter briefly reviews literature and theoretical framework concerning servant leadership application in public schools as well as the methodology underpinning the study. Therefore, the following chapter shall dwell more on the literature review and theoretical framework of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The chapter shall present the literature review concerning the theory and application of servant leadership in organisations, define and describe key variables within the study. The previous chapter showcased the generic overview of the whole thesis and this chapter builds on the previous chapter. This chapter demonstrates and critiques global, African continental and South African literature on the application of servant leadership. Thereafter the chapter will critique the (Autry, 2019) theoretical framework of servant leadership model in schools to establish the theoretical framework of the study.

2.2. LITERATURE REVIEW

The section shall critique the global and local literature of servant leadership as well as definition of key terms concerning the topic at hand. The review will not only capture or describe the rudimentary instructional leadership tenets, but also shall critically examine the existing published theory regarding the servant leadership practice in institutions.

2.2.1 Definition and description of key variables

Servant Leadership: Leadership refers to the act of inspiring, coordinating, planning, guiding and directing others to achieve a common strategic organizational or communal goal (Anderson, 2019). However, Northouse (2016: 53) define leadership as a process whereby an individual influences a group of individuals to achieve a common goal. In this study, leadership will be defined as a process of creating a vision, innovation and inspiring people to work towards a defined future state. A Servant leader puts the interests of people first as he inspires, co-ordinates guides and direct his subordinates towards a strategic individual, organisational and community common goal (Babakus, Yavas & Ashill, 2018). According to Northouse (2016: 226), servant leadership begins with the natural feeling to serve first, and a conscious choice to aspire to lead. However, there is no consensus regarding the definition of the term 'servant leadership' because the concept of servant leadership is applied and analysed in numerous cultures and setting resulting in different instruments being forwarded as yardsticks to determine servant leadership (Bennis, 2017). Therefore, in this study servant leadership, will be

seen as an aspiration to serve the people they lead by putting the interest of those led over self-interest with a view to achieve improved performance outcomes.

Public ordinary secondary school is defined as a public school or independent school in terms of the South African Schools Act, 1996 (Act No. 84 of 1996). In this study, school refers to public ordinary secondary schools and caters for learners from Grade 6 to 12.

School Management Team (SMT) is constituted in the new educational dispensation of Outcomes Based Education which give leadership guidance, direction and assistance in the teaching and learning context and environment (Coyle, 2017). In this study, it refers to the leadership and management collective in a school's administration consisting of Principal, Deputy Principal, and Heads of Department.

Organisational Culture is defined as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. It is these *shared* qualities of a group that make them unique. Culture is dynamic and transmitted to others (Northouse, 2010). In this study, organisation culture as a moderating variable talks to a set of values, aspirations and behaviours that informs and points to the actions of School Management Team as a leadership collective in a school.

2.2.2. Conceptual framework of key variables

The figure 2.1 below describes the inter-relationship between the servant leadership independent, moderating and dependent variables and how they influence each other. Servant leadership as an independent variable has a cause and effect relationship with the school management teams and public ordinary secondary schools as dependent variables. The environment, servant leadership principles and characteristics as well as the performance outcome variations are a subject under study to test the effect and impact of servant leadership on them. Organisational culture plays the role of a moderating variable that can either strengthen, negate and diminish or otherwise change the association between independent and dependent variables or the direction of the relationship.

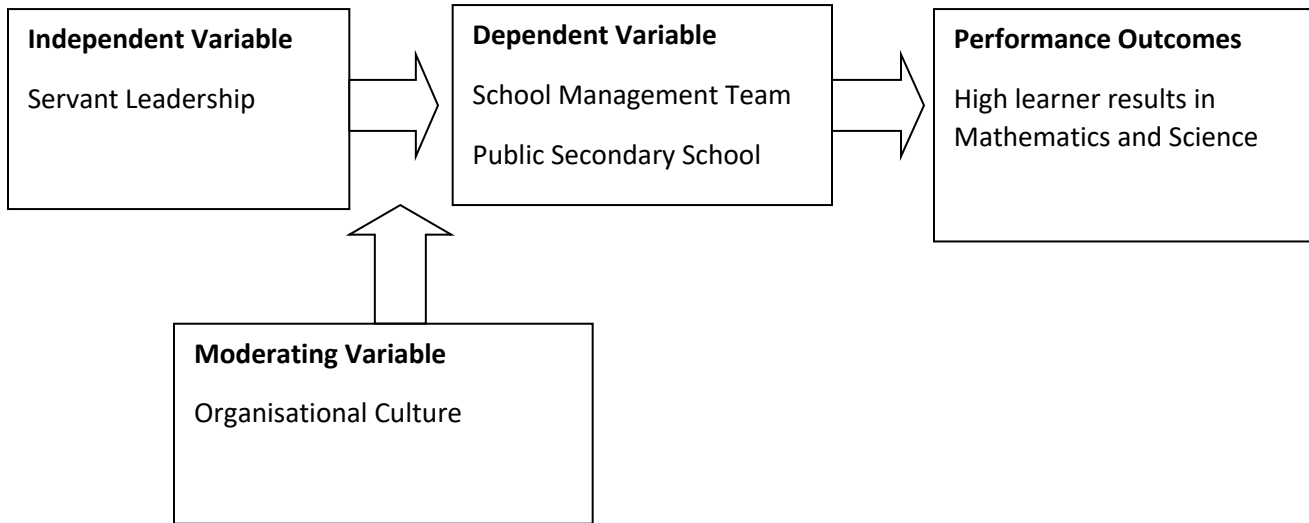


Figure 2.1 Servant Leadership attributes

Source: Researcher

2.2.3 Conceptualisation of servant leadership

The concept and application of servant leadership dates back to the days of old testament Jesus Christ who exhibited great servant leadership spirit to the society he served and the current examples of servant leaders in the twenty first century are: Mother Theresa, Nelson Mandela and Mahatma Gandhi (Kumar, 2018). Moreover (Blanchard, Blanchard & Zigarmi, 2010) argued that the world becomes a better place if we have servant leaders because their interest serves the good of the whole nation hence needs a special leader to fulfil those interests: a servant leader. The servant leadership is important because organisations depends it for their guidance and growth hence the study of leaders and followers. The more profound leadership theory adopted by numerous organisations is called servant leadership that was propounded by Green leaf in 1970 (Northouse, 2016). Moreover, servant leadership is different from various leadership styles that encourage the growth of the business ay any costs without considering the concerns and interests of the people in that organisation (Greenleaf, 1977). Thereafter, after establishing a sense of purpose and direction in people, the servant leader then focuses on improving their followers to fulfil their dreams and organisational goals (Blanchard et al, 2010).

2.3 CHARACTERISTICS OF A SERVANT LEADER

According to Black (2010), a servant leader is the one that puts the interests of the people he is leading first at the expenses of his interests and is full of compassion for others, humility, caring, giving, genuine, people builder, guider, forgiving and encouraging. The study shall dwell more on this issue in the literature review and showcase how it is important for school management teams to understand and apply its principles during serving their communities. Moreover, the section shall present the attributes of a servant leader.

2.3.1. Provide Others Service

The spirit and principle of servant leadership begins when the leader focus on serving the interest of others first rather than himself or herself (Greenleaf, 1970). The servant leader is driven by the insatiable desire to see others succeed and drive that energy towards the success of his organisation (Cerit, 2009).

2.3.2 Encouraging a sense of community belonging

Greenleaf argued that for a successful organisation to be established, the followers need to feel loved and appreciated well in the same way they feel when they belong to their own native communities (Greenleaf, 1970). He went further to say that the organisations should create an atmosphere that encourages the spirit of community to emerge amongst the followers (Chan, 2017).

2.3.3 Holistic Work Ethic

The servant leader motto is that: "The work exists for the person as much as the person exists for the work" (Greenleaf, 2008). Therefore, the servant leader ensures that people are happy always at work. He encourages a stress free working environment for people. Thus the servant leader believes and supports his followers to express themselves freely and stay motivated always at work so that they can deliver their work targets inspired (Cerit, 2009).

2.3.4 Sharing of Power in Decision-Making

Greenleaf (1970) argued that followers enjoy to work in an environment whereby they are free, motivated and trusted hence most institutions ought to transform their working environment likewise. This was further supported by (Cerit, 2009) who stressed out that: “Leaders enable others to act not by hoarding the power they have but by giving it away”. Therefore, to foster the spirit of servant leadership at schools, the school Principals can establish a harmonious environment that encourage educators to participate in decision making, delegating more work and accountability, rewarding hard work and autonomy towards the pedagogy used by teachers (Dennis & Bocarnea, (2015). In addition, educators enjoy being appreciated, given leadership and to work through team work (Chan, 2017).

2.4 BEHAVIORAL CHARACTERISTICS OF A SERVANT LEADER

Greenleaf (1970) argued that the servant leadership spirit is inborn and can be offered through a self-searching exercise towards selfless giving to others. Moreover, (Crippen, 2015) contended that any servant leader ought to conduct a self-soul search to why they want to be a servant leader because principle, values and ethics are the cornerstone of a servant leader. In that vein, the Behavioural theorists such as (Stone, Russell & Patterson, 2014) argued that there are numerous key leadership characteristics within Greenleaf’s work and they greatly support personal characteristics rather than any other leadership style and these characteristics are:

Healing: (Greenleaf, 1970, p. 19) stated that the servant leaders should be whole in oneself so that he could be sensitive to the challenges of others and heal them when they come for comfort to him.

Listening: (Greenleaf, 1970, p.10) argued that a servant leader should be a good listener because “Only a true natural servant accepts and never rejects but automatically responds to any problem by listening first” and empathise with their followers before they provide a solution to that problem.

Persuasion: The servant leader is 'persuasive, gentle and not coercive' according to (Greenleaf, 1970, p. 3-4) and uses personal instead of positional power to persuade followers hence fulfil the organizational strategic objectives.

Conceptualisation: A servant leader is master strategists that foresee problems and establish a solution for them before they happen (Greenleaf, 1970, pp. 23-25).

Foresight: (Greenleaf, 1970, p. 16) contended that a servant leader is visionary because “Prescience, or foresight, is a better than average guess about what is going to happen when in the future”.

Stewardship: (Greenleaf, 1970, p. 14) contested that a servant leader believes in the growth and development of his followers because “the secret of institution building is to be able to weld a team of such people by lifting them up to grow taller than they would otherwise be.”

Building community: (Greenleaf, 1970) argued that servant leaders should build a sense of community and belonging to followers because modernisation has destroyed a sense of community and togetherness in followers.

2.5 SERVANT LEADERSHIP EFFECT ON LEARNER OUTCOMES

Literature has shown that most schools that apply servant leadership, their learner outcome is usually higher than those schools with egoistic leadership style from the principal (Greenleaf, 2008). Also, this is so because the success of any institution is highly dependent on the quality of the leadership it has hence for one to understand the effects of servant leadership on learner outcome, it is imperative to study the relationship between the leaders and the followers (Kumar, 2018).

Moreso, some studies found out that schools without servant leadership organisation culture in their management, they often have demotivated school management teams who are always absent, learners are rude and always fight each other and the overall academic pass-rate is low (Ling & Ling, 2017). In addition, (Consoy 2018) contended that servant leadership is an inherent force that leaders use to inspire the call to serve in their employees that culminate in harmonious team spirit, inspired teachers and organizational citizen behaviour. The end result of it all is organisational growth and dedicated and inspired teacher that have strong drive to teach well and have great educational outcome (Kumar, 2018). Furthermore, (Mahembe & Engelbrecht, 2018) argued that servant leadership culture results to an improved sense of belonging in teachers, hence positive learner outcome.

According to (Chinyerere, 2018), servant leadership spirit also leads to positive work climate that in turn has positive impact on job satisfaction and school educational outcomes (Autry, 2019). The dictum servant leadership ensures that followers are inspired, and there is a sense of equality or fairness towards addressing disputes at schools (Van Dierendonck, 2017). This increases trust in the leader by the teachers or followers and would like to give their best at work to ensure that there is high academic pass-rate within their school (Chan, 2017).

2.6 CHALLENGES IN IMPLEMENTING SERVANT LEADERSHIP

The great challenge towards subscribing to servant leadership by educators and principals in the education sector is that the practice of servant leadership is a function of the heart and personal conviction (Sipe & Frick, 2015). As a result, if the teacher or principal does not want to change his or her behaviour to serve, then it is hard to embrace or enforce the practice of servant leadership organisational culture in a school (Ekundayo, 2016). Moreover, the other challenge that principals face towards enforcing the servant leadership in schools is that there will be high resistance from educators who do not believe in servant leadership (Sousa and Van Dierendonck, 2017). Usually, their resistance results in educator unrest, property destruction and absenteeism from school as well as poor learner outcome and (Autry, 2019). Another challenge of implementing servant leadership in schools as noted by (Autry, 2019) is that some educators believes that they should be remunerated more if they should practice servant leadership at work place (Chan, 2017).

The challenge most principals face is to constantly inspire or motivate their educators so that they can stay motivated to practice servant leadership at schools without additional incentives for them (Mahembe et al., 2016). Some of the challenges raised in some studies concerning the practice of servant leadership in schools are the resistance for change, schools culture and the lack of understanding concerning the servant leadership philosophy (Chinyerere, 2018). Some studies argue that teachers' belief system or religion against the practice of servant leadership is the key impediment against its practice in schools (Chan, 2017).

Furthermore, another barrier towards the practice of servant leadership in schools is political climate of that country in question because if a country makes the practice of

servant leadership a policy priority, then educators and principals will practice servant leadership culture in their schools through a top-down accountability framework (Autry, 2019). However, some countries criticise servant leadership as making people docile, passive and being unrealistic hence governments do not prioritise it as a policy outcome in their countries (Chan, 2017).

2.7 GLOBAL CONTEXT

The key study concerning the servant leadership theory application in European institutions in the modern times was conducted by (Kumar, 2018) who examined the cross- cultural, contextual and cultural analysis of thirty-nine empirical studies as well as 27 journals during 2006 and 2017. Kumar noted that approximately 44% of those studies were done within the educational context hence their findings are relevant for policy within the educational context since educators and principals are the key people to apply servant leadership principles at school. (Kumar, 2018) further asserted that his findings were in agreement with numerous studies concerning the attributes of a servant leader that he or she is 'selfless' and enjoys to serve others even at their expense. Moreover, (Yukl, 2013) further stressed that servant leadership is a futuristic and holistic manner to control an institution.

Another global study concerning the servant leadership within the educational environment in Asia was conducted by (Von Fischer & De Jong, 2017). This study used a quantitative approach to determine the educator's views towards their principals' servant leadership qualities and how it correlated with educator job satisfaction based on questionnaires distributed through the survey monkey on internet. The study concluded that servant leadership has numerous characteristics to define hence it could not be fully explored within one or two constructs hence there was a binary co-relationship between a teacher being a servant leader to his principal and a principal also being a servant leader to his teachers. Also, the study noted that the educators have a positive perceptions of servant leadership qualities towards their principals because they (principals) were motivating them (teachers), encouraging them and healing them with kind words when they face emotional and physical challenges that were affecting their work. This study therefore recommended that the principals needed to praise their

teachers for hardworking and encourage them to go for refresher course training towards embedding servant leadership in them.

As such, the above findings by (Chan, 2017) resonate well with a quantitative study conducted by (Ekinci, 2015) in Europe through a positivist paradigm using a sample of 262 educators and descriptive statistics of Correlation Exploratory Factor Analysis (EFA) technique. This study focused on the establishment of a scale that describe servant leadership and a conducive environment for educators and principals to demonstrate servant leadership qualities in schools based on a five dimensional index notably: humility, empathy, altruism, justice and integrity. The conclusion of the study was that the School Principals Servant Leadership Behaviour Scale (SPSLBS) was valid and reliable. Moreso, the study noted that it was the principal's responsibility to create a harmonious environment that encourage a teacher to exhibit servant leadership qualities. Furthermore, the study noted that the school management should be openly appreciate and reward teachers and principals that showcase servant leadership qualities. However, the weakness of the (Ekinci, 2015) study was that it was based on one quantitative research technique to explore the perspectives of educators without including the school management body too and learners. Whereas, if the study blended a qualitative dimension in it, it could have captured important insights from all the relevant stakeholders thereby enrich the results and responsive recommendations thereof.

2.8 AFRICAN CONTEXT

Within Africa, there were a lot of studies that were conducted concerning the subject of servant leadership in educational sector. The key study was done by (Chinyerere, 2018) who contended that servant leadership is useful only if it encourages service to others thereby encourage team work, organisational outcome and citizen behaviour. This study focused on the retail sector in Zimbabwe. The study applied quantitative approach, used a positivist lens and concluded that servant leadership culture should be included in curriculum and educator's pedagogy during training before he or she becomes a teacher. Also, the findings of this study add to the body of knowledge through innovative models about servant leadership implementation in schools and retail sector.

The conceptual framework used by the study (Chinyerere, 2018) applied servant leadership characteristics such as (emotional healing, altruism, organisational stewardship and persuasive mapping) as an independent variable. The dependent variables were work place spirituality, team-work and organisational citizen behaviour. Moreover, the study used a questionnaire to gather data from 2500 respondents and SPSS21 to process and analyse that data. The research strategy applied too was structured and used a survey methodology approach because it provided a systemic way to gather data, analyse information and report it back logically.

The main finding of this study was that servant leadership influences organisational commitment and improves learner outcome if it is used in education sector. In addition, (Chinyerere, 2018) argues that his findings are congruent to those of (Mahembe & Engelbrecht, 2018) who asserts that the perceptions of social support from the leader in the work place have also been shown to be positively associated with organisational commitment. However, the main weakness of the (Chinyerere, 2018) study was that it was quantitative only and did not use interviews to capture the respondents (management and employees) input hence a mixed method approach could have strengthened the results of the study. Secondly, this study was conducted in the retail sector, hence the need for studies in the school settings involving the teachers and principals.

Another study on an African context was done by (Ekinci, 2015) and examined servant leadership in 30 schools broken down into 10 schools from Central Africa, 10 Western Africa and 10 Southern Africa. The study used a mixed method approach and concluded that servant leadership is significant towards improved motivation of teachers at work and learner outcome. The study also noted that it was the responsibility of both teachers and principals to ensure they create an atmosphere that supports servant leadership in schools. However, the challenge of the study is that it only focused on government schools and did not include private schools input.

2.9 SOUTH AFRICAN CONTEXT

Within South Africa, there are few studies that were done to examine the influence of servant leadership in schools because most of the existing studies concerning South Africa, they focused more on private sector businesses rather than educational context (Mahembe & Engelbrecht, 2018). Therefore, this study is one of the key studies that is examining the issue of servant leadership within the educational context. As a result, the South African Government introduced the Batho Pele White Paper in 1997 (People first) principles to ensure that public servants should put people first when they provide services to them (DPSA, 2019) as indicated by the slogan: “We belong, we care, and we serve” (etu.org.za/toolbox/-/docs/-govern/bathopele.html). This people first approach was supported by the eight principles of better service delivery and notably transparency, transparency, value for money, consultation, access, persuasion, courtesy, redress and service standards (Burton & Peachey, 2016). Furthermore, the Batho Pele principles were introduced to improve public schools. The South African Constitution Act 108 of 1996 argues that civil servants ought to put their people’s interests first when they service them through professionalism transparency. This is all in line with servant leadership.

The key study conducted within South Africa concerning servant leadership was done by (Mahembe et al, 2016). This study focussed on analysing the relationship between servant leadership, affective team commitment and team effectiveness between teachers and principals in schools. As such, the study used a positivist lens on a non - probability sample constituted by 288 principals and teachers who were drawn from 38 schools in the Western Cape province in South Africa.

The study used item analysis, confirmatory factor analysis to analyse the data and found that effective leadership was a result of the servant leadership practice in schools. Schools that applied servant leadership had a positive educational outcome whereas schools that did not apply servant leadership had weak leadership and poor educational outcomes (Mahembe, *et al.*, 2016). The study also noted that the principal as a servant leader, would likely provide some co-ordination, coaching and organisational development that results in improved learner outcome within schools.

Another complimentary study concerning servant leadership in schools in South Africa was executed by (Muller et al, 2018). This study focused on examining the views of school principals concerning the impact of servant leadership on organisational performance in the Eastern Cape province of South Africa. The study used a quantitative approach and data was gathered through questionnaires. The study conclusion used logical reasoning of regression analysis. The prominent finding of the study was that servant leadership has a positive and significant impact on organisational performance and leads to positive educational outcomes within those examined schools (Muller *et al*, 2018).

Also, the study recommended that leaders ought to create a conducive environment for the practice of servant leadership, should have authenticity, affection and empathy for other people in schools they manage. The study argues that leaders should lead by example and be role models. However, the limitation of the (Muller *et al*, 2018) study was that it did not clearly establish a causal link between successful leadership styles and improved performance outcomes in schools. However, to a limited extent it does illuminate successful variables that could help to improve leadership and teaching at schools.

2.10 THEORETICAL FRAMEWORK OF SERVANT LEADERSHIP

This theoretical framework of the study is an extension of the theoretical framework by Greenleaf (2008). The theoretical framework is underpinned by Greenleaf (2008) remarks that “Servant leadership begins with the natural feeling that one wants to serve, to serve first. Then the conscious choice brings one to aspire to lead. The best test is: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?”

By virtue, the study utilised the theoretical framework proposed by (Akram et al, 2016) as shown in figure 2.1 below. The study adopted this theoretical framework because this model of servant leadership is appropriate for the context and environment of South Africa. Moreover, the existing literature was explored to determine the gaps in the application of servant leadership principles in Johannesburg West Schools by School Management Teams and their effects on learner outcome. As a result, at a global level, there were numerous studies conducted to examine how servant leadership principles influence learner outcomes such as Brewer (2010) in the United States of America

(USA) and noted that USA requires a lot of teacher servant leaders that serve the people and care for the wellbeing of their students. By virtue, the current study seeks to evaluate the extent to which School Management Teams apply servant leadership in their schools and how this influence educational outcomes. There is no specific study that focused on servant leadership influence on educational outcome in the Johannesburg West District's School Management Teams. This study will contribute to the body of knowledge on the application and inculcation of servant leadership. A mixed approach to research will be applied since previous studies only used qualitative approaches and focused on specific schools in other areas. There is no specific study looking at servant leadership by School Management Teams within the Johannesburg West District schools.

Furthermore, (Smith, 2015) argues that servant leadership is appropriate for the context and environment of South Africa. The servant leadership model is premised on sacrifice, humility, ethics, applied authority, gentleness, service to the people and enablement of the community to receive improved service delivery outputs and outcomes. The literature review will define and describe key variables such as servant leader, public ordinary secondary schools, school management teams and organisational culture classified as independent, dependent and moderator variables. It will also identify the gaps in literature concerning the subject matter hence the need of this study to explore the identified gaps in literature concerning servant leadership by SMTs in public ordinary secondary schools in the Johannesburg West District.

This is so because most School Management Teams are expected to play a big role as servants to the communities they serve (Ling & Ling, 2017). Instead, most leaders in our society are full of self-serving interest hence they abuse their power and influence and mistreat their subordinates as slaves and themselves as masters (Sikhakane, 2016). Literature shows a study that was done to determine the level of confidence in educational leadership and identified that there are poor leadership qualities in schools (Ling & Ling, 2017). According to Arrington (2015) there is shortage of research output on servant leadership in the educational environment of South Africa which necessitates the need of the current study. Moreover, the schools within South Africa face myriad of challenges hinged on poor leadership or lack of it hence poor educational outcomes (Wong & Davey, 2017). This results in fraud, poor financial management and poor

educational outcomes at Matric level due to poor management as well as leadership qualities from the school environment setup (Ling & Ling, 2017).

The study further argued that there is high level of workplace organizational aggression, hostility, impoliteness and transgression by school management teams against their students (Spears, 2010). Furthermore, Gauteng Province is increasingly gaining notoriety as the most corrupt province in South Africa and school management teams together with school governing bodies are identified as the main perpetrators of mismanagement of finances and other resources (Crippen, 2015). In addition, Gauteng Province is ranked the first with regards to mismanagement of school finances, unethical conduct and poor self-serving leadership styles hence the school management need servant leadership consciousness (Yin, 2013). Another study by Crippen (2015) and Brewer (2010) stressed out the need of transforming schools through people-centred leaders rather than self-centred leaders who have a good moral character and ethical leadership qualities.

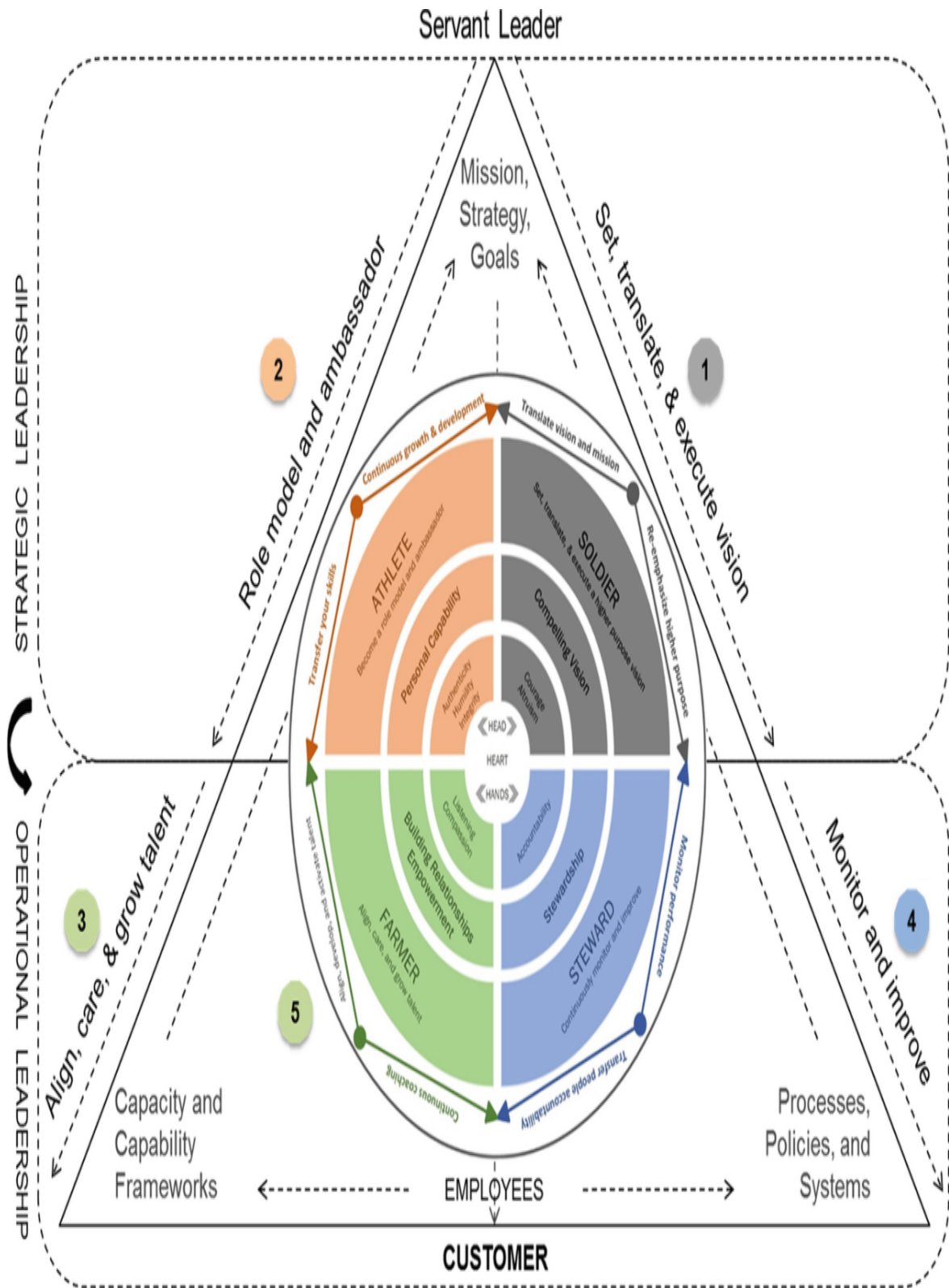


Figure 2.2: Theoretical framework of servant leadership

Source: (Kumar, 2018)

2.11 THEORITICAL FRAMEWORK FOR THIS STUDY

Servant leadership is a detailed leadership theory and application that began long time ago with the aim of cultivating a serving spirit in leaders (Greenleaf, 2008) and how it grew into a philosophical application to be implemented in organisations (Kumar, 2018), with the aim of building sustainable organizations (Arrington, 2015), in line with the model presented in figure 2.2 above. The study will employ the above mentioned theoretical framework that shows that the servant leader humbly service other people and he set, translate and execute organisational vision and he leads through management by objectives principles. Thereafter, the servant leader is also a role model and ambassador of the organisation he works for. Contextually, the principal as a servant leader, provides strategic leadership and communicates the vision of his school towards his teachers and learners so that they can understand and implement it accordingly.

Moreover, the framework to operationalize servant leadership was presented above showing the three dimensional perspectives of a servant leader: the heart, the head, and the hands of a servant leader. Also, the principal as a servant leader ensures that he aligns, care and grow talent of his teachers thereby supports them to fulfil the educational outcomes at hand. The servant leader then monitors and support his employees towards the attainment of educational outcomes. Furthermore, the servant leader is an agent of the organization hence disciplined and aligned, care, motivate and grow internal organisational talent and skills for the good of the schools they work at. Also, the servant leader monitor and improves processes, policies and systems to ensure that there is high capacity and output from everyone in the business or school hence high profits or learner outcomes through establishing a harmonious working environment for all.

2.12 THE GAPS IN LITERATURE

The gaps in literature regarding servant leadership ranges from a global level to a South African local context insight. For example, globally there is a limited research on the consequences of servant leadership on learner outcomes though studies have established positive outcomes such as commitment, self-efficacy and organisation citizenship behaviour as key fundamentals towards the practice of servant leadership in an organisation especially in Africa (Kumar, 2018). Furthermore, there is no one

standard definition of the term servant leadership hence there is confusion on how to define and determine its efficacy (Kumar, 2018). This is so because Greenleaf argued that servant leadership is a way of life instead of being a technical principle used in organisations. Therefore, the literature does not go further to demonstrate how servant leadership can be empirically tested hence it is hard to institutionalise servant leadership within an organisation (Ebener & O'Connell, 2021).

Consequently, at a global level (Sipe & Frick, 2015) formulated the seven pillars of servant leadership framework which they claimed that it enables corporations and educational institutions to practice servant leadership in their organisations. Contrary (Kumar, 2018), critiques the numerous criteria or instruments of measuring servant leadership as flawed because there is no one standard characteristic whereby the definition and theoretical framework of servant leadership can be built upon. This is further noted in the literature review other theories such as XLM theory by (Ebener & O'Connell, 2021) that is being applied to determine servant leadership by arguing that relationships are influenced by mutual trust, obligation and respect. Therefore, this XLM theory was supported by (Stone et al, 2014) because it encourages the relationship between the leader and follower in a similar way with the servant leadership theory.

By virtue, more research is needed to clarify the implications of servant leadership for different stakeholders in the African context organisations (Yukl, 2013). There is debate among servant leadership scholars regarding the core dimensions of the process. Servant leadership is hypothesized to include a multitude of abilities, traits, and behaviours. To date, the main gap in the literature lingers on the fact that researchers have been unable to reach consensus on a common theoretical framework for servant leadership and as a result the robustness thereof remains limited (Kumar, 2018). Further, research on educational outcomes of servant leadership is in its initial stages in South Africa hence studies are required to substantiate the direct and indirect ways that servant leadership is related to school performance to close that gap (Northouse, 2016).

This study seeks to explore the application of servant leadership by School Management Teams and how that impacts on learner outcomes within the six identified schools in the Johannesburg West District. Most research in the school environment focussed on Servant leadership in relation to school principals, and there has not been any study on this topic within the Johannesburg west schools. This research focusses

on servant leadership as practiced by a collective of School Management Teams (i.e. Principal, Deputy Principal and Heads of Department) in six Johannesburg West secondary schools, an area which has not been researched to date. While most studies focussed on the application of servant leadership characteristics by school principals, this study looks at servant leadership holistically, and focus is on the leadership collective of the school management team which consists of the school principal, deputy school principal and heads of department while previous studies focussed only on school principals.

2.13 CONCLUSION

The chapter successfully presented the literature review concerning the theory and application of servant leadership in schools. The key variables were defined and described, characteristics and principles of a servant leader explored and outcome of servant leadership on learner outcome presented. The previous chapter displayed the generic overview of the whole thesis and this chapter builds on it. Therefore, the current chapter demonstrated and critiqued the global, African and South African literature on servant leadership in schools. The chapter also presented the theoretical framework of servant leadership and various models in schools (Akram et al, 2016). The following chapter shall present the methodology of the study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The methodology chapter of the study will present the design, research philosophy, data collection instruments and analysis, target population, sampling techniques, ethical consideration, qualitative and quantitative research techniques such as scale reliability and statistical validity of measurement of items to ensure that the results obtained are accurate and reliable for decision making in line with the study objectives of examining servant leadership in six Johannesburg West District's School Management Teams.

3.2 STUDY DESIGN

Research design refers to a tactical plan or plan of action which lays out key factors of a research study (Nieuwenhuis, 2007). The study will use a mixed method research approach encapsulating a combination of qualitative and quantitative research survey techniques for the collection and analysis of data from the identified schools by virtue of pragmatism research paradigm. Qualitative research refers to an explanatory investigation into occurrence of phenomenon (Creswell, 2002) and it determines the factors and reasons behind why and how things are what they are and motivations or heresies punctuating phenomenon (Myers, 2015). This will create meaningful insights towards the problem hence the solution thereof. Neuman (2011), argued that when a researcher collects, measure and analyses data, the research design principles should be applied and utilized holistically in the study:

- The study will use interviews and questionnaires to collect data from the field
- The study data analysis will utilize themes or codes
- The study design will use explanatory and qualitative techniques
- The study will use both inductive and deductive enquiry
- The study will also use observation research technique

The design of the study is important because it is a roadmap that shows the flow of the study and how it address the study objectives, literature, theories and methodology in a constructive manner (Von Fischer & DeJong, 2017) to ensure that there are inclusive

results obtained from the study (Saunders, Lewis & Thornhill, 2019). Moreover, the study shall use the mixed methods approach contextual to pragmatism, positivism and Interpretivism research philosophies as propounded by (Saunders, Lewis & Thornhill, 2019) in the figure 3.1 below.

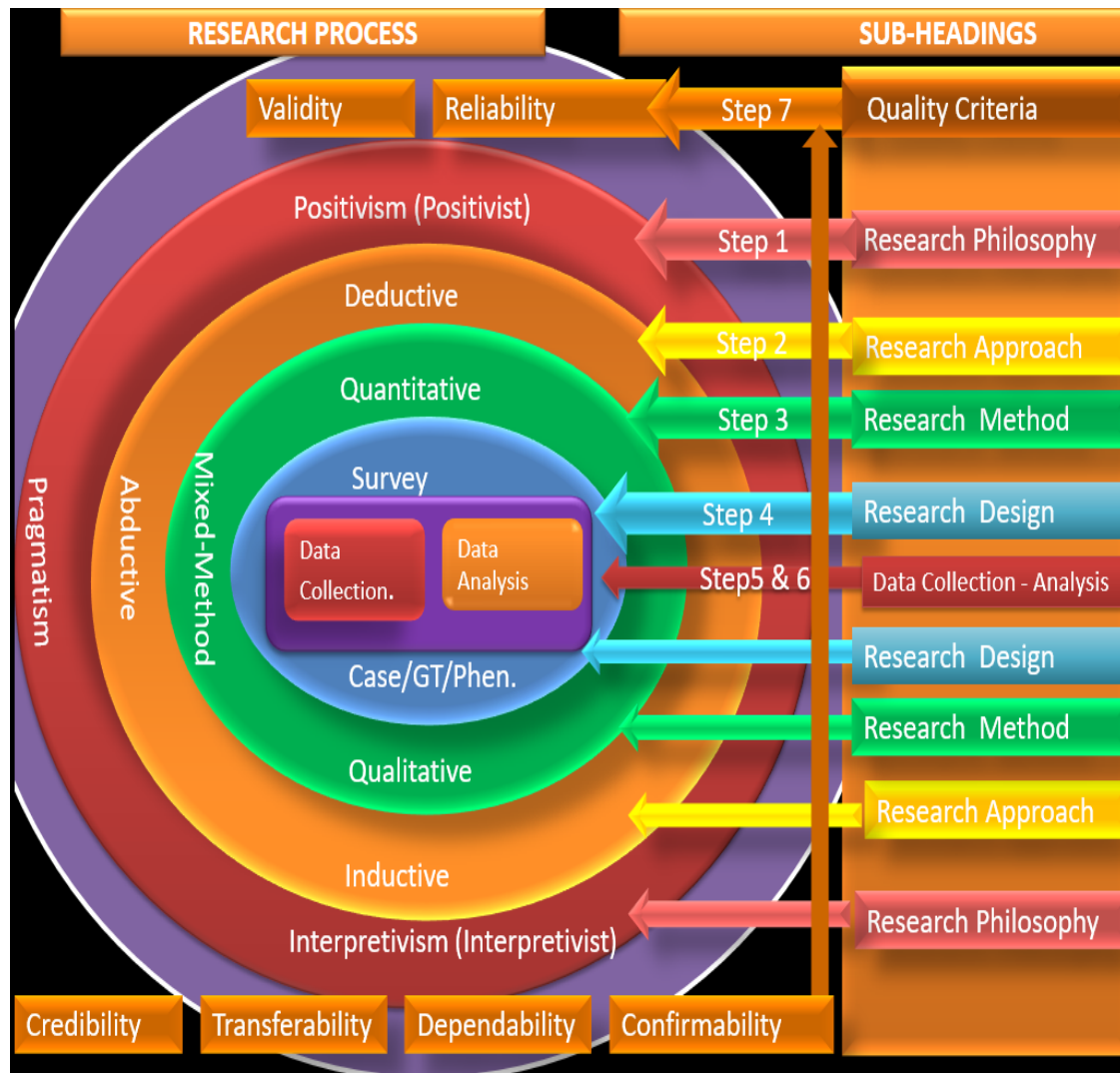


Figure 3.1: Research Methodology Plan

Source: Researcher

As a result, a case study research approach will be used for qualitative method whilst a survey research technique shall be used for quantitative approach. This is so because usually surveys sample size cater for a wide range of numbers of people whilst a case study caters for in-depth experiences with a small sample (Johnson et al, 2014). The random sampling data collection approach will be used hence a bigger sample shall be adopted based on the time allocated for it and accessibility of the respondents.

3.3 PRAGMATISM AND POSITIVISM RESEARCH

Due to the epistemological perspective adopted, the study remains positivist hence pragmatic in terms of paradigm. Pragmatism refers to philosophical belief that considers the world from the lenses of what is practical and works based on actionable knowledge, experimental process and inter-connectedness of experience and results (Yin, 2014). This is so because quantitative methods use deductive reasoning, which is located within the positivist and the post-positivist paradigm whereas the qualitative research tradition uses induction in a constructivist/Interpretivism paradigm. Therefore, the researcher will distance himself from the object under study and have independent judgement of phenomenon because pragmatism believes that separate from human experience, there is an objective reality (Howell, 2012).

According to Creswell (2007), positivist paradigm believes that only by using measurable, observable science methods, procedures and observation can information be generated or created hence the sentiments and thoughts of the participants in a sample should not be identified (Howell, 2012). The study will adopt a pragmatic research paradigm because it focusses on what works best to solve the study problem statement through the lenses of positivism and Interpretivism research philosophies. This enables a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalise the source of its understanding. The section will focus on the influence of philosophical paradigms towards the research activity in line with (Saunders et al, 2019). This is so because research paradigm provides a clear methodical approach of addressing phenomenon showing the level of interconnectedness of the research methods from the abstract meta-physical context down to the praxis at the height of philosophical paradigms that influence the shape and direction of the study as evidenced in Figure 3.2 below.

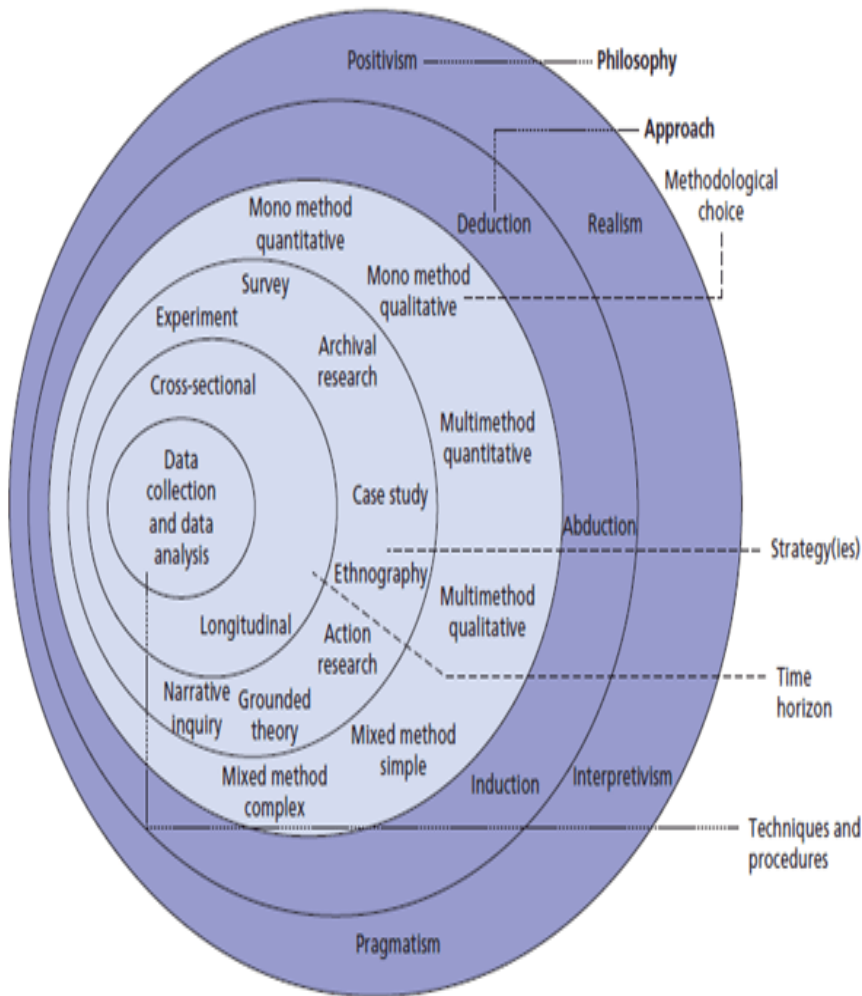


Figure 3.2: Research Onion Model (Saunders et al, 2019).

3.4 EPISTEMOLOGICAL PERSPECTIVE

This study will adopt positivism as an epistemological perspective. Positivism refers to the way a person observes and interprets his reality in the context of their social orientation and background make up (Yin, 2014). Therefore, the researcher observes the study from a positivist and transformational standpoint by virtue of the nature of the problem statement and research questions encapsulated in the study. This is so because the key intention thereof is to unpack the underlying issues around the characteristics and effects of a principal servant leader to ensure that the knowledge gaps and policy inputs have been identified and affected hitherto.

3.5 TARGET POPULATION

Creswell (2007) defines a target population as group of the study market whereby an illustration is nominated. The current study target population is six public ordinary secondary schools within the Johannesburg West District. The target population possesses a lot of information concerning their awareness and application of servant leadership in Gauteng schools and is critical to engage through the use of different techniques such as questionnaire and interviews (Kumar, 2018). Consequently, most studies argue that the target population should be relevant and captures the expected information concerning the subject matter at hand to ensure that reliable results are noted (Wagner et al, 2012). As a result, the study will ensure that the chosen target market consists of School Management Teams in the six Johannesburg West District public secondary ordinary schools as shown below in table 3.1.

Table 3.1: School Management Teams Target Population

Principal	6
Deputy Principal	6
Heads of Department (HoD)	24
Total	36

Source: Researcher

3.6 SAMPLING OF THE STUDY

A sample is a sub-unit of a grouping of the people that is used in the interviews or survey questionnaires (Newman, 2014). The whole target population of 36 participants were used, of which 12 were subjected to interviews and the remainder (24) were issued with the questionnaires to complete.

3.7 DATA COLLECTION INSTRUMENTS

Study instrument refers to the tool that will be used to collect data in the field (Saunders et al., 2019). The study will use both interviews and questionnaire survey. In line with the prevailing COVID-19 circumstances semi structured virtual interviews using zoom or Microsoft TEAMS and where feasible face to face interviews will be used. Due

consideration to COVID-19 protocols will be respected (Creswell, 2009). Survey questionnaires will be distributed to the interviewees by email.

3.8 RELIABILITY AND VALIDITY OF QUALITATIVE RESEARCH INSTRUMENT

3.8.1 Data integrity

Data integrity refers to the manner of ensuring that the research data is free of researchers' bias, is stable and accurate (Creswell, 2003). The study will do a data audit and data flow in line with the data process flow in figure 3.3 hereunder. The storage, retrieval and processing of the data in this study will be such that it is free from unintended changes.

3.8.2 Transferability

In transferability, the study results are utilized again and again by another person in similar contexts (Sekaran & Bougie, 2016). The study will do a thorough description of the research context and assumptions underpinning the research, to ensure that the research can be generalised or transferred to other contexts and settings.

3.8.3 Credibility

Credibility refers to the way the researcher presents the views of the interviewees accurately through a triangulation research approach (Rule & John, 2011). This principle will be applied in this research to make sure that the data collected is highly credible and has dependable for results.

3.8.4 Conformability

Conformability is a manner in which the analysis and collection of data is congruent amongst independent persons in order to achieve maximum meaning, accuracy and relevance from the data (Creswell, 2009). The study will ensure conformability through data audit (Myers, 2015).

3.8.5 Trustworthiness

This refers to the manner in which respondents' original ideas have been accurately captured during fieldwork by the researcher (Allen, 1978). The study will use audio or video recording devices to ensure that the data captured is trustworthy.

3.8.6 Dependability

Dependability refers to the extent to which the same data is consistent and accurate hence can be used at different times during numerous contexts and conditions and still remain reliable (Myers, 2015). Stepwise replication was used to contrast the results from the individual analysis of different researchers in order to achieve dependable data integrity (Cooper & Schindler, 2016).

3.9 DATA ANALYSIS

Data analysis seeks to transform data into information (Saunders et al., 2003) to eliminate bias (Cochran, 1977). Responses were captured through the Statistical Package in Social Sciences (SPSS) that will allow for convention to MS Excel Spreadsheet format. A thematic narration was made to develop frequencies that will assist in creating patterns for graphic presentation. The data analysis process flow hereunder was used in the research as shown in figure 3.3.

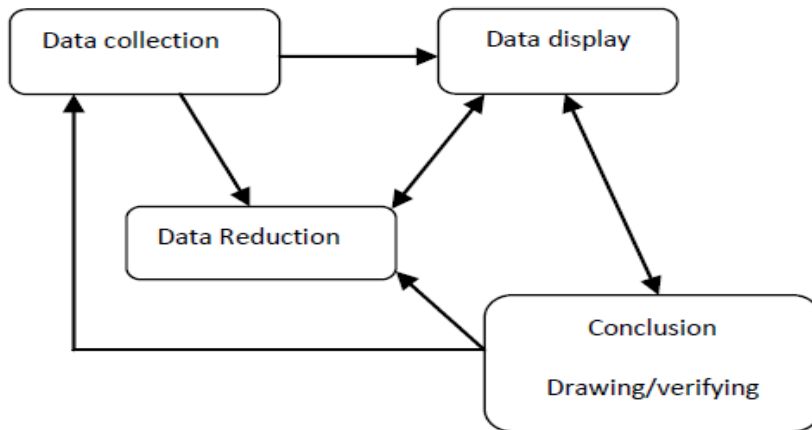


Figure 3.3: Data Analysis Interactive Model (Saunders et al, 2019).

3.10 RELIABILITY AND VALIDITY OF QUANTITATIVE RESEARCH INSTRUMENT

By definition, a research measuring instrument is a tool that is used to determine the accuracy and consistence of results to enable it to be deemed highly reliable (Sekaran & Bougie, 2016). Therefore, reliability focuses on the degree to which “one’s finding will be found again”. As a result, the Cronbach’s alpha shall be used to measure consistence. Furthermore, Cronbach’s alpha is also referred to as the measurement of reliability of the questionnaire items through an acceptable index of: a minimum value of 0.7 (Saunders et al., 2019).

The study shall use the internal consistency or (scale reliability) using Cronbach alpha to determine the test score reliability, consistence and stability of the questionnaire items through the equation below (Myers, 2015):

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

Where:

K = number of items

σ_X^2 = variance of observed total scores

$\sigma_{Y_i}^2$ = variance of item i for the current sample

In addition, the study shall use data triangulation approach to ensure reliability and accuracy of that data obtained from the questionnaires. Triangulation is used in research to determine coherence between findings and cognition thereby reduce the study's ambiguity (Newman, 2014). Moreover, the study will ensure that the questionnaire validity is determined by its capacity to examine what the questionnaire is expected to appraise (Saunders et al., 2019). As such, anonymity guarantees high level of truthfulness towards validity hence ought to be encourage during questionnaire distribution by the researcher (Cooper & Schindler, 2016). Furthermore, the study abided by two key validity instruments notably: face validity, which focuses on the reflection of the content being evaluated or measured and criterion-oriented validity, whereby scores are used to assess (Newman, 2014). Moreover, (Barbuto & Wheeler, 2006) contended that there are four types of validity that quantitative researchers should use and are: construct validity, content validity, discriminate validity and convergent validity.

3.11 ETHICAL CONSIDERATIONS

The study will use high level ethical consideration principles to ensure that there is high level of respondents and interviewees privacy of personal information, avoiding endangering the respondents or safety guarantees and their responses will remain anonymous through a numerical coding system to avoid contestants' real names, surnames for anonymity sake (Creswell, 2007). The study will ensure this through guaranteeing secrecy by making sure respondents sign a voluntary agreement whereby they give consent to participate or not to participate before the questionnaires distribution process begins. Also, all the information gathered in the study shall be kept in a lock and safe environment to ensure it is not tampered with and also the study purpose will be communicated to respondents before the commencement of the data collection phase (Allen, 1978). This will ensure that respondents are aware of the study purpose and what they are responding to enable reliable input to be given by them to guarantee reliable results from the fieldwork (Myers, 2015). Also, the participants who cannot understand the language of the interviews, the researcher will interpret to the participant (Saunders et al, 2019). Every participant shall be treated fairly without prejudice or discrimination and use the Belmont principles of ethics according to (Morgan, 2014) as shown in Table 3.2 below.

Table 3.2: The Belmont Principles of Ethics

Source: Morgan (2014).

Principle		Descriptor
1	Duty toward human dignity and respect	According to the Belmont Report, respect for persons is founded on two separate principles: individuals should be considered as autonomous, but those with impaired autonomy should be entitled to extra safeguards. The concept of respect for individuals is taken to indicate that researchers should get informed permission from participants wherever feasible, and the Belmont Report defines informed consent as

		<p>consisting of three elements: information, comprehension, and voluntariness. That is, respect for individuals requires that participants be given with pertinent information in an understandable style and then consent to engage willingly.</p>
2	Beneficence	<p>Beneficence can be loosely defined as putting the interests of study participants first. The beneficence concept guides researchers' attempts to reduce risks to participants while maximising benefits to individuals and society. For instance, while evaluating a study design, the beneficence principle should prompt us to evaluate whether there is another method to get the same knowledge with less risks to participants.</p>
3	Justice	<p>The concept of fairness is concerned with the allocation of the costs and rewards associated with research. That is, one group in society should not suffer the costs of research while another reaps the benefits. Justice concerns are particularly pronounced when it comes to participant selection.</p> <p>It can be challenging to apply these three principles to specific ethical circumstances, because the concepts occasionally contradict. Even though these three principles may not always result in clear conclusions, having them in mind helps explain the difficulties.</p>

The applications of the Belmont principles of ethics in conducting a study calls for careful consideration of informed consent; assessment of risk benefit; and careful selection of the research subjects (Morgan, 2014).

3.12 CONCLUSION

The Chapter presented the methodology of the study that shall be used to fulfil the study's objectives and questions. The previous chapter in literature review noted that servant leadership from the School Management Team has great influence towards the successful performance outcome of learners (Ling & Ling, 2017) hence it needed to be explored further within the context of Johannesburg West Schools in Gauteng Province. Moreover, the methodology chapter also showed the design, research philosophy, data collection instruments and analysis that would be used in the study. Furthermore, the chapter explored the target population, sampling techniques, ethical consideration, qualitative and quantitative research techniques such as scale reliability and statistical validity of measurement of items. This shall be done to ensure that the results obtained are accurate and reliable for decision making in line with the study objectives of examining the effects and application of servant leadership by School Management Teams in six public ordinary secondary schools within the Johannesburg West District. Therefore, the following chapter shall dwell more on the interpretation of the results from the interviews and questionnaire distribution.

CHAPTER 4: PRESENTATION OF RESULTS

4.1 INTRODUCTION

The current chapter presents the qualitative and quantitative results obtained from the fieldwork to ensure that they are accurate and reliable for decision making in line with the study objectives and questions. The previous chapter presented research design and methodology of the study. Consequently, the study objectives were based on examining the effects and application of servant leadership in six Johannesburg West District's School Management Teams. This chapter showcases data that was generated through face-to-face interviews and questionnaires from 6 principals, 6 deputy principals and 24 heads of department. The data collected from the face-to-face interviews was analysed using thematic inductive analysis to establish meanings from the data results (Creswell, 2003). The chapter also utilised the literature and the conceptual framework of servant leadership to responsively interpret and understand the meaning obtained from the data analysis. Furthermore, in order to protect the anonymity of the participants and their schools, pseudonyms were applied and verbatim quotations used in the discussion to ensure that the original meaning was not distorted. The study also used descriptive statistics and Cronbach alpha reliability test.

4.2 QUANTITATIVE RESULTS

This section presents the quantitative and detailed analysis of data from the six schools that received the questionnaires from the researcher. The analysis is based on the following:

- Descriptive statistics describing the characteristics of the sample
- A test of the reliability of the items in the questionnaire using Cronbach alpha reliability test
- Statistical analysis organised by the nine servant leadership focus areas.
- Summary of the analysis conducted.

4.2.1 Descriptive Statistics

A total of 32 respondents completed the questionnaire which had 42 questions on servant leadership. The target sample was 36 respondents and the final sample therefore yielded an 88 % response rate. Table 4.1 below provides the demographic information of the respondents based on age, race, gender, education and the distribution of respondents across the schools interviewed. The gender split of the sample was 36% males and 64% females. The 50 years and above age group were the majority in the sample constituting 62.5% of the sample whereas the 30-39 age group had the least respondents with only one respondent equating to 3.1% of the sample. Fifty-six percent were Whites followed by the African group with slightly above a third of the sample. The respondent had either a degree or post graduate. Four schools each had 6 respondents and the other two schools each had 4 respondents.

Table 4.1: Demographic characteristics

Age	Gender	Frequency	Percent
	Female	12	62.5
	Male	20	37.5
	Total	32	100
		Frequency	Percent
Age group	20-29 years	4	12.5
	30-39 years	1	3.1
	40-49 years	7	21.9
	>= 50 years	20	62.5
	Total	32	100
Race	African	11	34.4
	White	18	56.3
	Coloured	1	3.1
	Asian/Indian	2	6.3
	Total	32	100.0
		Frequency	Percent
Education	Degree	16	50.0
	Post graduate	16	50.0
	Total	32	100.0

Age	Gender	Frequency	Percent
		Frequency	Percent
School distribution	School 1	4	12.5
	School 2	6	18.8
	School 3	4	12.5
	School 4	6	18.8
	School 5	6	18.8
	School 6	6	18.8
	Total	32	100.0

Source: Researcher

4.2.2. Testing reliability of the survey instrument

The Cronbach alpha for the Likert scale items was calculated to measure the reliability and internal consistency of the servant leadership questions in the survey instrument. The survey instrument was deemed satisfactory as the values for the Cronbach alpha of 0.89 were high implying high levels of internal consistency of the survey instrument on questions of business survival. Cronbach alphas of greater than 0.60 in exploratory studies are the most acceptable cut-off values measuring the level of reliability as satisfactory.

4.2.3 Statistical analysis by research question

On a five-point Likert scale, with a rating of five (5) being “strongly agree”, four (4) being “agree”, three (3) being “neutral”, two (2) being “disagree” and one (1) being “strongly disagree”, respondents were asked to rate statements regarding servant leadership. A higher rating implied that the factor was deemed critical to servant leadership. Five-point Likert scale questions can be analysed in two forms, one being considered a nominal data type and the other considered as ordinal data. The analysis will consider both to demonstrate the concept of servant leadership.

4.2.4 Servant Leadership principle: Emotional Healing

The concept of emotional healing in leadership perpetuates that a leader should be empathetic to the needs of others hence cultivate the spirit of servant leadership (Ndulu, 2020). Respondents were requested to rate four statements on emotional healing. Most questions were highly rated in the positive except the statement “He/She takes time to talk to other on a personal level”, which has 6% of the respondents disagreeing with the statement. Some respondents (19%) preferred to be neutral on the statement of “Others would seek help from him/her for their personal problems”.

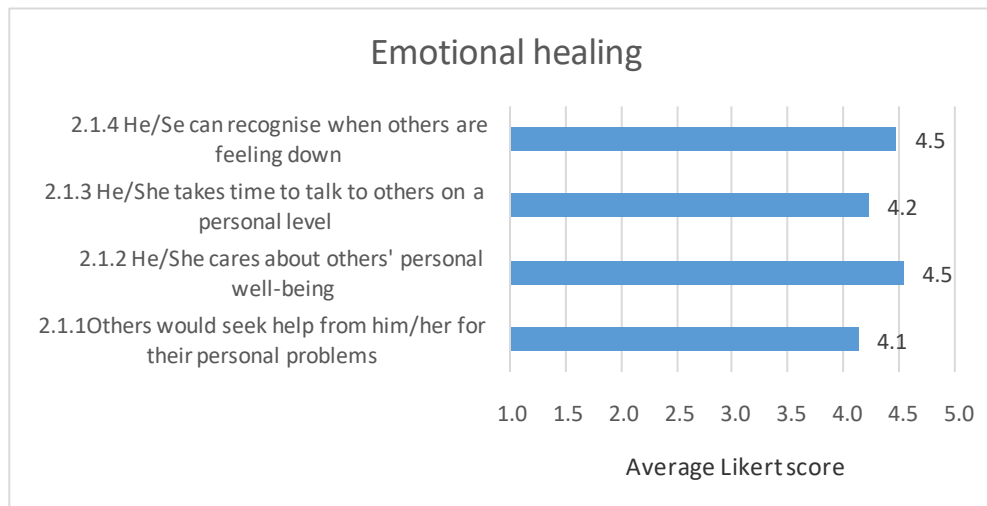
Table 4.10: Rating on Emotional healing

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Row Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.1.1 Others would seek help from him/her for their personal problems	0	0	0	0	6	19	1	5	1	3	3	1
2.1.2 He/she cares about others' personal well-being	0	0	0	0	1	3	1	4	1	5	3	1
2.1.3 He/she takes time to talk to others on a personal level	0	0	2	6	1	3	1	5	1	3	3	1
2.1.4 He/she can recognise when others are feeling down	0	0	0	0	0	0	1	5	1	4	3	1

Source: Researcher

Figure 4.1 below shows the mean ratings which shows the two statements receiving the lower ratings compared to the other 2.

Figure 4.4: Rating on Emotional healing as an average rating



Source: Researcher

Comparing the ratings between the 6 schools, almost all the schools had an average rating of 4 on all statements except for the statement, "Others would seek help from him/her for their personal problems" where there are some noticeable differences. Schools 1 and 3 had scores below 4 implying a slight disagreement with the statement.

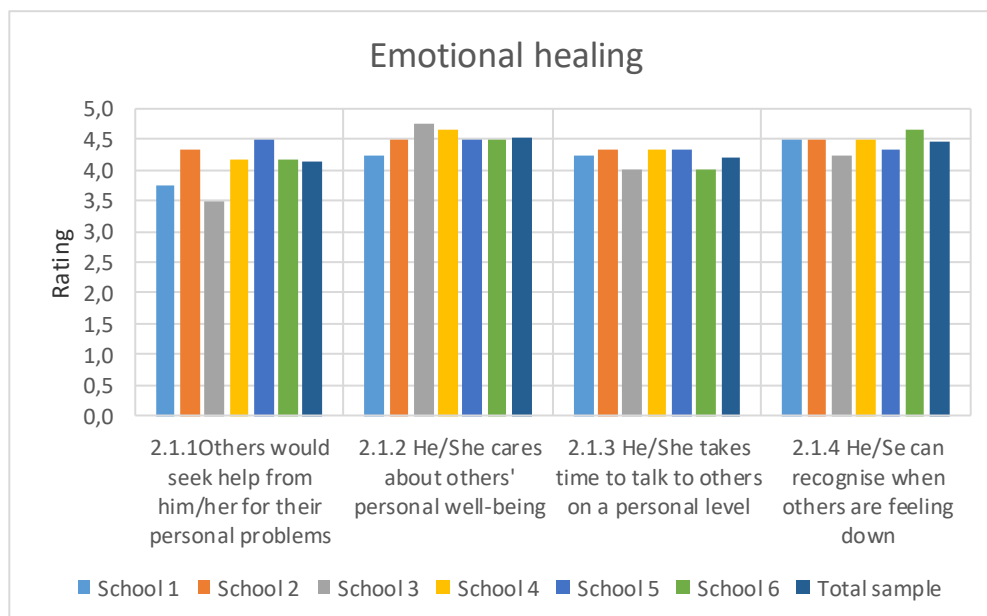


Figure 5: Rating on Emotional healing as an average rating comparing schools

Source: Researcher

4.2.5 Servant Leadership principle: creating value for the community

The concept of creating value in community is considered to be another dimension in servant leadership. This concept alludes to the leader being able to care for the needs of others and support them unconditionally (Mbewana, 2021). Respondents were requested to rate four statements on this concept. Statement that said “He/she emphasises the importance of giving back to the community” was highly rated. However, the other three statements had slightly low ratings as reflected in figure 4.3 below with an average of below 4.0. A comparison between the schools’ average ratings is also shown in Figure 4.4 below. Therefore, a low rating on the creating value for community is reflected in 3 of the 4 questions answered by school 3 and 4.

Table 3: Rating on Creating value for the community

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.2.1 He/she emphasises the importance of giving back to the community	0	0	0	0	3	9	1	5	1	3	3	10
							9	9	0	1	2	0
2.2.2 He/she is interested in helping people in the community	0	0	0	0	8	2	1	5	5	1	3	10
						5	9	9		6	2	0
2.2.3 He/she is involved in community activities	1	3	1	3	7	2	1	4	8	2	3	10
						2	5	7		5	2	0
2.2.4 He/she encourages others to volunteer in the community	1	3	0	0	1	3	1	4	6	1	3	10
					0	1	5	7		9	2	0

Source: Researcher

4.2.6 Creating of value for the community

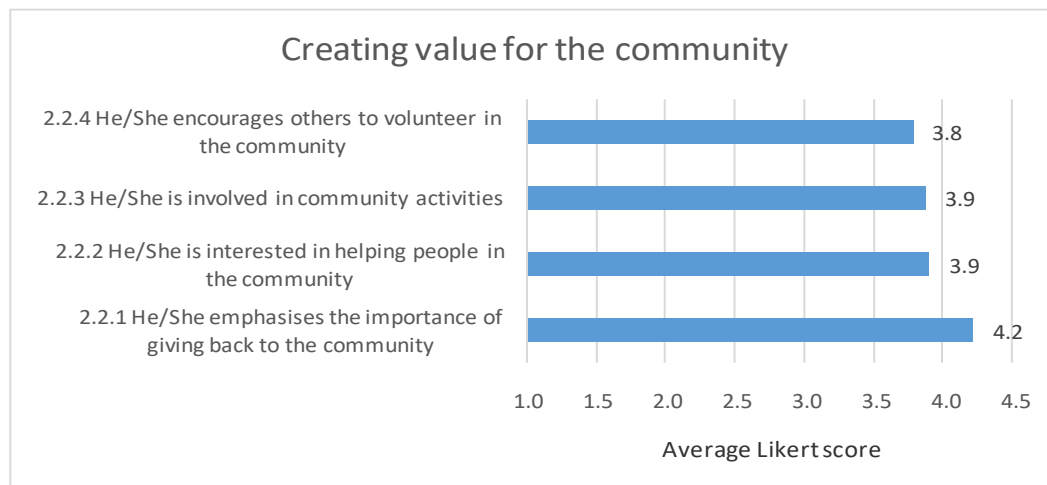


Figure 4.3 Creating value for community

Source: Researcher

The figure 4.3 above presents value creation for communities due to the practice of servant leadership qualities in a society. The variables indicate that the person that creates highest value is the one who emphasise on the importance of giving back to the community at 4,2 Likert scale value, median being 3,9 value based on interest of helping people in the community and finally 3,8 Likert scale value of someone encouraging others to volunteer in the community.

Creating value for community

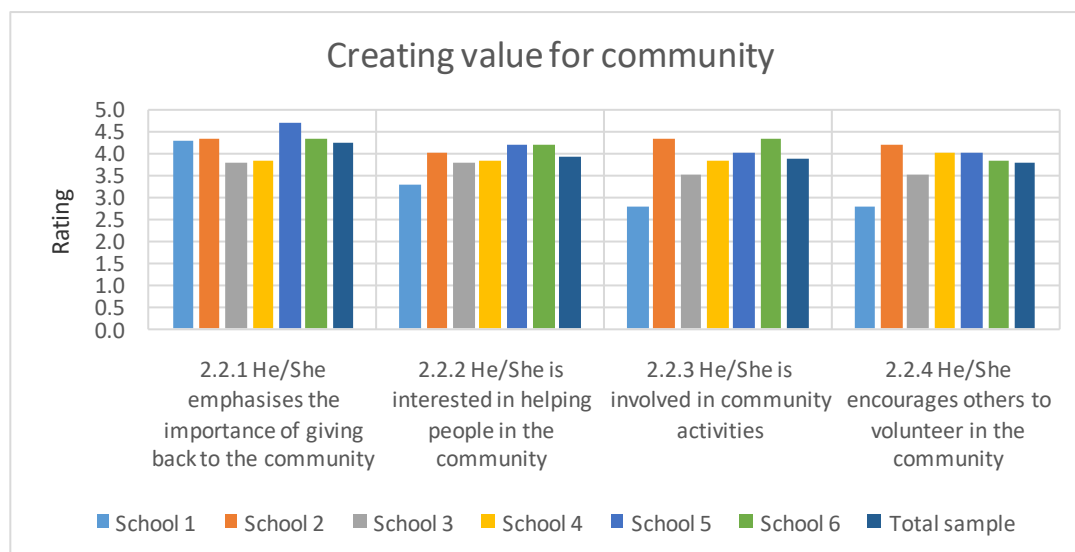


Figure 4.4: Rating on creating value for community as an average rating of schools

The figure 4.4 above presents six schools rating on their ability to create Likert scale value. The school 1 has highest value of approximately 4,5; the median was school 4 with value of approximately 4 Likert scale value and least was school 5 that has value of approximately 2,8 according to the figure 4.4.

4.2.7 Servant leadership principle: Conceptual skills

Another concept on servant leadership is conceptual skills. This concept explores the issues of conceptual skills on servant leadership. Four statements were posed to the respondents and majority scored highly on all the four statements on servant leadership requiring conceptual skills. Figure 4.4 also shows the average ratings above 4.4 which shows respondents were in the affirmative on conceptual skills.

Table 4.11: Rating on Conceptual skills

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.3.1 He/she can tell if something work related is going wrong	0	0	0	0	1	3	16	50	15	47	32	100
2.3.2 He/she is able to think through complex problems	0	0	0	0	1	3	15	47	16	50	32	100
2.3.3 He/she has a thorough understanding of the schools and its goals	0	0	0	0	0	0	12	38	20	63	32	100
2.3.4 He/she can solve work related problems with new or creative ideas	0	0	0	0	2	6	17	53	13	41	32	100

Source: researcher: Rating on conceptual skills

4.2.8 Conceptual Skills

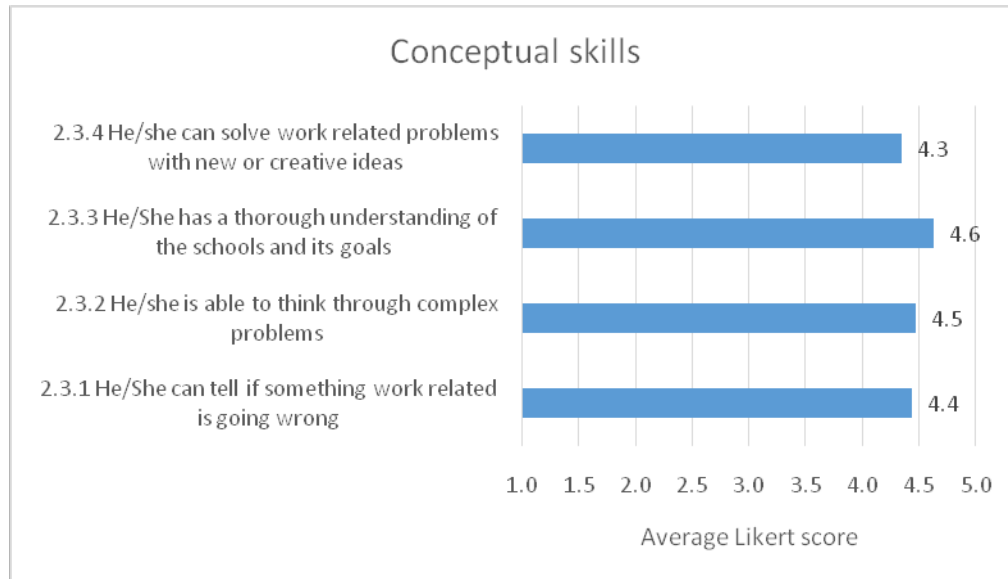


Figure 5.5: Rating on Conceptual skills as an average rating

Source: Researcher

However, there were noticeable differences when average ratings were compared between schools as shown in Figure 5.6 below. The School 4 rated the statements slightly lower of 4.0 and below compared to the other 5 schools.

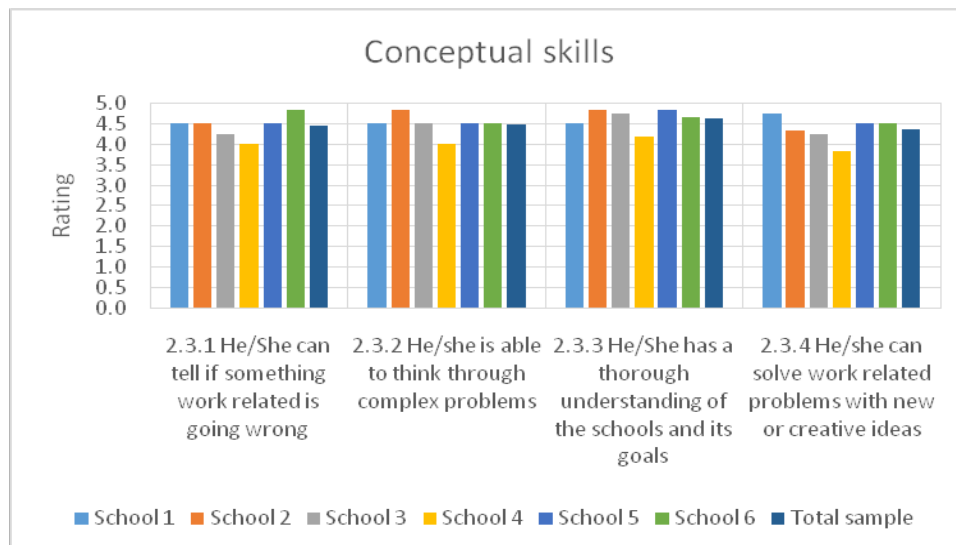


Figure 6: Rating on Conceptual skills as an average rating comparing schools

Source: Researcher

4.2.9 Servant leadership principle: Empowerment

Another concept on servant leadership is empowerment. This concept explores the issues of empowerment on servant leadership. Four statements were posed to the respondents. Respondents rated the following two statements: “He/she gives others the responsibility to make important decisions about their own goals” and “He/she encourages others to handle important work decisions on their own”. However, a quarter disagreed and neutral on giving others the freedom to handle difficult situations in the way they feel at best. Slightly above 40% also disagreed or neutral on not requiring to be consulted when followers make important decisions. The average ratings also show this pattern.

Table 4.12: Rating on Empowerment

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.4.1 He/she gives others the responsibility to make important decisions about their own goals	0	0	0	0	1	3	1	5	1	4	3	10
							7	3	4	4	2	0
2.4.2 He/she encourages others to handle important work decisions on their own	0	0	2	6	1	3	1	5	1	3	3	10
							8	6	1	4	2	0
2.4.3 He/she gives others the freedom to handle difficult situations in the way they feel at best	0	0	3	9	5	1	1	5	8	2	3	10
						6	6	0		5	2	0
2.4.4 He/she doesn't require to be consulted when followers make important decisions	1	3	4	1	9	2	1	3	6	1	3	10
				3		8	2	8		9	2	0

Source: Researcher

4.2.10 Empowerment

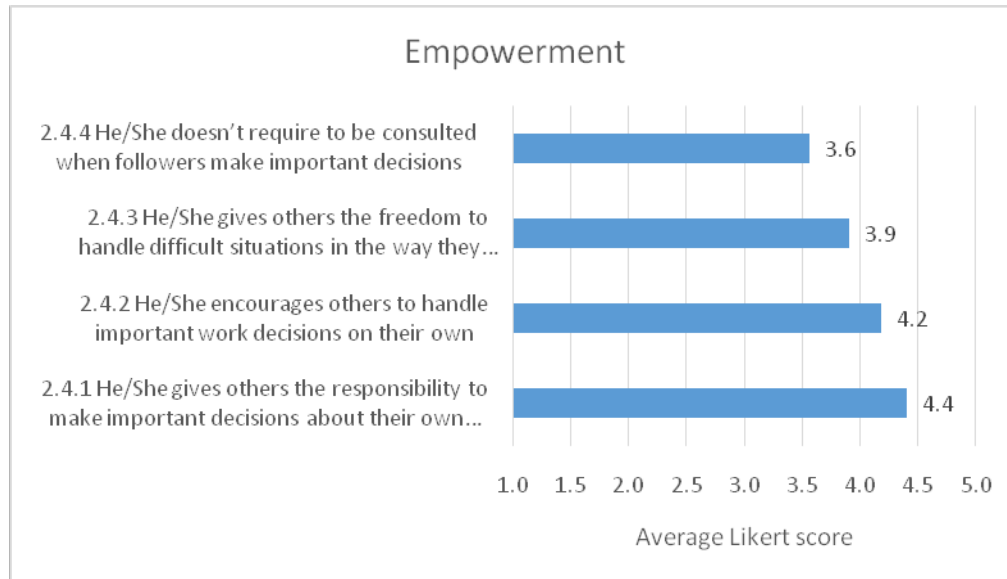


Figure 4.7: Rating on Empowerment as an average rating

Source: Researcher

Comparisons between schools also showed some slight differences between the average scores. Schools 1 and 2 scored high on the statement “He/she gives others the responsibility to make important decisions about their own goals” and School 5 also rated high on “He/she encourages others to handle important work decisions on their own”.

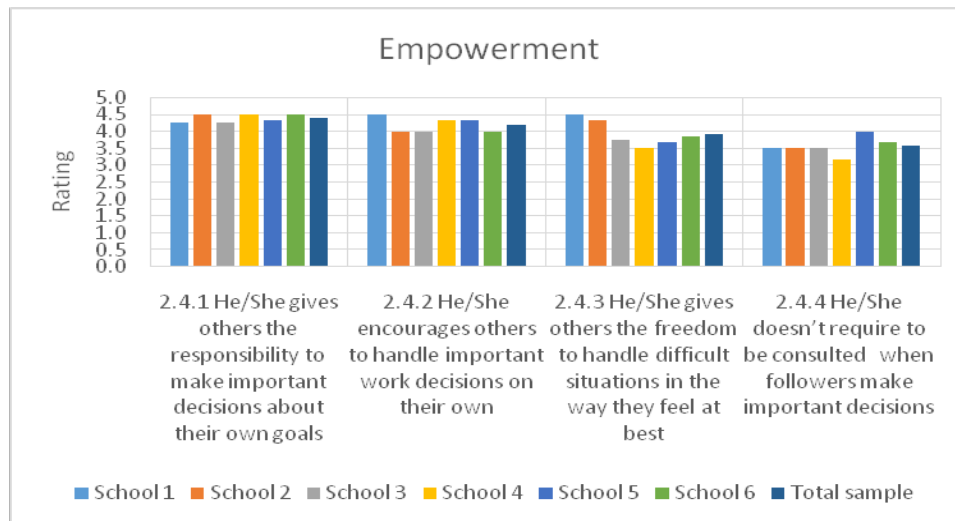


Figure 4.8: Rating on Empowerment as an average rating comparing schools

Source: Researcher

4.2.11 Servant leadership principle: Helping followers grow and succeed

The servant leadership includes the ability to helping followers to grow and succeed. This concept explores the issues of mentorship on servant leadership.

Table 4.13: Rating on helping followers grow and succeed

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.5.1 He/she makes others 'career development a priority	0	0	0	0	6	19	1	5	1	3	3	10
2.5.2 He/she is interested in making sure others reach their career goals	0	0	0	0	3	9	1	5	1	3	3	10
2.5.3 He/she provides others with work experiences that enable them to develop new skills	0	0	0	0	0	0	1	5	1	4	3	10
2.5.4 He/she wants to know about others' career goals	0	0	0	0	6	19	1	5	8	2	3	10

Source: researcher

Respondents rated positively with an average rating of 4.0 and above. However, almost a fifth of respondents were neutral on the statements “He/she makes others’ career development a priority” and “He/she wants to know about others’ career goals”. Four statements were posed to the respondents. Schools 3, 4 and 1 contributed to the lower rating of neutral as shown in figure 4.10.

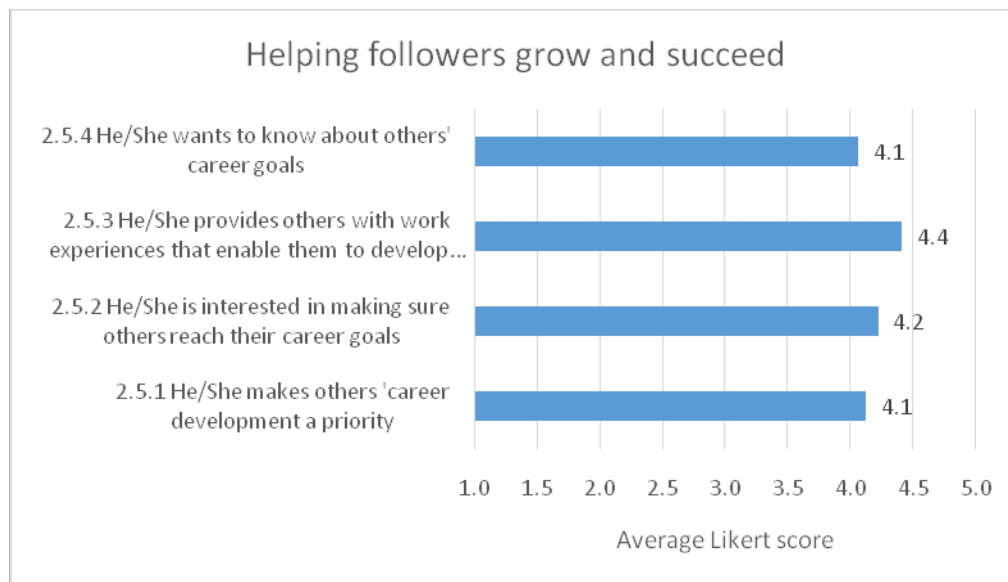


Figure 9: Rating on helping followers grow and succeed as an average rating

Source: Researcher

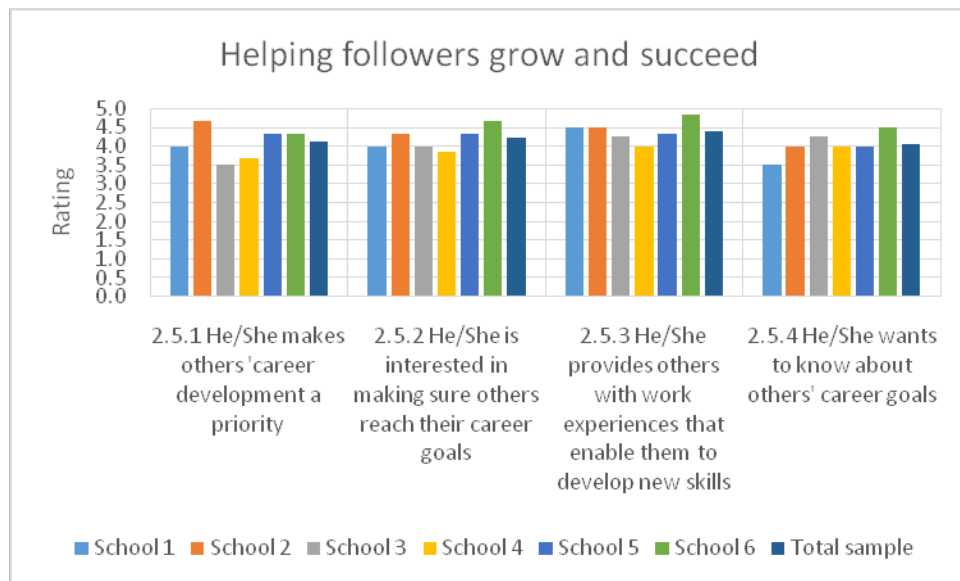


Figure 4.6: Rating on Helping others grow and succeed as an average rating comparing schools

Source: Researcher

4.2.12 Servant leadership principle: Putting followers' first

Another concept explored on servant leadership is putting followers first. This concept explores the issues of putting others first on servant leadership. Four statements were posed to the respondents. Respondents generally disagreed with three of the four statements especially the statement on "He/She cares more about others' success than his/her own", which scored an overall average rating of 3.4. The statement about making others' jobs easier fared favourably with an average rating of 4.3.

Table 4.14: Rating on putting followers first

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
.6.1 He/she cares more about others' success than his/her own	1	3	9	28	6	19	8	25	8	25	32	100
2.6.2 He/she puts other's best interests above his/her own interests to meet others' needs	1	3	4	13	7	22	11	34	9	28	32	100
2.6.3 He/she sacrifices his/her own interests to meet others' needs	0	0	5	16	5	16	14	44	8	25	32	100
2.6.4 He/she does what he/she can to make other's jobs easier	0	0	0	0	0	0	21	66	11	34	32	100

Figure 4.11: Rating on Putting followers first as an average rating

Source: Researcher

School 4 clearly disagreed with the statement that “He/She cares more about others' success than his/her own” rating an average of slightly above 2.5. There were noticeably differences between schools in rating for the three statements that were rated lower.

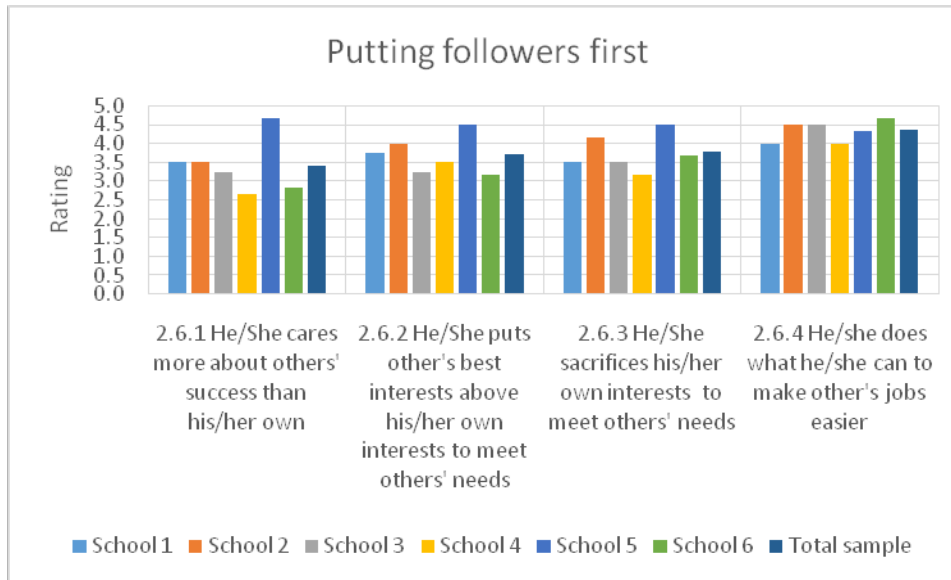


Figure 4.12: Rating on Putting followers first as an average rating comparing schools

Source: Researcher

4.2.13 Servant leadership principle: Ethical behaviour

Ethical behaviour is another concept explored under servant leadership. This concept explores the issues of ethical behaviour on servant leadership. Four statements were posed to the respondents. The respondents rated highly on ethical behaviour with an average rating of 4.5 and above on all statements. No differences in ratings between the schools.

Table 4.15: Rating on Ethical behaviour

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.7.1 He/she holds high ethical standards	0	0	0	0	0	0	12	38	20	63	32	100

2.7.2 He/she is always honest	0	0	0	0	0	0	1	3	2	6	3	1
							1	4	1	6	2	0
												0
2.7.3 He/she would not compromise ethical principles in order to meet success	0	0	0	0	0	0	1	4	1	5	3	1
							5	7	7	3	2	0
												0
2.7.4 He/she values honesty more than financial benefits	0	0	0	0	0	0	1	3	2	6	3	1
							0	1	2	9	2	0
												0

Figure 4.13: Rating on Ethical behaviour as an average rating

Source: Researcher

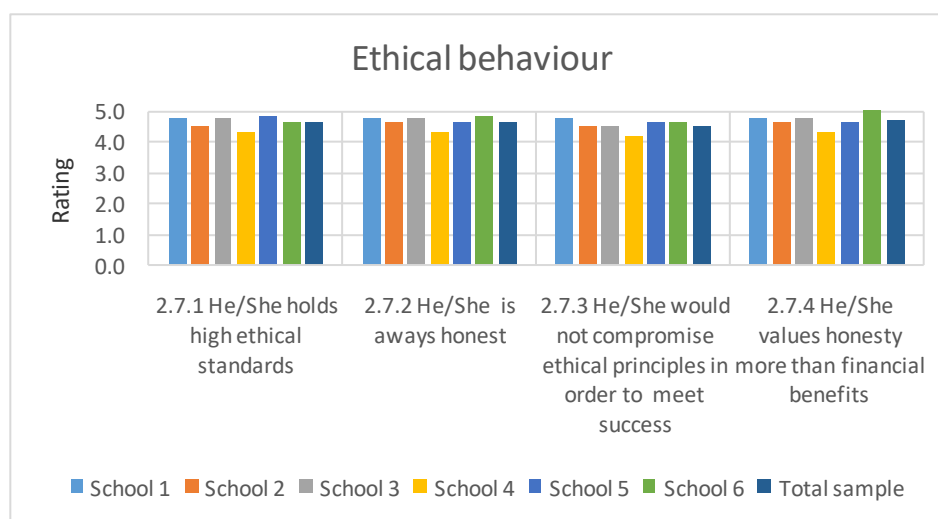


Figure 4.13: Rating on Ethical behaviour as an average rating comparing schools

Source: Researcher

4.2.14 Servant Leader Characteristics

Another concept explored on servant leadership is Servant leader' characteristics. This concept explores the issues of the characteristics of servant leadership. Ten statements were posed to the respondents. Respondents generally agreed with all the 10 statements with an average rating of above 4.0. The highest rating was on the statement of "Communication between leaders and followers is an interactive process, including he/she sending and receiving messages" with an average rating of 4.6.

Table 4.16: Rating on Servant leadership characteristics

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.8.1 Communication between leaders and followers is an interactive process, including he/she sending and receiving messages	0	0	0	0	1	3	1	3	2	6	3	1
							1	4	0	3	2	0
												0
2.8.2 He/she "stands in the shoes" of another person and attempts to see the world view of others	0	0	0	0	3	9	1	5	1	4	3	1
							6	0	3	1	2	0
												0
2.8.3 He/she cares about person wellbeing of followers	0	0	0	0	0	0	1	5	1	4	3	1
							7	3	5	7	2	0
												0
2.8.4 He/she is attuned and receptive to their physical, social and political environments	0	0	0	0	4	1	2	6	8	2	3	1
						3	0	3		5	2	0
												0
2.8.5 He/she engages in persistent and clear communication that convinces others to change	0	0	0	0	3	9	2	6	8	2	3	1
							1	6		5	2	0
												0
2.8.6 He/she goes beyond day to day operational thinking and is focussed on the "big picture"	0	0	0	0	3	9	1	4	1	4	3	1
							5	7	4	4	2	0
												0

2.8.7 He/she has the ability to predict what is coming based on what is occurring in the present and what happened in the past	0	0	1	3	3	9	2	6	8	2	3	1
							0	3		5	2	0
												0
2.8.8 He/she takes responsibility to lead, accounts to the community	0	0	0	0	2	6	1	5	1	3	3	1
							9	9	1	4	2	0
												0
2.8.9 He/she helps followers to grow personally and professionally	0	0	0	0	1	3	2	6	1	3	3	1
							0	3	1	4	2	0
												0
2.8.10 He/she contributes to building a community where people feel safe and connected to others while retaining individuality	0	0	0	0	4	1	1	5	1	3	3	1
						3	8	6	0	1	2	0
												0

Source: Researcher

Servant Leadership Characteristics

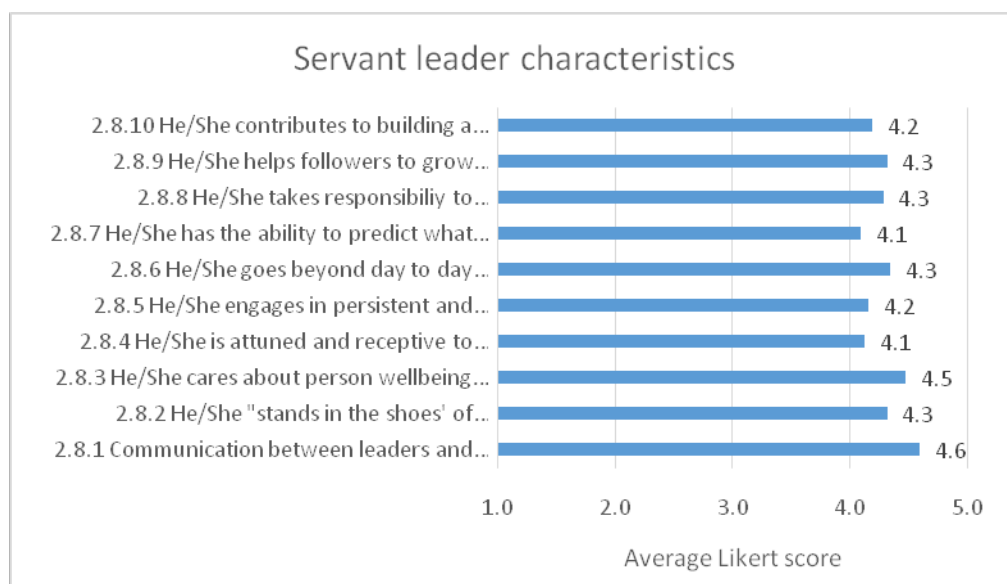


Figure 4.14: Rating on Servant leader characteristics as an average rating

Source: researcher

No significant could be observed between scores though school 6 rated all statements highly compared to the other five schools.

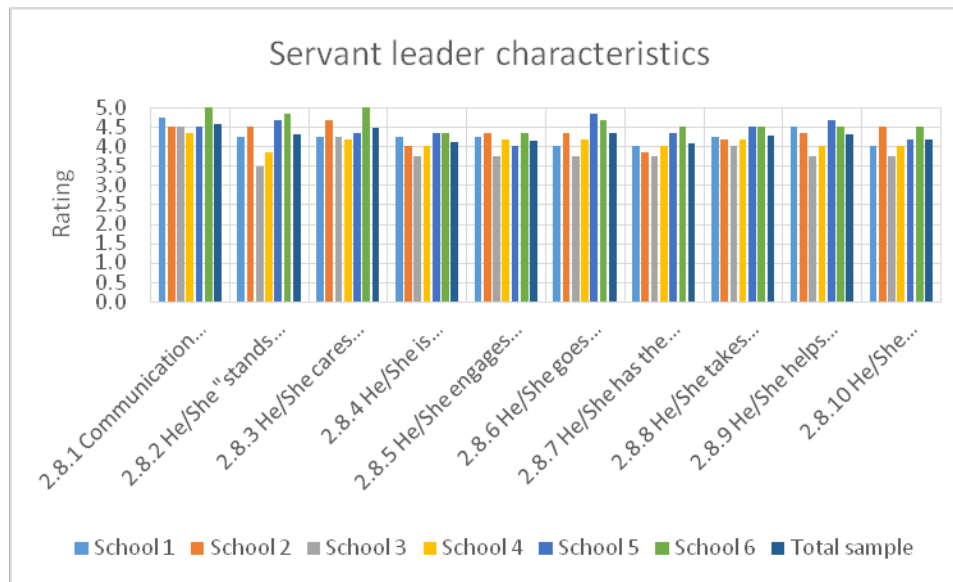


Figure 4.15: Rating on Servant leader characteristics as an average rating comparing schools

Source: Researcher

4.2.15 Potential outcome of servant leadership

Another concept explored on servant leadership is the potential outcome of servant leadership. This concept explores the issues of potential outcome of servant leadership on servant leadership. Four statements were posed to the respondents. Respondents generally agreed with all the four statements with an average rating of above 4.2. The highest rating was on the statement of “He/She impacts positively on school performance” with an average rating of 4.7.

Table 4.17: Rating on Potential outcome of servant leadership

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	n	%	n	%	N	%	n	%	n	%	n	%
2.9.1 He/she impacts positively on school performance	0	0	0	0	0	0	11	34	21	66	32	100
2.9.2 He/she impacts positively on follower performance	0	0	0	0	1	3	18	56	13	41	32	100
2.9.3 He/she impacts positively on learner performance	0	0	0	0	1	3	11	34	20	63	32	100
2.9.4 He/she impacts positively on the community	0	0	0	0	3	9	15	47	14	44	32	100

Source: Researcher

Potential outcomes of servant leadership

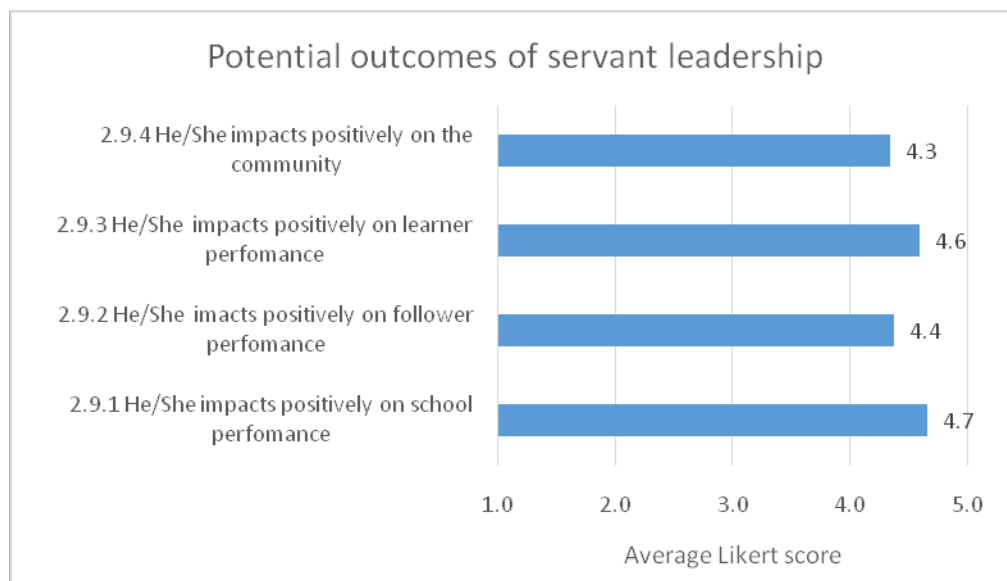


Figure 16: Rating on Potential outcome of servant leadership

Source: Researcher

There was some noticeable difference between the ratings of the schools across the four statements. Schools 5 and 6 rated the statements higher compared to schools 1, 2, 3 and 4.

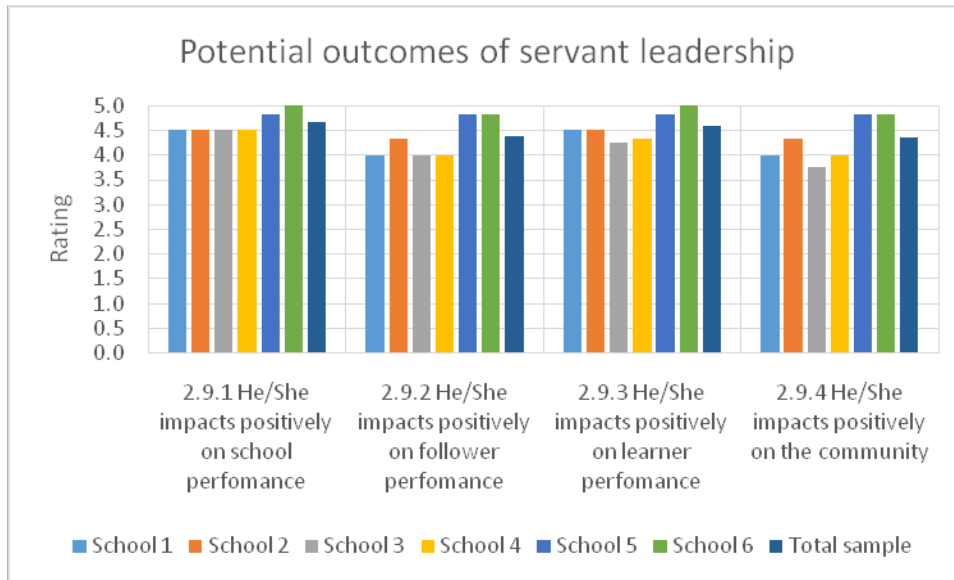


Figure 17: Rating on Potential outcomes of servant leadership as an average rating comparing school

Source: Researcher

4.2.16 Ranking all the Questions

Table 11 below ranks the average ratings of the 42 statements on servant leadership, colour coded according to cut off of 0.5. The top seven aspects (average greater than 4.5) deemed as highly critical for servant leadership were honesty, an understanding of school goals and performance, ethical standards and communication. Majority of the statements were in the middle tier represented by all the nine dimensions explored in servant leadership. The last tier of factors colour coded in yellow and red had a mean scoring of between 3.4 and 3.9. It is clear that aspects of doing things beyond oneself are not prominent. Issues such as being involved and volunteering in community, putting others' needs before one's interest are of paramount significance. From the 9 dimensions of servant leadership, the lower scores are from dimensions creating value for the community, empowerment and putting followers first.

Table 4.18: Mean score for servant leadership dimensions

	Mean	Std. dev
2.7.4 He/she values honesty more than financial benefits	4,7	0,471
2.7.2 He/she is always honest	4,7	0,483
2.9.1 He/she impacts positively on school performance	4,7	0,483
2.3.3 He/she has a thorough understanding of the schools and its goals	4,6	0,492
2.7.1 He/she holds high ethical standards	4,6	0,492
2.8.1 Communication between leaders and followers is an interactive process, including he/she sending and receiving messages	4,6	0,560
2.9.3 He/she impacts positively on learner performance	4,6	0,560
2.1.2 He/she cares about others' personal well-being	4,5	0,567
2.7.3 He/she would not compromise ethical principles in order to meet success	4,5	0,507
2.1.4 He/she can recognise when others are feeling down	4,5	0,507
2.3.2 He/she is able to think through complex problems	4,5	0,567
2.8.3 He/she cares about person wellbeing of followers	4,5	0,507
2.3.1 He/she can tell if something work related is going wrong	4,4	0,564
2.4.1 He/she gives others the responsibility to make important decisions about their own goals	4,4	0,560
2.5.3 He/she provides others with work experiences that enable them to develop new skills	4,4	0,499
2.9.2 He/she impacts positively on follower performance	4,4	0,554
2.3.4 He/she can solve work related problems with new or creative ideas	4,3	0,602
2.6.4 He/she does what he/she can to make other's jobs easier	4,3	0,483
2.8.6 He/she goes beyond day to day operational thinking and is focused on the "big picture"	4,3	0,653
2.9.4 He/she impacts positively on the community	4,3	0,653
2.8.2 He/she "stands in the shoes" of another person and attempts to see the world view of others	4,3	0,644
2.8.9 He/she helps followers to grow personally and professionally	4,3	0,535

2.8.8 He/she takes responsibility to lead, accounts to the community	4,3	0,581
2.1.3 He/she takes time to talk to others on a personal level	4,2	0,792
2.2.1 He/she emphasizes the importance of giving back to the community	4,2	0,608
2.5.2 He/she is interested in making sure others reach their career goals	4,2	0,608
2.4.2 He/she encourages others to handle important work decisions on their own	4,2	0,780
2.8.10 He/she contributes to building a community where people feel safe and connected to others while retaining individuality	4,2	0,644
2.8.5 He/she engages in persistent and clear communication that convinces others to change	4,2	0,574
2.1.1 Others would seek help from him/her for their personal problems	4,1	0,707
2.5.1 He/she makes others 'career development a priority	4,1	0,707
2.8.4 He/she is attuned and receptive to their physical, social and political environments	4,1	0,609
2.8.7 He/she has the ability to predict what is coming based on what is occurring in the present and what happened in the past	4,1	0,689
2.5.4 He/she wants to know about others' career goals	4,1	0,669
2.2.2 He/she is interested in helping people in the community	3,9	0,641
2.4.3 He/she gives others the freedom to handle difficult situations in the way they feel at best	3,9	0,893
2.2.3 He/she is involved in community activities	3,9	0,942
2.2.4 He/she encourages others to volunteer in the community	3,8	0,870
2.6.3 He/she sacrifices his/her own interests to meet others' needs	3,8	1,008
2.6.2 He/she puts other's best interests above his/her own interests to meet others' needs	3,7	1,114
2.4.4 He/she doesn't require to be consulted when followers make important decisions	3,6	1,045
2.6.1 He/she cares more about others' success than his/her own	3,4	1,241

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

Source: Researcher

The table 4.11 above shows the mean score for servant leadership dimensions in quantitative terms using the Likert scale.

4.3 QUALITATIVE RESULTS

The section presents the qualitative results gathered from the interviews based on the objectives of the study that focused on examining the effects and application of servant leadership principles in six Johannesburg West District's School Management Teams. In this section, data was generated through face-to-face interviews from 6 principals, 6 deputy principals and 24 heads of departments. The interviews were analysed using the inductive method of thematic analysis based on the content analysis of the interview transcripts in understand their meaning (Creswell, 2003). Moreover, the themes emerged in line with the study objectives. The main theme was centred on the characteristics of servant leadership displayed by the school management teams (SMT). By virtue, the sub-themes that emerged showed numerous concerns around the SMT conceptualisations of servant leadership by the principals and the deputy principals which also includes practices and experiences; views on implementation of servant leadership; the importance of implementing the principles of servant leadership at work place; the challenges faced in the implementation of servant leadership in schools and how they can be eliminated. The findings from the interviews are presented below.

Table 4.12: Profile of the Interviewees

Interviewees Profile: School Principals and Deputy Principals						
School	Interviewee	Job Title	Gender	Race	Age	Education
Hoerskool Die Adelaar	S Lowery	P	M	W	30-39	Post-Degree/Diploma
	R Labuschagne	DP	F	W	>50	Degree/Diploma
	M Breedt	DP	F	W	30-39	Degree/Diploma

Wiseman Cele Secondary School	PK Koape	P	M	A	>50	Post- Degree/Diploma
	BT Buthelezi	DP	M	A	>50	Post- Degree/Diploma
	GD Mogoai	DP	F	A	>50	Post- Degree/Diploma
Florida Park High School	QD Poley	P	M	C	>50	Degree/Diploma
	P Sithole	DP	M	A	>50	Degree/Diploma
	T Gouws	DP	F	W	40-49	Post- Degree/Diploma
Hoerskool Florida	J Katzke	P	M	W	>50	Post- Degree/Diploma
		DP	F	W	>50	Post- Degree/Diploma
Sizwile School for the Deaf	M Luvhimbi	P	M	A	>50	Post- Degree/Diploma
	A Mudau	DP	F	A	>50	Post- Degree/Diploma
	N Mdikana	DP	F	A	>50	Degree/Diploma
Westridge High School	Ntuli KM	P	F	A	40-49	Post- Degree/Diploma
	M Magau	DP	M	A	>50	Degree/Diploma
	J Smit	DP	F	W	>50	Degree/Diploma

Source: Researcher

The table 4.12 above shows the profile of list of schools, age characteristics, gender, race and education level of the interviewees. Out of the 6 schools under study, there

was a total of 8 males against 9 females. Also, the average interviewee age was between 30 to 50 all of whom were qualified educators with either a Diploma in Education or Post Grad Diploma in Education academic qualification. Moreso, the race of the interviewee was constituted by 7 whites, 9 Africans and 1 Coloured.

4.4 SERVANT LEADERSHIP EFFECT ON LEARNER OUTCOMES

This section presents the servant leadership influence on learner outcome based on the interview questions regarding the perceptions and attitudes of embracing servant leadership by SMT in schools. This is so because the SMT understanding and perceptions or their importance of embracing servant leadership practice in schools will influence on learner academic performance either positively, neutrally or negatively hence the interview questions presented in this section showcases the findings concerning the subject matter at hand.

Bu virtue, there were mixed insights that emerged from the findings in the data analysis. As such, the major finding concerning this servant leadership influence on learner outcome theme is that indeed to a great extent, the HODs, Deputy Principals and Principals of the researched schools viewed, caring, empathy for others, social, emotional support and communication as fundamental values that necessitate the successful implementation of servant leadership; hence it greatly influence learner outcome whereas on to a lesser extent, some few Deputy Principals were of the opinion that servant leadership practice is optional and not mandatory hence learner outcome is enhanced by the competence of the educator towards delivering well on curriculum goals and expectations rather than being dependent on the character or servant leadership practice by the educator.

Agreeably, the majority of the interviewees seemed to share a common belief that servant leadership is an inherent and deep understanding of other people hence it ought to be encouraged at work so that educators are emphatic to the dynamic needs of learners they educate and inspire at school. Moreover, this observation was paramount in line with (Mahembe & Engelbrecht, 2018) whose study found that servant leadership influenced learner outcome positively due to the empathy and care the educators executed to their learners. This is also in agreement with literature by (Greenleaf, 1970) who contended that the understanding and practice of servant leadership will enable

learners to receive specialised and unique attention to their needs and shortcomings that in turn boost their morale, participation in classroom and eventually learner performance.

4.5 SERVANT LEADERSHIP CHARACTERISTICS DISPLAYED BY SMTs

The findings from all participants, 6 principals, 6 teachers and 24 Head of Departments (HODs) show that they seem to have a perception of servant leadership as service to others and leading by example. However, there are mixed findings concerning the servant leadership characteristics displayed by SMT because to a great extent, some SMT members were of the opinion that positive characteristics of servant leadership are vital to the wellbeing of a learner congruent with the servant leadership theory of (Greenleaf, 1970), whereas to a lesser extent, some few SMT were of the opinion that characteristics of servant leadership by SMT were non- effectual towards the delivery of curriculum expectations against the dictates of servant leadership theory of (Greenleaf,1970). Therefore, these divergent findings are showcased below.

To confirm this statement, sentiments expressed from Die Adelaar Secondary School are:

"My understanding of servant leadership is that you just do not lead but serve other people and not just to focus on yourself. I believe that it can be inculcated in educators through in service training and at schools by giving educators the opportunity to serve selflessly, take the lead and making someone not being the head of department to lead a certain unit or function. This will encourage people to grow and train them and I speak to them if they need clear guidance in specific roles and responsibilities they do at school. I ensure that I check their wellbeing and emotional state and try to help the teachers so that I am part of their life before I give them task. I want them to feel appreciated and ensure that we have a good working relationship always. I also ask questions and inputs from my staff so that they feel being included in decision making and I do not dictate things on my staff. We also receive numerous training from district about servant leadership."

Furthermore, the SMT of Die Adelaar Secondary School provided the following insights concerning the practice of servant leadership at schools:

" I understand servant leadership as a personal philosophy whereby a leader focus on serving the learners and community. My role as leader towards emotional healing within school environment is to provide moral support to my staff and ensure that I creates a good working environment for them."

Moreover, the SMT of Wiseman Cele Secondary School said:

"I believe servant leadership is about providing unconditional service to others. However, it is not forced upon someone but ought to come from inside you. Servant leadership is about sacrificing for the good of others."

In addition, the SMT of Florida Park High School said:

"Our society is in a great need of real leaders. I believe that servant leadership is putting the needs of others before one-self and looking to benefit the whole group."

Similarly, the SMT of Hoerskool Florida reiterated that:

"I believe that servant leadership involves the demonstration of selfless care of others hence leading by example and putting their welfare above all else. It also somehow involves the Batho Pele policy"

Correspondingly, the SMT of Hoerskool Florida School stated that:

" I feel that servant leadership is an element of sacrifice on the leader's part for the organisation starting with the workers which includes community building because nothing exists in a vacuum and not imposing ideologies and religion."

In a similar vein, the SMT of Sizwe School for the Deaf said:

"Servant leadership involves the treatment one gets from work as in fairness, forgiveness and a deeper understanding of another person. It also involves unity at work for the common goal which is the learners."

The Westridge High School SMT reiterated that:

"I believe that the world will be a better place is we are aware of the significance of servant leadership. I think that servant leadership is not self-

centred. It considers other people as well and supports followers so they reach greater potential. A Leader is not only about what they are, therefore put themselves in their shoes, help them grow. Teachers need help as in advancing themselves. Sharing information with all stake holders. We will be blessed and learners will do better if their educators are applying servant leadership culture at their schools.”

Similarly, in other words the SMT of Westridge conceptualised Servant leadership as:

“ I believe that servant leadership includes leading your followers with the spirit of Ubuntu and enjoy see them thrive because you supported them unconditionally.”

Consequently, to a great extent, there is no doubt that the statements above seem to be congruent with the theory of servant leadership brought by (Greenleaf, 1970) that canvassed for compassionate and empathetic service to others as paramount towards inspiring and encouraging them to believe in themselves thereby do best in all their endeavours (Kumar, 2018). Therefore, it is befitting to argue that the findings from the School Principals regarding this theme of servant leadership characteristics corroborated with servant leadership literature (Manala, 2010). This was evidenced by the Hoerskool Florida School and Die Adelaar Secondary School which adopted servant leadership policies that are encouraged by the Gauteng Department of Education. The main policy concerning the roles and responsibilities of an educators and Principals in schools strongly emphasise them to abide by the Batho Pele principles of service (Kumar, 2018). Moreover, according to (Muller et al., 2018) the Batho Pele principles have their base from servant leadership philosophy canvassed by (Greenleaf, 1970).

Consequently, the study noted that most of the dominant characteristics of servant leadership that were supported by the SMT were the following: service for others, empathy, care, leading selflessly by example, being harmonious, emotional healing and good listening to other people's problems and emotionally support them to overcome those challenges. As such, the study noted that most of the SMT interviewed greatly believed that these characteristics were fundamental towards the demonstration and practice of servant leadership because they were of the notion that an SMT member is a role model in his or her society hence he or she needs to lead by example by showcasing Ubuntu to others in the community he or she serve (Manala, 2010). The

findings of the interviews also noted that the majority of the SMT were in agreement with the belief that in South Africa, servant leadership is anchored by the *Batho Pele* policy that demands the civil servant to demonstrate citizen values and respect through humility, courtesy transparency, honesty, value for money and good service to others (Muller et al., 2018).

To a great extent, the findings from the interviews also corroborated with (Van Dierendonck, 2017), who contended that educators are rational beings who deliver optimal value and skills when they are subjected in a peaceful, supportive and nurturing environment at workplace. Therefore, from the findings in the interview, the researcher observed that the Principal of Sizwele School created a conducive environment for educators to practice servant leadership and also to encourage them to participate in servant leadership mentorship courses offered by the Department of Education through Mathew Goniwe School of Leadership and Governance. This mentorship by the Sizwele Principal inculcate the spirit of servant leadership in educators in line with the understanding that servant leadership is a service to others offered with love, respect and honour hence SMT from the Sizwe school showed great enthusiasm and demonstrated high level of servant leadership practice.

In addition, the findings regarding mutual understanding by most SMT about the characteristics of servant leadership is in line with the literature on servant leadership that contents that educators ought to understand what servant leadership is and its characteristics for them to see the value of practising it schools (Muller et al., 2018). This is so because if the SMT who do not know or understand the significance of servant leadership, there will not have any motivation of practising it at all. Therefore, the findings from all the six schools in the interviews is strengthened by the findings of (Van-Dierendonck, 2017) who contend that servant leadership is demonstrated by showing humility, developing people, caring, affectionate and providing guidance to one's subordinates. Moreover, the study findings are also supported by (Spears, 2002) who improved the servant leadership theory from (Greenleaf, 1970; Greenleaf, 1977) by incorporating ten characteristics of servant leadership that include empathy, listening, persuasion, foresight and conceptualisation towards the growth of others. Thus the findings concerning the characteristics of servant leadership in the interviews is also corroborated by (Savage-Austin & Honeycutt, 2011) who content that servant leadership

at school is dependent on the educator and principal's demonstration of servant leadership characteristics which were mentioned in this section earlier on.

In addition, the Westridge High School and Wiseman Cele Secondary School SMTs' statements in the interviews seemed to be congruent with the servant leadership theory coined by (Greenleaf, 1970, p2) which stipulates that service to followers is one of the main characteristic of a servant leader hence the findings from the interviews showed that these schools encourage learners to do well and exhibit servant leadership characteristics. This is also shown by the Westridge High School SMT's statement that a 'leader is not a master but shares and encourages his followers to do well always.' This is in line with (Greenleaf, 1970) that believes that servant leaders characteristics involves giving away power to followers rather than keeping and abusing it. Moreso, the study findings demonstrated that to a great extent, some schools do understand what servant leadership is all about and its characteristics as depicted by the way the Wiseman Cele Secondary School SMT definition of servant leadership as 'leading through the followers.' Furthermore, these conceptualisations of the meaning and characteristics of servant leadership by some of the schools interviewed shows that it is in line with (Greenleaf, 1970; 1977) who conceptualised servant leadership as a way of life.

However, this characterisation of servant leadership as a way of life resulted in (Sipe & Frick, 2009, 2015) to develop seven pillars of servant leadership in a bid to empirically test through a set of structures. Therefore, the (Sipe & Frick, 2009, 2015) improves on (Spears, 2002)'s model hence the (Sipe & Frick, 2009, 2015) defines a servant leader as a person of compassionate character, systems thinker, who puts followers first and is highly skilled, visionary and leads with moral authority. Therefore, the study noted that most schools showed these servant leadership characteristics and were applying them towards teaching, discussions with each other and improves leadership. The Die Adelaar Secondary School SMT made reference to the dimension of servant leadership that speaks to the 'person of character' when they stated that 'leading people by serving them with dignity and respect' in line with (Sipe & Frick, 2009, 2015) servant leadership theory pillar two of putting people first when the Die Adelaar School SMT stated that they serve those they lead by mentoring them and showing a servant's heart.

Conclusively, the study findings are synonymous to those of (Insley et al., 2016) who content that servant leadership is perceived as a leadership approach that expresses school principals' efforts to sincerely assist in solving educators' problems, by caring, encouraging, trusting, modestly treating them and be empathetic to them as the Westridge High School SMT used the term 'respect'. Thus in summarising this theme, the key finding that emerged was the important role that school SMTs play as serving the needs of the people and communities they serve. Thus to a great extent, this was noted in the study interviews through the way SMTs showcase the servant leadership characteristics such as: respect, care and support of the communities they serve that they believe greatly, in practising servant leadership.

4.6 APPLICATION OF SERVANT LEADERSHIP PRINCIPLES BY SMT

Within this theme, the study noted that almost all SMTs interviewed in the study conceptualised servant leadership as one which considers people first hence servant leaders need to demonstrate servant leader qualities like sacrifice, team-work, justice and empathy for the followers. The findings from the all the SMT suggest that they seem to have a perception of servant leadership as service to others and modelling of best behaviours by the SMT.

Therefore, to a great extent, the findings from the study noted that SMTs from the Sizwile School for the Deaf have great regard of servant leadership culture at their school. This is so because the school is supporting deaf learners who need high level patience, care, support, mentorship when one is dealing with them. As a result, the interviews observed that all the staff at that school is very loving, patient and modest to the learners and even visitors that come to their school. The school that seemed to be leading with regards to the servant leadership practice compared to all the six schools under study. This high empathy towards the needy and willingness of going extra mile to service them is greatly commendable hence it is in line with servant leadership literature, that views that servant leadership is defined in terms of self- sacrifice and the willingness to do unreciprocated favours to followers is supported by (Barbuto & Wheeler, 2016).

Similarly, another study by (Miears, 2020) and (Cerit, 2019) contends that servant leadership is anchored by great and selfless sacrifice to others. This view was further supported by (Van-Dierendonck, 2011) who posit that the great selfless commitment of

servant leaders encourages and inspire their followers to want to do the same hence give their best in any organisation they work as noted by the interviewed at Sizwile School for the Deaf. Therefore, the study noted to a great extent that Sizwile School for the Deaf demonstrated exceptionally well and high application or practice of servant leadership compared to all the other 5 schools that were interviewed in the study.

Conclusively, a critical observation of this theme noted that most of the SMT interviewed were conscious of servant leadership and its characteristics hence it was easier for them to practice it in their schools and communities (Muller *et al.*, 2018). Moreover, the study noted that the practice of servant leadership in schools and communities the schools were located was done mostly by the elderly interviewees whereas the young interviewees showed lack of understanding for it hence they need mentorship, encouragement and team leadership training about the significance and practice of servant leadership. This will enable them to practice it with a strong awareness that it is a good thing to be a servant leader thereby inspire them to service their communities with all their heart. This is also supported by (Mahembe & Engelbrecht, 2018) who content that servant leadership also improves team efficiency, effectiveness and social fibre of serving rather than being served. Therefore, the high regard and practice of servant leadership at schools and their communities by SMT is supported by the servant leadership theory espoused by (Greenleaf, 1970) who lamented that servant leadership brings hope to the needy who cannot afford to pay for every service they need in society hence a gesture of kindness helps to bring hope to them.

4.7 CONCLUSION

The chapter successfully presented the findings of the fieldwork in line with study objectives. Also, the chapter utilised literature and the conceptual framework of servant leadership to understand and interpret meaning derived from the data analysis. Moreover, the key finding that emerged was that all SMTs view care and love for others, mentorship and patience as important qualities in the implementation and practice of the principles of servant leadership at workplace towards improved learner performance. Empathy then finds its way in the demonstration of servant leadership behaviours as in building relationships, respect, humility and negotiating conflict.

Moreover, the key finding that came up was that of modelling best practices that which the educators are expected to practice hence what the principals ought to do to enhance the culture of servant leadership at their schools. These practices include caring for the needs of others first, fairness, not command and control, teamwork deep understanding and respecting each other. That is how most of all the participants seemed to conceptualise servant leadership. Consequently, the study findings were in conformance with (Ekinici, 2015) who believed servant leadership culture improves learner performance. The next chapter presents discussion of servant leadership in full detail relative to qualitative and quantitative techniques.

CHAPTER 5: DISCUSSION OF RESULTS

5.1 INTRODUCTION

The previous chapter presented the findings of the study whereas the current chapter shall present the discussion of results obtained from the data analysis to ensure that the results obtained are accurate and reliable for decision making in line with the study objectives of examining servant leadership in six Johannesburg West District's School Management Teams (SMTs). This chapter will also go deeper to discuss the respondents' frequencies based on their understanding and perception of servant leadership, promotion and campaign of the importance of servant leadership, availability of servant leadership mentorship in schools, alertness to latest servant leadership information as well as school networks that encourage servant leadership culture in the school environment. Moreover, the chapter will also discuss how servant leadership influence learner outcome in Gauteng Johannesburg West District's Secondary Schools based on Maths and Science results of 2021 from the Gauteng Department of Education end of year Matriculates results.

The dimensions that are discussed in this Chapter give deeper clarity and understanding of the study objectives and compliment the findings in Chapter 4. In addition, this chapter underpins its discussion of the results based on the data that was generated through face-to-face interviews and questionnaires from 6 principals, 6 deputy principals and 24 heads of department from the Chapter 4. Furthermore, the face-to-face interviews will be discussed using the inductive method of thematic analysis in order to articulate meanings coherently and contextually to the study objectives (Creswell, 2003). In addition, the discussion of results in this chapter also are based on the thematic analysis of the study objectives obtained from the data analysed in the previous chapter 4. Inevitably, the chapter discusses the findings of the analysed data in the light of existing relevant literature and the conceptual framework of servant leadership in a bid to enhance clearer understanding and interpretation of implication of the results derived from the data analysis concerning the subject matter at hand.

To realise the aim of the study as stated above, the following objectives will be pursued:

- to examine the characteristics of servant leadership displayed by School Management Teams
- To evaluate the application of servant leadership by School Management Teams in public ordinary secondary schools.
- To evaluate the potential outcomes of servant leadership through learner performance outcomes in Maths and Science of matriculates.

5.2 DISCUSSION OF THE RESULTS

Based from the findings of the study, interviewees and respondents were asked to show their perception regarding servant leadership displayed by School Management Teams (SMT).

5.2.1 Examine the Characteristics of Servant Leadership Displayed by SMT.

Overall, based from the findings from the participants, 6 principals and 6 deputy principals and 24 Heads of Department in Chapter 4 there is a perception of servant leadership as service to others and leading by example. This understanding is congruent with the theory by Greenleaf (1970) on servant leadership save for one respondent whose response was not congruent with the theory by Greenleaf (1977). Furthermore, study also examined the perception of respondents towards the effectiveness of servant leadership displayed by the School Management Teams in enhancing servant leadership culture in schools through characteristics such as listening skills, the importance of servant leadership, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Black, 2021).

The following were the results from the data analysis:

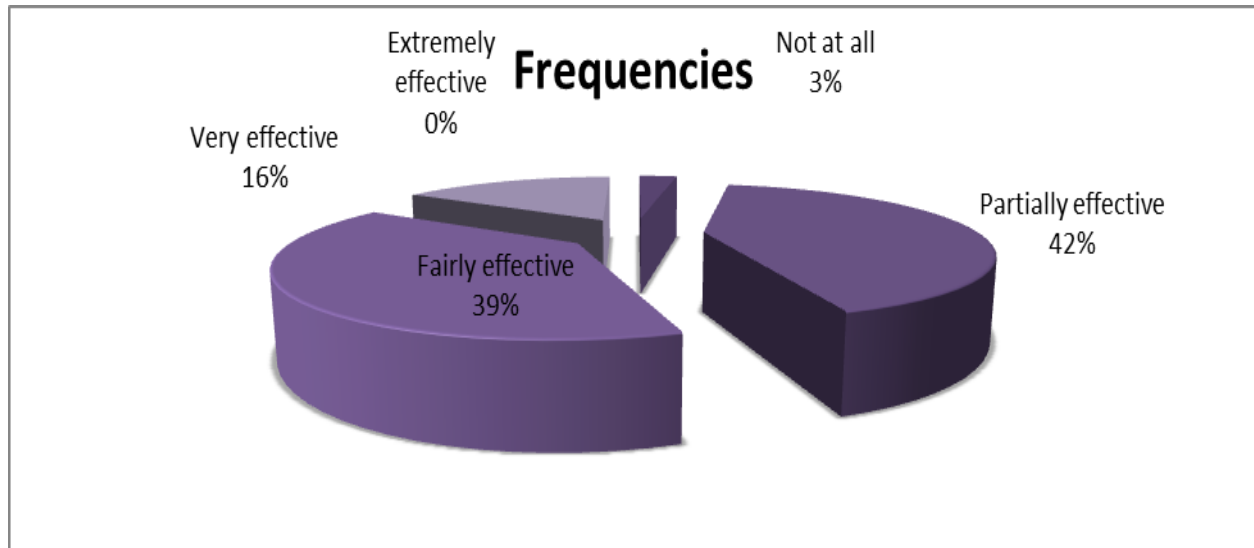


Figure 5.1: Characteristics of servant leadership displayed by School Management Teams.

Source: Researcher

Figure 5.1 displays that 14 (39%) of the participants revealed that the characteristics of servant leadership displayed by School Management Teams towards enhancing servant leadership culture in schools was fairly effective to them and well-articulated through the Principal of Die Adelaar Secondary School, while 15 (42%) indicated that the perception regarding the significance of the servant leadership characteristics displayed by School Management Teams was partially effective. Moreover, 5 (16%) indicated that the perception regarding the significance of the characteristics of servant leadership displayed by School Management Teams was very effective, and only 1 (3%) noted that their perception regarding the characteristics of servant leadership displayed by School Management Teams was not effective at all. As was shown in the literature, (Burton & Peachey, 2020), described people-oriented leadership training and development as the most influencing success factors for effective servant leadership culture within the school management teams.

Furthermore, a review of the characteristics of servant leadership displayed by School Management Teams in the study found that while there are a high number of SMT personnel complying with most or all provisions in schools such as Hoerskool Florida School and Die Adelaar Secondary School, there are major challenges in some of the

SMT members from other schools such as Florida Park High School. Consequently, there are numerous factors that affect the ability of SMT members to showcase good servant leadership. For example, bad characteristics of servant leadership culminate in lack of good listening skills, poor perception towards the importance of servant leadership, poor empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community in the SMT under examination (Barbuto & Wheeler, 2020). Therefore, this challenge will be overcome by offering high-level training and change management to the SMT members (Bryman, 2016). Another concern raised from the interviews was that some members of the SMT are not consistent regarding the practice of servant leadership in their schools hence it was hard to determine their perception.

Consequently, there is no doubt that the statements above seem to be congruent with the theory of servant leadership brought by Greenleaf (1970, p 2) stating that service to others is the key to a leaders' greatness and a servant leaders' greatness is the primary motivation and the purpose is to encourage greatness in others. To a large extent, the findings from the interviews with the school principals corroborated with literature about servant leadership. Hoerskool Florida School and Die Adelaar Secondary School seemed to have adopted policies which have similarities to those of the Gauteng Department of Education. The policy on the duties of the principal, section of the development of immediate school community speaks to the application of the Batho Pele principles of service delivery of 1997. The question that comes then is whether the these Batho Pele principles are understood and inculcated. (Manala, 2017) cited in (Burton & Peachey, 2020) is of the view that the Batho Pele principles have their base from servant leadership philosophy hence the characteristics of servant leadership hinges therein.

5.2.2. Frequencies for understanding the term servant leadership

This section discusses the definition and responses of the SMT respondents concerning their understanding of the term 'servant leadership'. Most SMTs respondents defined 'servant leadership' as a management style in which one leads by putting the needs of your team first hence the leader serves the needs of his people first. In the context of education, the servant leader should prioritize the needs of his school, learners, teachers and all stakeholders before addressing his own needs.

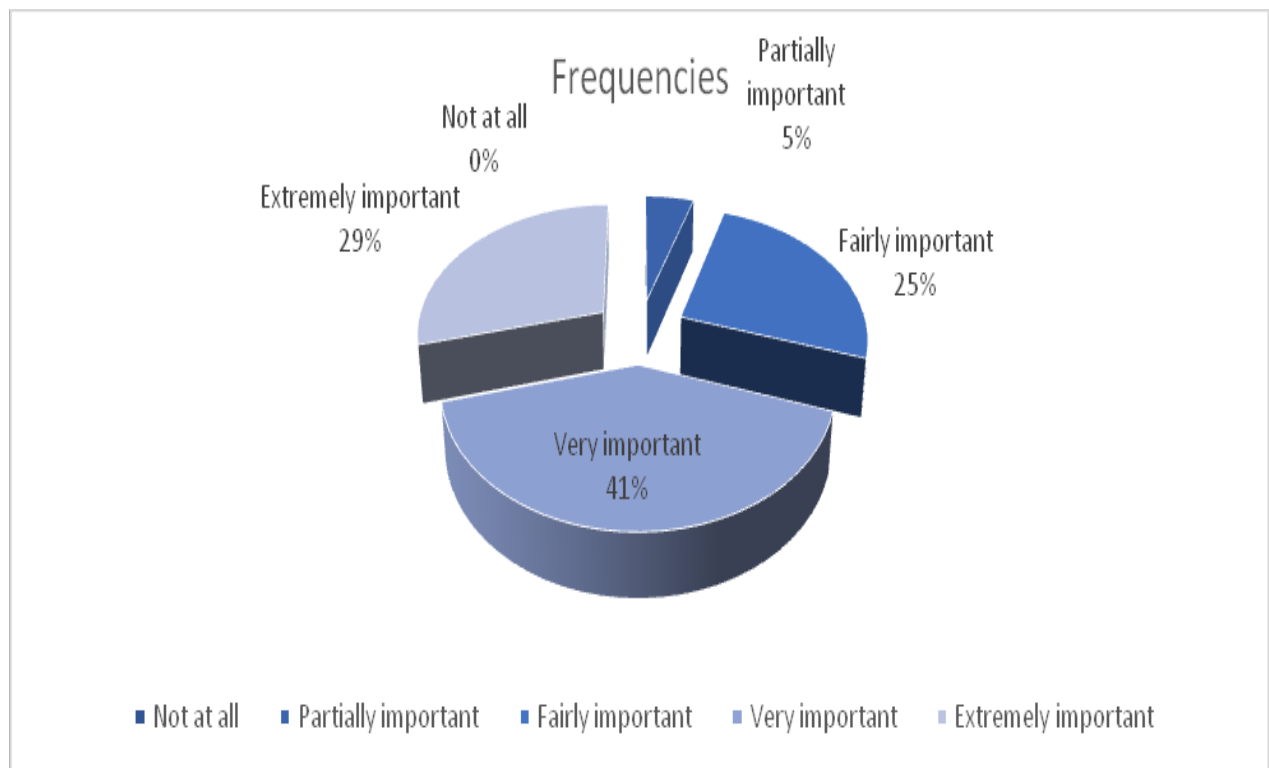


Figure 5.2 Availability of servant leadership mentorship in schools

From Figure 5.2, approximately 14 (41%) of the SMT participants reflected that the availability of servant leadership mentorship in schools was very important to them, 10 (29%) of participants specified that the provision of servant leadership mentorship in schools was extremely important, and 9 (25%) expressed that the servant leadership mentorship in schools was fairly important. Overall, the servant leadership mentorship in schools was regarded as important. Literature indicated that providing servant leadership mentorship in schools was very important because it offers the foundation for a high-performing organization – the achievement of goals and sustainable success requires input and support from all levels of an organization including schools (Cerit, 2019). Therefore, the SMT is encouraged to harness the benefits of practicing servant leadership culture in their schools as it increases prospects of attaining high academic outcomes (Chinyerere, 2018).

5.2.3 Evaluate the application of servant leadership by SMTs

Respondents were asked to show their perception regarding the clarity around powers and functions of different SMT unit heads towards implementing servant leadership culture in their schools. Their responses were shown as follows:

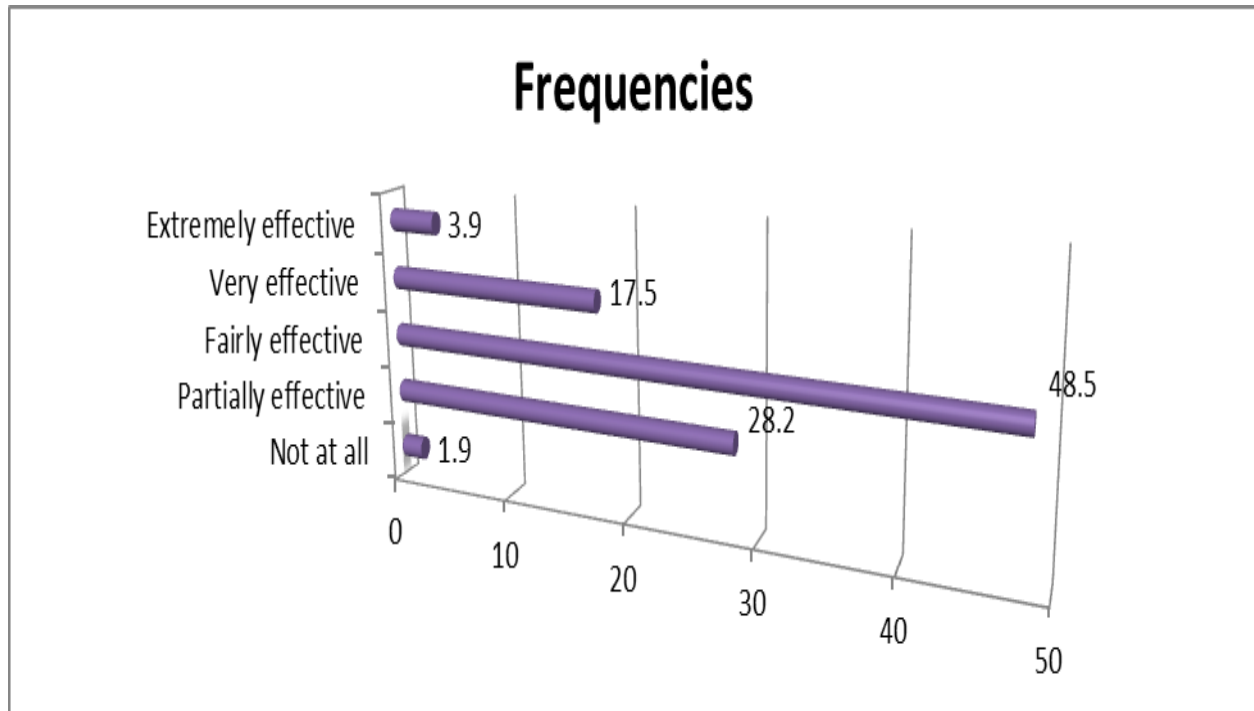


Figure 5.3: Perceptions of establishing servant leadership culture in schools by SMT

Figure 5.3 shows that 17 (48.5%) of the respondents indicated that their perception regarding the clarity around powers and functions of different SMT unit heads towards implementing servant leadership culture in their schools was fairly effective, 10 (28.2%) reflected that their perception regarding the clarity around powers and functions of different SMT unit heads towards implementing servant leadership culture in their schools was partially effective. Additionally, 6 (17.5%) indicated that their perception regarding the clarity around powers and functions of different SMT unit heads towards implementing servant leadership culture in their schools was very effective, while only 1 (3.9%) reported that their perception regarding the clarity around powers and functions of different SMT unit heads towards servant leadership culture in their schools was extremely effective.

The findings were in agreement with the literature that there should be clarity around powers and functions of different SMT unit heads towards servant leadership culture in their schools (Chan, 2017). However, within the all six schools in the study, most interviewees especially the Deputy Principal of Hoerskool Florida reiterated that there was limited clarity concerning the roles and responsibilities of SMT unit heads concerning the practice of servant leadership culture in their schools. Moreover, the

interviewees argued that there was too much expectations from society that the SMT should adhere to servant leadership practice rather than the main function of providing administrative support to schools. In addition, the interviewees were asked to illustrate their perceptions concerning the importance of having good servant leadership culture by SMT in schools as shown in figure 5.4 below.

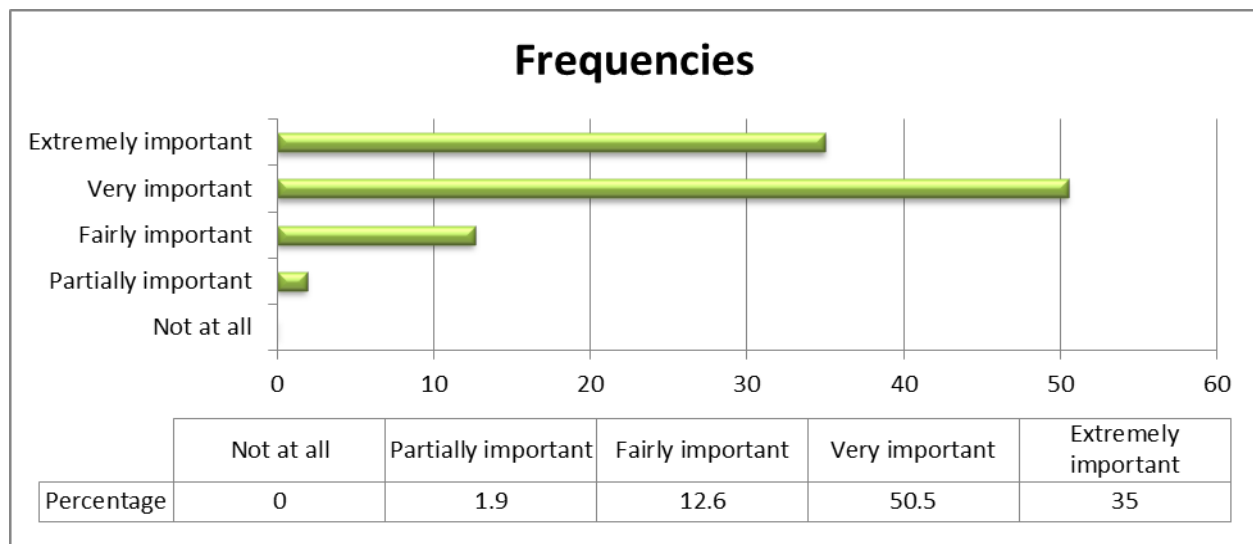


Figure 5.4: Importance of establishing good servant leadership culture by SMT in schools.

The above figure 5.4 above shows the response from interviewees concerning the importance of establishing good servant leadership culture by SMT in six schools under the study. The study showed that approximately 18 (50.5%) especially from the Principal of Wiseman Cele Secondary School who argued that it was very important for all those schools to establish a good servant leadership culture by SMT to strengthen the spirit of serving the communities in which schools are build, approximately 12 (35%) and especially the Principal of Florida Park High School stated that it was extremely important to establish a good servant leadership culture by SMT, and approximately 4 (12.6%) participants stated that it was fairly important for all the six schools under study to establish a good servant leadership culture by SMT. The literature strongly agrees with the notion that there should be high level servant leadership culture by SMT in schools to ensure that the educational outcomes of those societies are high (Cohen & Sherman, 2022).

However, the manifestations of bad servant leadership culture in some schools by SMT are rampant. This resulted in some learners failing their studies because they did not

enjoy the personality of their educators (Dubrin, 2016). The unethical behaviour by any SMT member should be officially penalised. Bad servant leadership culture makes parents doubt the integrity of the education sector. In this respect, the perception of unethical conduct can be as damaging as an actual unethical conduct (Gough, 2020).

A problem can only be curbed if people know its root causes. (Kumar, 2018), argues that identifying the manifestations of bad servant leadership in public sector schools will assist in understanding it and coming up with suggestions and ways that should be taken to combat it. Bad servant leadership culture holds various negative effects for South African schools, including the following:

- It creates a negative image of the school
- It impairs the character of the South African educational institutions
- It harms parent's trust and confidence in public schools
- It erodes the legitimacy of the state

Ekinci, 2015 argues that instances where family considerations (extended or nuclear) may dominate administrative decision-making contrary to the Weberian model of bureaucracy in which merit criteria are expected to be paramount must not be encouraged. Kvale, 2019 argues that the practice of nepotism may lead to the downgrading of the quality of the public service, disrupting the *spirit de corps* and trust resultant in corrupt administration, owing to the ability of a select few to impair control measures on account of their personal relationship with the policy maker, and by reason of their not being dismissed or replaced for misconduct.

5.2.4 Promotion & campaign of importance of servant leadership practice in schools

This section evaluates the promotion and campaign of the importance of servant leadership practice in schools by SMTs.

Respondents were asked to show their perception regarding the importance of the promotion and campaign of the importance of servant leadership practice in Gauteng schools by SMTs. The reflective responses were shown as follows:

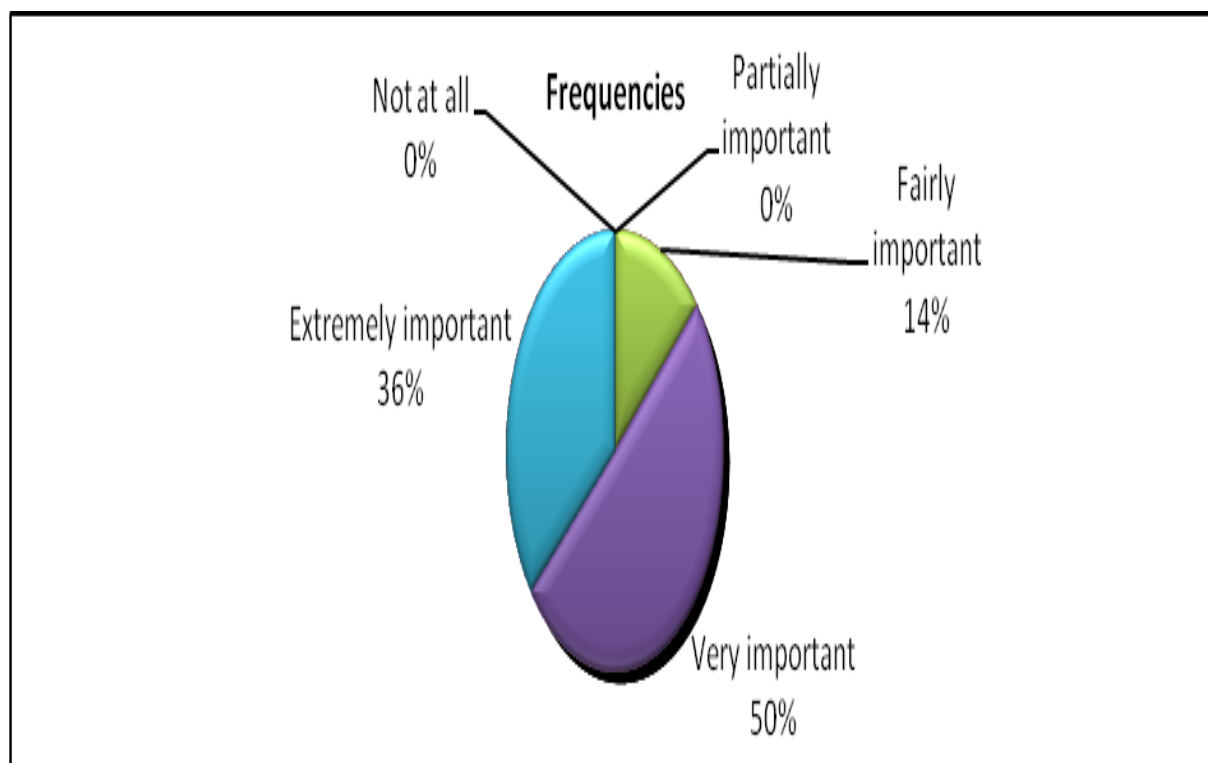


Figure 5.5: Promotion & campaign on the success of servant leadership practice in schools

Figure 5.5 illustrates that approximately 18 (50%) of the respondents indicated that the facilitation of schools campaigns and awareness of servant leadership practice in schools by SMTs was very important, approximately 12 (36%) revealed that such promotion and awareness of servant leadership practice in schools by SMTs was extremely important. Only 5 (14%) of the participants revealed that equipping SMTs with such skills was fairly important. It was also noted in the literature review that promotion and awareness of servant leadership practice in schools by SMTs were important for the school's growth and development. It was for this reason that SMTs ought to be taught the significance of awareness of servant leadership practice in schools to improve learner outcome in those schools (Insley et al, 2016).

5.2.5 Capacity building skills

Respondents were asked to show their perception regarding the importance of the availability of servant leadership mentorship in schools. Their responses were shown as follows:

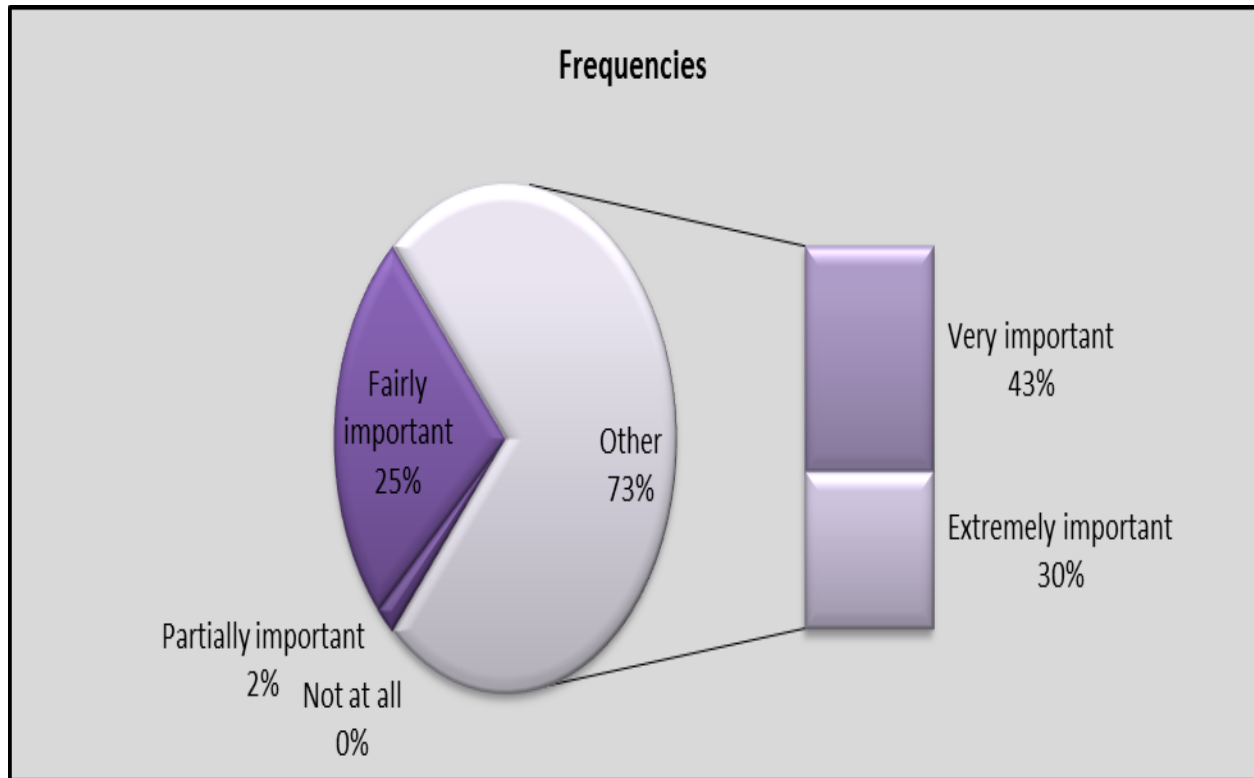


Figure 5.6: Capacity-building skills

In Figure 5.6, close to three quarters of the participants indicated that the facilitation of capacity building skills towards the practice of servant leadership in schools by SMTs was very important, about 15 (43%) argued that the facilitation of capacity building skills towards the practice of servant leadership in schools by SMTs was very important and about 10 (30%) of the respondents contented that the facilitation of capacity building skills towards the practice of servant leadership in schools by SMTs was extremely important. Furthermore, 9 (25%) of the respondents indicated that the facilitation of the respective skills was fairly important for their schools. The new members of the SMT will be trained so that they can get effective capacity building skills to start innovative and profitable practice of servant leadership in their schools.

5.2.6 School networking

This part of analysis assesses the ability of the schools to network and encourage each other to practice servant leadership culture. Therefore, the respondents were asked to show their perception regarding the importance of the schools to network and encourage each other to practice servant leadership culture thereby influencing the success of the

implementation of servant leadership strategies in Gauteng schools. Their responses were shown as follows:

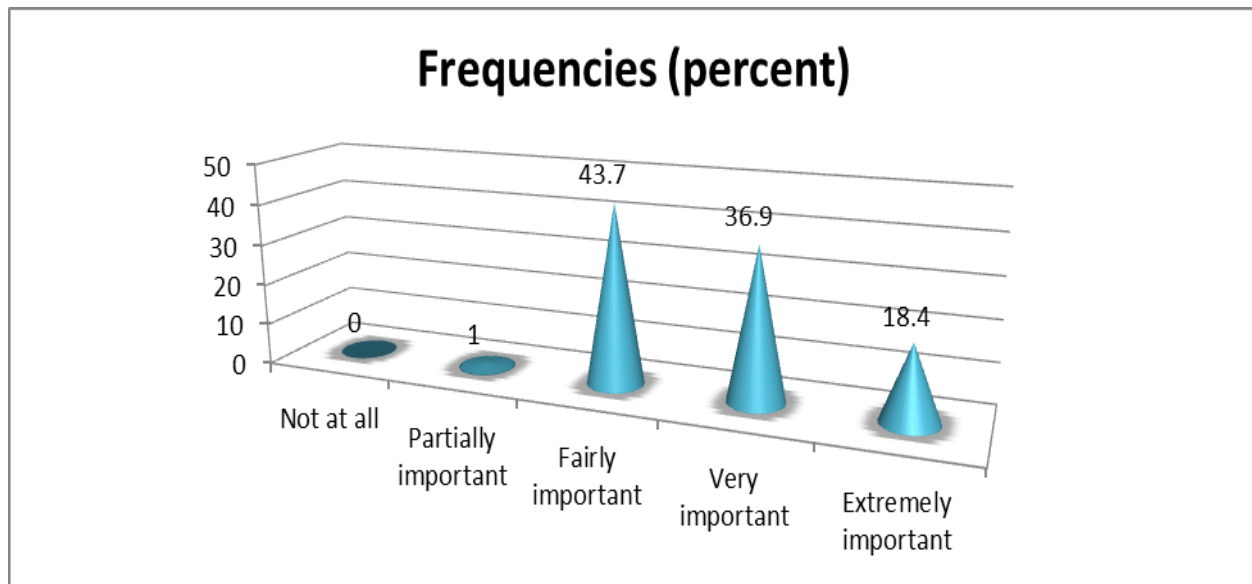


Figure 5.7: School networking

As shown in Figure 5.7, most of the respondents rated the importance of the schools to network and encourage each other to practice servant leadership culture thereby influencing the success of the implementation of servant leadership strategies in Gauteng schools important. Of the respondents, approximately 15 (43.7%) indicated that the importance of the schools to network and encourage each other to practice servant leadership culture thereby influencing the success of the implementation of servant leadership strategies in Gauteng schools was fairly important, about 12 (36.9%) revealed that it was very important, and approximately 6 (18.4%) rated importance of the schools to network and encourage each other to practice servant leadership culture thereby influencing the success of the implementation of servant leadership strategies in Gauteng schools as extremely important. This was contrary to the literature which stated that most school SMT possessed pedagogical skills but did not have strategic social networking soft interpersonal skills (Lincoln & Guba, 2021).

5.2.7 Keeping abreast with latest information on servant leadership practice

Respondents were asked to show their perception regarding the importance of keeping abreast with latest information on servant leadership practice and its impact on the success of the servant leadership practice in public schools. Their responses were shown as follows:

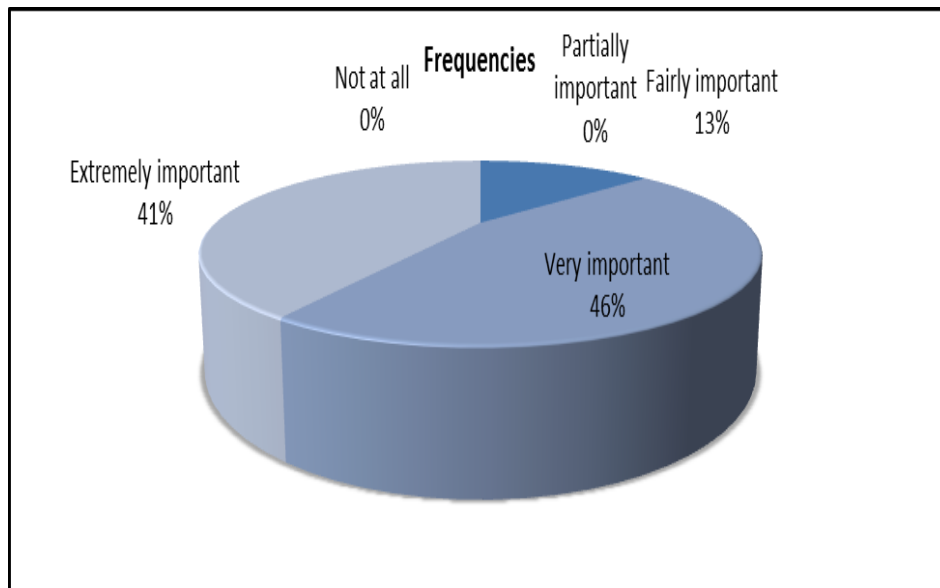


Figure 5.8: Keeping abreast with latest information on servant leadership practice

Overall, approximately 4 (13%) of the respondents as shown in Figure 5.18 rated keeping abreast with latest information on servant leadership practice on impacting the success of the implementation of servant leadership practice in public schools as fairly important. Also, about 20 (46%) rated keeping abreast with latest information on servant leadership practice on impacting the success of the implementation of servant leadership practice in public schools as very important, and about 14 (41%) indicated that keeping abreast with latest information on servant leadership practice on impacting the success of the implementation of servant leadership practice in public schools as extremely important. This was aligned to the literature which indicated that it was important for schools to align with institutions that update them servant leadership best practice to ensure that SMTs improves their professionalism at work (Burton & Peachey, 2020).

There are a number of factors at the organizational level that impact on the development of teaching professionalism, namely, organizational support in terms of time, workload and management support, recognition of participation, research focus, and financial and resources allocated to the professional learning (Barbuto & Wheeler, 2020). There are also several factors that influence the development of teacher professionalism including school leadership, school climate, school size and school socioeconomic status (Burton & Peachey, 2020). This information is available in journals and numerous sources of servant leadership practice in schools. Therefore, the SMTs should access those

journals and sources all the time. Cerit, 2019, state that teachers, schools, and learning activities are sub interacting and integrating in a variety of ways to influence teacher learning. They added that strong Collective Interaction Decisions at the school level will result in the teaching of teacher professionalism although teachers may have a tendency to acquire teaching knowledge based on teaching practices, pedagogical beliefs, previous knowledge and past experience. (Lincoln & Guba, 2021), state that schools struggle to develop systems and processes to support knowledge sharing and use this knowledge to enhance collective and individual practices. (Burton & Peachey, 2020) and (Barbuto & Wheeler, 2020), find in their survey that teachers who participate in online training with team components report that they are significantly more confident in their overall technology pedagogical content knowledge and use of technology learning in the classroom after graduation.

5.2.8 Servant leadership influence on learner outcomes

To address the impact or influence of servant leadership practice on learner performance, the study reviews the learner outcomes in Mathematics and Science after the schools SMT applied the culture of servant leadership. The following were the figure 5.9 findings below:

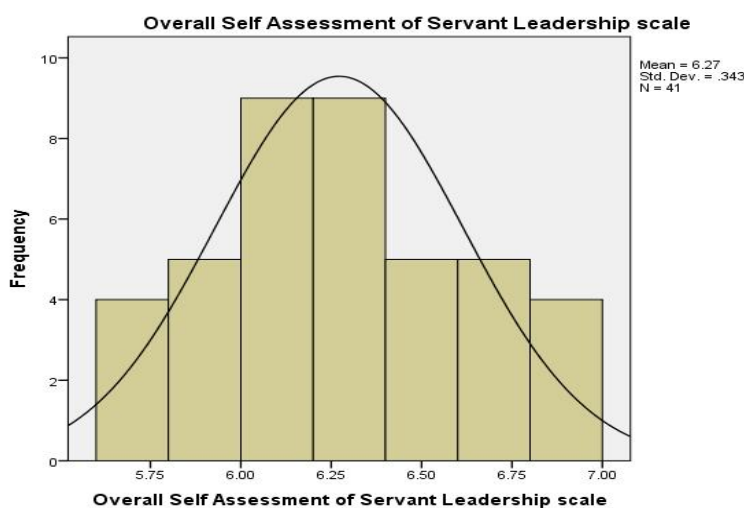


Figure 5.9 servant leadership scale

Source: Researcher

As a result of the analysis of the figure 5.9 above, the study noted that servant leadership measuring variable according to the statistical standards advanced by (Cerit, 2019), and the results were statistically non-significant in line with that (Cerit, 2019) servant leadership statistic standard. This is so because the servant leadership scores according to (Cerit, 2019), can range from a low of zero to a high of 600-point margin. Therefore, according to the (Cerit, 2019), servant leadership score: a score range between 0-399 represent a fail; whereas a servant leadership score between 400-499 represent a pass margin and a score range between 500-600 represent an advanced pass in the study. Accordingly, the study also evaluated the homoscedasticity by assessing the data variable plots to determine whether the data was evenly classified in line with the optimum fit line in the chart or not (Barbuto & Wheeler, 2020). As such, the study noted high evidence of heteroscedasticity in the distribution of the data along and across the best fit line scatter plots. Therefore, a visual examination of the scatter-plots noted that the three of the six variables used in this investigation violated the assumptions related with the Pearson's correlation technique (Mason, 2020), since the data failed to confirm homoscedasticity thereby resulting in applying the Spearman's rho correlation as the appropriate servant leadership analysis technique (Cerit, 2019). This conclusion was appropriate with literature because Spearman's rho is a non-parametric correlational technique whose use is suitable when one or more of the assumptions of the Pearson's correlation is present (Mahembe & Engelbrecht, 2018).

5.3 CORRELATIONAL ANALYSIS

The study used the Pearson Product-Moment Correlation Coefficient or Pearson's correlation to test the variable servant leadership to determine its influence on learner outcome. This technique was preferred and appropriate hence used in the study because both variables (servant leadership and learner outcome) were expressed as continuous scores hence r had a small standard deviation error when it was regressed. Simply put, in a bid to determine the influence of servant leadership on learner outcome, the study used the r Pearson's because both the data collected through the survey instrument and the Gauteng Schools Science and Mathematics results scores for the year 2021 were continuous data; hence, the use of a Pearson's r was justified in the study. However, the data was non-linear, the study used the Spearman's rho, a non-

parametric test, to analyse the data. This was the appropriate analysis technique for the correlational test concerning the data that does not meet the tests for normality. Moreso, all the data were analysed by using SPSS version 21. The dependent variable (servant leadership) was also correlated against the independent variable (learner outcome) to determine the level of servant leadership influence on learner outcomes.

5.3.1 Results of the correlation test

The study results concerning the objective three is as follows:

RQ1: Is there a significant relationship between SMT servant leadership characteristics and student grades in science in case secondary schools?

The results of the Spearman's rho Correlation test indicate that there is a weak to moderate correlation between servant leadership characteristics and student pass marks in Science within the six Johannesburg West Schools: this is indicated by the equation ($r_s = 0.320$, $n = 0.42$, $p = .042$). Therefore, the result from this analysis shows that the SMT's servant leadership characteristics have a weak to moderate influence on Science results. Different put, weak scores on servant leadership scale like the 0.42 indicates that there are lower to moderate pass mark in Science. Thus SMT should encourage the practice of servant leadership to improve the Science learner outcome. Learners needs educators who can go extra mile to assist them in Science so that they can get better results hence servant leadership practice.

RQ2: Is there a relationship between SMT servant leadership characteristics and student pass mark in Mathematics in your school?

The results of the Spearman's rho Correlation indicate that there is a positive correlation between SMT servant leadership characteristics and student outcome in Mathematics in Johannesburg West Schools as indicated by the equation: ($r_s = .13$, $n = 6$, $p = 1.07$). Therefore, the evidence from this analysis shows that there is a positive score of over 1.0 on the influence of servant leadership on Mathematics. This means that servant leadership has a positive influence on Mathematics achievement. Therefore, the SMT should continue the practice of servant leadership because it is yielding positive outcome on learner performance in Mathematics. The table 1 below shows the servant leadership survey scores in mathematics and Science for each of the six schools gathered from (GDE, 2021) Matriculation results:

Table 1 Maths and Science scores for Each School (Sch)

Sch	Total	Maths	Science
1	146	429.056	420.756
2	142	427.672	433.060
3	143	417.112	435.228
4	149	466.112	463.538
5	165	418.942	453.803
6	160	415.685	434.185

The total Number of Schools Data in Mathematics and Science were 6. Source: (GDE, 2021).

Therefore, the Spearman's rho Correlation test indicates that there is a positive correlation between a SMT member's servant leadership culture and student achievement in Mathematics and weak to moderate correlation of SMT member's servant leadership culture and student achievement in Science in the six Johannesburg West examined Schools. This is indicated by the equation ($r_s = .06$, $n = 6$, $p = .89$). Therefore, the positive score in Mathematics on the servant leadership scale results in higher student achievement in Mathematics. Thus SMT are recommended to continue practising servant leadership because it is yielding positive educational outcomes to their learners.

5.4 EMPIRICAL INSIGHTS FROM THE DISCUSSION OF THE RESULTS

Chapter 5 successfully presented the empirical results obtained from the data analysis to ensure that the results obtained are accurate and reliable for decision making in line with the study objectives of examining the effects and application of servant leadership principles in six Johannesburg West District's School Management Teams (SMTs). This chapter also discussed the respondents' frequencies based on their understanding of the term servant leadership and how it influences learner outcome in Gauteng Johannesburg West District's Schools. The chapter showed also the Spearman's rho Correlation test of the significance and efficiency, effects and application of servant leadership principles towards learner educational outcomes in Mathematics and Science in six Johannesburg public schools.

Furthermore, a review of the characteristics of servant leadership displayed by School Management Teams in the study found that while there are a high number of SMT personnel complying with most or all provisions in schools such as Hoerskool Florida School, Die Adelaar Secondary School and Sizwile School for the Deaf to mention but a few, there are major challenges in some of the SMT members from other schools such as Westridge High School and Florida Park High School. Numerous factors affect the ability of SMT members to showcase good characteristics of servant leadership. This includes lack of good listening skills, poor perception towards the importance of servant leadership, poor empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Bryman, 2016). Therefore, this challenge will be overcome by offering high level training and change management to the SMT members (Barbuto & Wheeler, 2020). Another concern raised from the interviews was that some members of the SMT are not consistent regarding the practice of servant leadership in their schools hence it was hard to determine their position regarding the matter at hand.

Therefore, to a great extent, the findings from the study noted that almost all the HODs, Principals and Deputy Principals from the Sizwile School for the Deaf have great regard of servant leadership culture at their school. This is so because the school is supporting deaf learners who need high level patience, care, support, mentorship when one is dealing with them. As a result, the interviews observed that all the staff at that school is very loving, patient and modest to the learners and even visitors that come to their school. The school that seemed to be leading with regards to the servant leadership practice compared to all the six schools under study. This high empathy towards the needy and willingness of going extra mile to service them is greatly commendable hence it is in line with servant leadership literature, that views that servant leadership is defined in terms of self- sacrifice and the willingness to do unreciprocated favours to followers is supported by (Barbuto & Wheeler, 2016).

Similarly, another study by (Miears, 2020) and (Cerit, 2019) contends that servant leadership is anchored by great and selfless sacrifice to others. This view was further supported by (Van-Dierendonck, 2011) who posit that the great selfless commitment of servant leaders encourages and inspire their followers to want to do the same hence give their best in any organisation they work as noted most of the SMT (HODs, Principal and Deputy Principal) interviewed at Sizwile School for the Deaf. Therefore, the study noted to a great extent that Sizwile School for the Deaf demonstrated exceptionally well and high

application or practice of servant leadership compared to all the other 5 schools that were interviewed in the study.

Conclusively, a critical observation of this theme noted that most of the SMT interviewed were conscious of servant leadership and its characteristics hence it was easier for them to practice it in their schools and communities (Muller et al., 2018). Moreover, the study noted that the practice of servant leadership in schools and communities the schools were located was done mostly by the elderly interviewees whereas the young interviewees showed lack of understanding for it hence they need mentorship, encouragement and team leadership training about the significance and practice of servant leadership. This will enable them to practice it with a strong awareness that it is a good thing to be a servant leader thereby inspire them to service their communities with all their heart. This is also supported by (Mahembe & Engelbrecht, 2018) who content that servant leadership also improves team efficiency, effectiveness and social fibre of serving rather than being served. Therefore, the high regard and practice of servant leadership at schools and their communities by SMT is supported by the servant leadership theory espoused by (Greenleaf, 1970) who lamented that servant leadership brings hope to the needy who cannot afford to pay for every service they need in society hence a gesture of kindness helps to bring hope to them.

Consequently, the study noted that most of the dominant characteristics of servant leadership that were supported by the SMT were the following: service for others, empathy, care, leading selflessly by example, being harmonious, emotional healing and good listening to other people's problems and emotionally support them to overcome those challenges. As such, the study noted that most of the SMT interviewed greatly believed that these characteristics were fundamental towards the demonstration and practice of servant leadership because they were of the notion that an SMT member is a role model in his or her society hence he or she needs to lead by example by showcasing Ubuntu to others in the community he or she serve (Manala, 2010). The findings of the interviews also noted that the majority of the SMT were in agreement with the belief that in South Africa, servant leadership is anchored by the *Batho Pele* policy that demands the civil servant to demonstrate citizen values and respect through humility, courtesy transparency, honesty, value for money and good service to others (Muller et al., 2018).

To a great extent, the findings from the interviews also corroborated with (Van Dierendonck, 2017), who contended that educators are rational beings who deliver optimal value and skills when they are subjected in a peaceful, supportive and nurturing environment at workplace. Therefore, from the findings in the interview, the researcher observed that the Principal of Sizwele School created a conducive environment for educators to practice servant leadership and also to encourage them to participate in servant leadership mentorship courses offered by the Department of Education through Mathew Goniwe School of Leadership and Governance. This mentorship by the Sizwele Principal inculcate the spirit of servant leadership in educators in line with the understanding that servant leadership is a service to others offered with love, respect and honour hence SMT from the Sizwe school showed great enthusiasm and demonstrated high level of servant leadership practice.

Also the study noted that the results of the Spearman's rho Correlation indicate that there is a positive correlation between SMT servant leadership characteristics and student outcome in Mathematics in Johannesburg West Schools as indicated by the equation: ($r_s = .13$, $n = 6$, $p = 1.03$). Therefore, the evidence from this analysis shows that there is a positive score of over 1.0 on the influence of servant leadership on Mathematics. This means that servant leadership has a positive influence on Mathematics achievement. Therefore, the SMT should continue the practice of servant leadership because it is yielding positive outcome on learner performance in Mathematics.

5.5 CONCLUSION

In conclusion, the study successfully discussed the characteristics of servant leadership and especially the influence of servant leadership practice on learner performance in 6 Johannesburg West District Secondary Schools. The chapter also discussed the respondents' frequencies based on their understanding and perception of servant leadership, promotion and campaign of the importance of servant leadership, availability of servant leadership mentorship in schools, alertness to latest servant leadership information as well as school networks that encourage servant leadership culture in the school environment. The chapter further discussed how servant leadership influence learner outcome in Johannesburg West District's Secondary Schools based on Maths and Science results of 2021 from the Gauteng Department of Education end of year Matriculates results. As such, the study reviewed the learner outcomes in Mathematics

and Science after the schools SMT applied the culture of servant leadership and found that indeed servant leadership culture influence learner outcome.

Agreeably, the majority of the interviewees seemed to share a common belief that servant leadership is an inherent and deep understanding of other people hence it ought to be encouraged at work so that educators are emphatic to the dynamic needs of learners they educate and inspire at school. Moreover, this observation was paramount in line with (Mahembe & Engelbrecht, 2018) whose study found that servant leadership influenced learner outcome positively due to the empathy and care the educators executed to their learners. This is also in agreement with literature by (Greenleaf, 1970) who contended that the understanding and practice of servant leadership will enable learners to receive specialised and unique attention to their needs and shortcomings that in turn boost their morale, participation in classroom and eventually learner performance.

Consequently, to a great extend the study findings are similar to those of (Insley, et al., 2016), that servant leadership is perceived as a leadership approach that expresses school principals' efforts to sincerely assist in solving teachers' problems, encouraging them, caring about them, showing empathy, treating them equally, trusting them, and treating them with modesty as the Westridge High School SMT used the term 'respect'. Thus in summarising this theme, the key finding that emerged was the important role that SMTs play in serving the needs of the people. This could be done by sharing, encouraging respecting the people and the modelling best practice.

Moreso, Westridge High School and Wiseman Cele Secondary School SMTs' statements in the interview seem to be congruent with the servant leadership theory coined by (Greenleaf, 1970: p2) which states that service to the people is the fundamental principle of servant leadership. As seen in Westridge High School SMT statement a leader is not a master but someone who shares and encourages the people one leads. Without doubt, the study noted that SMT abide by servant leadership culture in their schools and this is positively benefiting their learner outcomes and the communities they serve (Burton & Peachey, 2020). Therefore, the following Chapter 6 will present the conclusion, implication for further study, limitations and recommendations for further research.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The chapter presents the study summary, the conclusions, the recommendations, study limitations and future research regarding the study objectives of examining servant leadership in six Johannesburg West District's Secondary School Management Teams (SMTs). Consequently, the study conclusions and recommendations are based on the objectives, problem statement and discussion of the findings highlighted in Chapter 4 and 5. As such, this chapter also concludes the study by displaying the area of limitations and future research concerning the subject matter at hand.

6.2 THE SUMMARY OF THE STUDY

The focus of the study was to explore the effects and application of servant leadership in six Johannesburg West District's Secondary School Management Teams (SMTS). Moreover, this chapter presents its recommendations based on the data that was generated through face-to-face interviews and questionnaires from 6 principals, 6 deputy principals and 24 heads of department from the Chapter 4 and Chapter 5. Furthermore, the study used a mixed method approach whereby qualitative (face to face interviews) and quantitative (questionnaires) techniques were utilised to gather data relative to the study objectives and problem statement. Moreover, the study was overall constituted by 6 Chapters as shown below:

Chapter 1: it provided the study introduction, problem statement, gaps in literature concerning servant leadership practice and influence in learner outcomes, limitations and structure of the thesis.

Chapter 2: it presented comprehensive literature review on servant leadership from a global, continental and local South African context. It also reviewed the Servant leadership theoretical frameworks to ensure that more insights are drawn relevant to the study.

Chapter 3: it presented the research design, methodology, and data gathering techniques, data analysis processes, reliability, viability and other ethical related considerations of the study.

Chapter 4: it showcased the thematic data analysis and study findings.

Chapter 5: it showcased the discussion of the study findings with reference to study objectives and problem statement.

literature.

Chapter 6: it shows the conclusion, recommendations of improving servant leadership practice in education, study limitations and future areas of study.

6.3 STUDY OBJECTIVES AIM AND OBJECTIVES

6.3.1 Study Aim

The study aimed to evaluate the extent to which School Management Teams apply servant leadership in public ordinary secondary schools in the Johannesburg West District, and offer policy insights and recommendations that can enhance the effect and application of servant leadership.

6.3.2 Study Objectives

To realise the aim of the study as stated above, the following objectives were pursued:

- To examine the characteristics of servant leadership displayed by School Management Teams.
- To evaluate the application of servant leadership by School Management Teams on learner outcomes of matriculates in Maths and Science in secondary schools.
- To assess policy insights and recommendations that enhance the application of servant leadership in schools.

6.3.3 Research Questions

In the light of the above-mentioned study objectives, the following research questions were addressed:

- What are the characteristics of servant leadership displayed by School Management Teams?
- What is the effect of the application of servant leadership by School Management Teams on Maths and Science learner outcomes of matriculates secondary schools?
- What are the policy insights and recommendations as a result of the application of servant leadership in public schools?

6.4 SUMMARY OF FINDINGS

The section presents the thematic study summary concerning the characteristics of servant leadership and effects on servant leadership on learner outcome by SMT.

6.4.1 CHARACTERISTICS OF SERVANT LEADERSHIP BY SMT

The study explored the characteristics of servant leadership by SMTs. The examination of the first objective of the study reviewed the issues of characteristics of servant leadership such as empathy for others, responsibility for followers, caring and supporting community members, giving and emotional healing. As a result, 10 statements were posed to the respondents and the study found that all the respondents unanimously agreed with all the 10 statements with an average rating of above 4.0. The highest rating was on the statement of “Communication between leaders and followers is an interactive process, including he/she sending and receiving messages” with an average rating of 4.6.

By virtue, the significant findings from all the participants notably: 6 principals and 6 teachers and 24 Head of Departments (HODs) show that they seem to have a common perception of servant leadership as service to others and leading by example. However, there are mixed findings concerning the servant leadership characteristics displayed by SMT because to a great extent, some SMT members were of the opinion that positive characteristics of servant leadership are vital to the wellbeing of a learner congruent with the servant leadership theory of (Greenleaf, 1970, whereas to a lesser extent, some

few SMT were of the opinion that characteristics of servant leadership by SMT were non-effectual towards the delivery of curriculum expectations against the dictates of servant leadership theory of (Greenleaf,1970).

Consequently, to a great extent, there is no doubt that the statements above seem to be congruent with the theory of servant leadership brought by (Greenleaf, 1970) that canvassed for compassionate and empathetic service to others as paramount towards inspiring and encouraging them to believe in themselves thereby do best in all their endeavours (Kumar, 2018). Therefore, it is befitting to argue that the findings from the School Principals regarding this theme of servant leadership characteristics corroborated with servant leadership literature (Manala, 2010). This was evidenced by the Hoerskool Florida School and Die Adelaar Secondary School which adopted servant leadership policies that are encouraged by the Gauteng Department of Education. The main policy concerning the roles and responsibilities of an educators and Principals in schools strongly emphasise them to abide by the *Batho Pele* principles of service (Kumar, 2018). Moreover, according to (Muller et al., 2018) the *Batho Pele* principles have their base from servant leadership philosophy canvassed by (Greenleaf, 1970).

Consequently, the study noted that most of the dominant characteristics of servant leadership that were supported by the SMT were the following: service for others, empathy, care, leading selflessly by example, being harmonious, emotional healing and good listening to other people's problems and emotionally support them to overcome those challenges. As such, the study noted that most of the SMT interviewed greatly believed that these characteristics were fundamental towards the demonstration and practice of servant leadership because they were of the notion that an SMT member is a role model in his or her society hence he or she needs to lead by example by showcasing Ubuntu to others in the community he or she serve (Manala, 2010). The findings of the interviews also noted that the majority of the SMT were in agreement with the belief that in South Africa, servant leadership is anchored by the *Batho Pele* policy that demands the civil servant to demonstrate citizen values and respect through humility, courtesy transparency, honesty, value for money and good service to others (Muller et al., 2018).

To a great extent, the findings from the interviews also corroborated with (Van Dierendonck, 2017), who contended that educators are rational beings who deliver

optimal value and skills when they are subjected in a peaceful, supportive and nurturing environment at workplace. Therefore, from the findings in the interview, the researcher observed that the Principal of Sizwele School created a conducive environment for educators to practice servant leadership and also to encourage them to participate in servant leadership mentorship courses offered by the Department of Education through Mathew Goniwe School of Leadership and Governance. This mentorship by the Sizwele SMT inculcates the spirit of servant leadership in educators in line with the understanding that servant leadership is a service to others offered with love, respect and honour hence SMT from the Sizwe school showed great enthusiasm and demonstrated high level of servant leadership practice.

In addition, the findings regarding mutual understanding by most SMT about the characteristics of servant leadership is in line with the literature on servant leadership that contents that educators ought to understand what servant leadership is and its characteristics for them to see the value of practising it schools (Muller et al., 2018). This is so because if the SMT who do not know or understand the significance of servant leadership, there will not have any motivation of practising it at all. Therefore, the findings from all the six schools in the interviews is strengthened by the findings of (Van-Dierendonck, 2017) who contend that servant leadership is demonstrated by showing humility, developing people, caring, affectionate and providing guidance to one's subordinates. Moreover, the study findings are also supported by (Spears, 2002) who improved the servant leadership theory from (Greenleaf, 1970; Greenleaf, 1977) by incorporating ten characteristics of servant leadership that include empathy, listening, persuasion, foresight and conceptualisation towards the growth of others. Thus the findings concerning the characteristics of servant leadership in the interviews is also corroborated by (Savage-Austin & Honeycutt, 2011) who content that servant leadership at school is dependent on the educator and principal's demonstration of servant leadership characteristics which were mentioned in this section earlier on.

In addition, the Westridge High School and Wiseman Cele Secondary School SMTs' statements in the interviews seemed to be congruent with the servant leadership theory coined by (Greenleaf, 1970, p2) which stipulates that service to followers is one of the main characteristic of a servant leader hence the findings from the interviews showed that these schools encourage learners to do well and exhibit servant leadership characteristics. This is also shown by the Westridge High School SMT statement that a

'leader is not a master but shares and encourages his followers to do well always.' This is in line with (Greenleaf, 1970) that believes that servant leaders characteristics involves giving away power to followers rather than keeping and abusing it. Moreso, the study findings demonstrated that to a great extent, some schools do understand what servant leadership is all about and its characteristics as depicted by the way the Wiseman Cele Secondary School SMT definition of servant leadership as 'leading through the followers.'

Furthermore, these conceptualisations of the meaning and characteristics of servant leadership by some of the schools interviewed shows that it is in line with (Greenleaf, 1970; 1977) who conceptualised servant leadership as a way of life. However, this characterisation of servant leadership as a way of life resulted in (Sipe & Frick, 2009, 2015) to develop seven pillars of servant leadership in a bid to empirically test through a set of structures. Therefore, the (Sipe & Frick, 2009, 2015) improves on (Spears, 2002)'s model hence the (Sipe & Frick, 2009, 2015) defines a servant leader as a person of compassionate character, systems thinker, who puts followers first and is highly skilled, visionary and leads with moral authority. Therefore the study noted that most schools showed these servant leadership characteristics and were applying them towards teaching, discussions with each other and improves leadership. Also, the Die Adelaar Secondary School SMT made reference to the dimension of servant leadership that speaks to the 'person of character' when she stated that 'leading people by serving them with dignity and respect' in line with (Sipe & Frick, 2009, 2015) servant leadership theory pillar two of putting people first when the Die Adelaar School SMT stated that she serves those she leads by mentoring them and showing a servant's heart.

Conclusively, the study findings are synonymous to those of (Insley et al., 2016) who content that servant leadership is perceived as a leadership approach that expresses school principals' efforts to sincerely assist in solving educators' problems, by caring, encouraging, trusting, modestly treating them and be empathetic to them as the Westridge High School SMT used the term 'respect'. Thus in summarising this theme, the key finding that emerged was the important role that school principals play as serving the needs of the people and communities they serve. Thus to a great extent, this was noted in the study interviews through the way SMTs showcase the servant leadership characteristics such as: respect, care and support of the communities they serve that they believe greatly, in practising servant leadership.

6.4.2 Application of servant leadership principles by SMTs in schools.

Within this theme, the study noted that almost all HODs, Principals and Deputy Principals interviewed in the study conceptualised servant leadership as one which considers people first hence servant leaders need to demonstrate servant leader qualities like sacrifice, team-work, justice and empathy for the followers. The findings from the all the SMT suggest that they seem to have a perception of servant leadership as service to others and modelling of best behaviours by the SMT.

Therefore, to a great extent, the findings from the study noted that almost all the HODs, Principals and Deputy Principals from the Sizwile School for the Deaf have great regard of servant leadership culture at their school. This is so because the school is supporting deaf learners who need high level patience, care, support, mentorship when one is dealing with them. As a result, the interviews observed that all the staff at that school were very loving, patient and modest to the learners and even visitors that come to their school. This was the school that seemed to be leading with regards to the servant leadership practice compared to all the six schools under study. This high empathy towards the needy and willingness of going extra mile to service them is greatly commendable hence it is in line with servant leadership literature, that views that servant leadership is defined in terms of self- sacrifice and the willingness to do unreciprocated favours to followers is supported by (Barbuto & Wheeler, 2016).

Similarly, another study by (Miears, 2020) and (Cerit, 2019) contends that servant leadership is anchored by great and selfless sacrifice to others. This view was further supported by (Van-Dierendonck, 2011) who posit that the great selfless commitment of servant leaders encourages and inspire their followers to want to do the same hence give their best in any organisation they work as noted most of the SMT (HODs, Principal and Deputy Principal) interviewed at Sizwile School for the Deaf. Therefore, the study noted to a great extent that Sizwile School for the Deaf demonstrated exceptionally well and high application or practice of servant leadership compared to all the other 5 schools that were interviewed in the study.

Conclusively, a critical observation of this theme noted that most of the SMT interviewed were conscious of servant leadership and its characteristics hence it was easier for them to practice it in their schools and communities (Muller et al., 2018). Moreover, the study noted that the practice of servant leadership in schools and communities the schools

were located was done mostly by the elderly interviewees whereas the young interviewees showed lack of understanding for it hence they need mentorship, encouragement and team leadership training about the significance and practice of servant leadership. This will enable them to practice it with a strong awareness that it is a good thing to be a servant leader thereby inspire them to service their communities with all their heart. This is also supported by (Mahembe & Engelbrecht, 2018) who content that servant leadership also improves team efficiency, effectiveness and social fibre of serving rather than being served. Therefore, the high regard and practice of servant leadership at schools and their communities by SMT is supported by the servant leadership theory espoused by (Greenleaf, 1970) who lamented that servant leadership brings hope to the needy who cannot afford to pay for every service they need in society hence a gesture of kindness helps to bring hope to them.

6.4.3 Effect of servant leadership on Maths and Science learner outcomes

This section presents the servant leadership influence on learner outcome of matriculates in Maths and Science based on the interview questions regarding the perceptions and attitudes of embracing servant leadership by SMT in schools. This is so because the SMT understanding and perceptions or their importance of embracing servant leadership practice in schools will influence on learner academic performance either positively, neutrally or negatively hence the interview questions presented in this section showcases the findings concerning the subject matter at hand.

By virtue, there were mixed insights that emerged from the findings in the data analysis. As such, the major finding concerning this servant leadership influence on learner outcome theme is that indeed to a great extent, the HODs and principals of the researched schools viewed, caring, empathy for others, social, emotional support and communication as fundamental values that necessitate the successful implementation of servant leadership; hence it greatly influence learner outcome whereas on to a lesser extent, some few Deputy Principals were of the opinion that servant leadership practice is optional and not mandatory hence learner outcome is enhanced by the competence of the educator towards delivering well on curriculum goals and expectations rather than being dependent on the character or servant leadership practice by the educator.

Agreeably, the majority of the interviewees seemed to share a common belief that servant leadership is an inherent and deep understanding of other people hence it ought to be encouraged at work so that educators are emphatic to the dynamic needs of learners they educate and inspire at school. Moreover, this observation was paramount in line with (Mahembe & Engelbrecht, 2018) whose study found that servant leadership influenced learner outcome positively due to the empathy and care the educators executed to their learners. This is also in agreement with literature by (Greenleaf, 1970) who contended that the understanding and practice of servant leadership will enable learners to receive specialised and unique attention to their needs and shortcomings that in turn boost their morale, participation in classroom and eventually learner performance.

All in all, the study noted that the results of the Spearman's rho Correlation indicate that there is a positive correlation between SMT servant leadership characteristics and student outcome in Mathematics in Johannesburg West Schools as indicated by the equation: ($r_s = .13$, $n = 6$, $p = 1.03$). Therefore, the evidence from this analysis shows that there is a positive score of over 1.0 on the influence of servant leadership on Mathematics. This means that servant leadership has a positive influence on Mathematics achievement. Therefore, the SMT should continue the practice of servant leadership because it is yielding positive outcome on learner performance in Mathematics. Contrary, the study noted a weak to moderate influence of servant leadership on learner outcome in Science. Thus servant leadership should be prioritised to assist weak learners in Science that needs their educators to attend to their Science needs with passion and empathy towards them.

6.5 RECOMMENDATIONS TO SMT CONCERNING SERVANT LEADERSHIP IN SCHOOLS

Based on the conclusions of the study, the following recommendations are suggested:

6.5.1 re-alignment of school policies to servant leadership principles

The findings in the study noted that some few schools align themselves with servant leadership practice whereas some do not. However, those schools that do not fully practice servant leadership were noted to have weak to moderate results in their Science Matriculates learner results yet the schools that fully committed to practising servant leadership had positive results in Mathematics. Therefore, it is recommended

that the Department of Basic Education should enforce a policy of servant leadership in schools since it is already acknowledging by the Department of Public Service through Batho-Pele Principles. As such, educators should be encouraged to be servant leaders all the time and not optional hence the Department of Basic Education Policy on Servant Leadership in Schools should be strict thereby enforcing its practice in all schools within the country.

6.5.2 Inculcating servant leadership training in schools and universities

It is recommended that the Department of Education should partner with the Department of Higher Education to enable them enforce a policy that encourage educators and principals to be trained on the importance of practising servant leadership since educators are civil servants. There should be a course within the training as an educator on servant leadership. Moreover, the Department of Education should use volunteers, hire or adequately incentivise the retired SMT to mentor young educators and principals on the value of a servant leader. There should be servant leadership refresher courses offered within Schools or through the District of every School on servant leadership. Effective servant leadership training and development should be practised to ensure that the SMT are reminded to practice servant leadership in schools. It should be their life style.

The servant leadership literature by (Barbuto & Wheeler, 2016) also support the fact that the SMT should prioritise training and development because it schools that practice it through training, mentoring and coaching tend to have better learner outcomes as evidenced in the study. Therefore, the Department of Basic Education should heavily invest in servant leadership rather than to focus on equipping educators on pedagogy they also ought to learn to serve their communities with humility. The benefits of cultivating servant leadership by SMT are:

6.5.2.1 Improving relationships in order to build a community.

The SMT that incorporate servant leadership build their communities through the harmoniously engagements with their community members. Any school does not exist in utopia but in a community hence health relationship between the school and communities they serve will positively influence a learner to focus better and yield positive results academically (Maree, 2019).

6.5.2.2 Develop communication skills and attitudes to improve virtuous relationships.

Servant leadership practice will help Principals to listen to the grievances or concerns raised by their educators and learners thereby help to resolve them on time. This will create a conducive working environment for both the learner and educator (Kumar, 2018). For example, the Florida Secondary School principal confirmed that when he changed his leadership principles to servant leadership and started to listen to his teachers concerns, he noticed that the teacher started to produce better learners due to positive motivation and communication between them.

6.5.2.3 Improving awareness of the educational mission.

The servant leadership training and refresher courses increase the awareness and significance of servant leadership hence aid to inculcate it in SMTs (Barbuto & Wheeler, 2016). This will help them to understand and remember their mission of being of service to the communities their schools are built.

6.5.2.4 Developing a new educational culture.

Servant leadership practice in schools creates a new and dynamic educational culture that builds both SMTs and their communities in caring and responsible citizens (Dubrin, 2016).

6.5.3 Encouraging leading by example approach by SMT

Servant leadership practice by SMT enables them to lead by example. This will ensure that the SMT will fulfil the expectation of their followers. Therefore, the Department of Education should encourage leading by example by all their Senior employees so that the junior employees will emulate the servant leadership culture.

6.5.4 Study servant leadership contextual to South African cultures

The practice of servant leadership is effectual if it studied contextual to the diversified religions and cultures within South Africa using (Sipe & Frick, 2015) theoretical frame work. Therefore, it is recommended that the study of servant leadership should not be generic but contextualised to specific cultures within the country. This will help comparative analysis of which religions and culture values servant leadership more than

the other thereby help those cultures that are slow to embrace servant leadership to learn from the faster cultures (Manala, 2017).

6.5.5 Introduce servant leadership to School Governing Bodies

The District Department of education should encourage schools to introduce servant leadership to School Governing Bodies (SGBS). Therefore, servant leadership training, mentorship and coaching should be prioritised in line with governance and Batho Pele principles. This will reduce poor governance and financial abuse by SGBs. Also the Department of Education should audit the implementation or practice of servant leadership in schools.

6.5.6 Communication

Communication was mentioned as vital to encourage the servant leadership practice in schools by SMT. Therefore, the government should prioritise effective communication among SMTs and their communities so that each other's expectations are fulfilled and people serve them. Principal should clearly communicate his expectations from his educators and vice-versa and each one should faithfully fulfil those expectations without cheating.

6.6 STUDY LIMITATIONS AND AREAS OF FUTURE RESEARCH

The study focused on six public ordinary secondary schools in Johannesburg West District as a sample. Generalisation of the results was limited to the identified population. Therefore, the future study will focus on a bigger comparative study sample of servant leadership from 10 Western Cape, Mpumalanga, Gauteng and Limpopo Province Secondary Schools. This will enable more comprehensive insights to be drawn that will enhance the impact of servant leadership on educational outcomes in a more representative way. Moreover, it is further recommended that the servant leadership paradigm and its potential or even actual impact on the learner outcomes within the emerging economies like South Africa be further researched. It is suggested that the education faculties of universities consider the introduction a full course on servant leadership for future teachers and leaders so that they may become acquainted with these significant and vital concepts before embarking on their journey as educators. Moreover, it is also recommended that in future servant leadership studies should focus on region and culture. This is so because the practice of servant leadership is effectual if

it studied contextual to the diversified religions and cultures within South Africa using (Sipe & Frick, 2015) theoretical framework. Therefore, it is recommended that the future study of servant leadership should not be generic but contextualised to specific cultures and religions within the country. This will help comparative analysis of which religions and culture values servant leadership more than the other thereby help those cultures that are slow to embrace servant leadership to learn from the faster cultures (Manala, 2017).

6.7 CHAPTER SUMMARY

Without doubt, the study noted that servant leadership is a function from the heart of the servant leader and not a title hence SMT need to passionately want to be a servant leader first before the serve their communities. The study noted that servant leadership practice is beneficial to schools' learner outcome in Mathematics and communities they serve whereas schools that disregard it, has poor to moderate learner outcomes in Science. Therefore, servant leadership should have institutionalised in the Department of Basic Education as a key requirement of an educator.

6.8 CONCLUSION

The study successfully addressed the study objectives to a great extent in line with literature, problem statement and research questions and theoretical framework of (Greenleaf, 1970, 1970) and (Sipe & Frick, 2015) theoretical frame work on servant leadership. The main finding from the study was that leadership is collective and not invested in a single individual. This helps the practice of servant leadership effectively and efficiently in schools and communities by SMT. Furthermore, the study's major findings from the SMT which comprise the core of this study on servant leadership in the researched schools are similar to (Insley, et al., 2016)'s finding that the SMT perceptions about their SMTs servant leadership behaviours are good indicators about their SMTs level of accountability.

By virtue, the significant findings from all the participants notably: 6 principals and 6 teachers and 24 Head of Departments (HODs) show that they seem to have a common perception of servant leadership as service to others and leading by example. However,

there are mixed findings concerning the servant leadership characteristics displayed by SMT because to a great extent, some SMT members were of the opinion that positive characteristics of servant leadership are vital to the wellbeing of a learner congruent with the servant leadership theory of (Greenleaf, 1970), whereas to a lesser extent, some few SMT were of the opinion that characteristics of servant leadership by SMT were non-effectual towards the delivery of curriculum expectations against the dictates of servant leadership theory of (Greenleaf, 1970).

Therefore, it is befitting to argue that the findings from the School Principals regarding this theme of servant leadership characteristics corroborated with servant leadership literature (Manala, 2010). This was evidenced by the Hoerskool Florida School and Die Adelaar Secondary School which adopted servant leadership policies that are encouraged by the Gauteng Department of Education. The main policy concerning the roles and responsibilities of an educators and Principals in schools strongly emphasise them to abide by the *Batho Pele* principles of service (Kumar, 2018). Moreover, according to (Muller et al., 2018) the *Batho Pele* principles have their base from servant leadership philosophy canvassed by (Greenleaf, 1970).

Consequently, the study noted that most of the dominant characteristics of servant leadership that were supported by the SMT were the following: service for others, empathy, care, leading selflessly by example, being harmonious, emotional healing and good listening to other people's problems and emotionally support them to overcome those challenges. As such, the study noted that most of the SMT interviewed greatly believed that these characteristics were fundamental towards the demonstration and practice of servant leadership because they were of the notion that an SMT member is a role model in his or her society hence he or she needs to lead by example by showcasing *Ubuntu* to others in the community he or she serve (Manala, 2010). The findings of the interviews also noted that the majority of the SMT were in agreement with the belief that in South Africa, servant leadership is anchored by the *Batho Pele* policy that demands the civil servant to demonstrate citizen values and respect through humility, courtesy transparency, honesty, value for money and good service to others (Muller et al., 2018).

Therefore, to a great extent, the findings from the study noted that almost all the HODs, Principals and Deputy Principals from the Sizwile School for the Deaf have great regard of

servant leadership culture at their school. This is so because the school is supporting deaf learners who need high level patience, care, support, mentorship when one is dealing with them. As a result, the interviews observed that all the staff at that school is very loving, patient and modest to the learners and even visitors that come to their school. The school that seemed to be leading with regards to the servant leadership practice compared to all the six schools under study. This high empathy towards the needy and willingness of going extra mile to service them is greatly commendable hence it is in line with servant leadership literature, that views that servant leadership is defined in terms of self- sacrifice and the willingness to do unreciprocated favours to followers is supported by (Barbuto & Wheeler, 2016).

Similarly, another study by (Miears, 2020) and (Cerit, 2019) contends that servant leadership is anchored by great and selfless sacrifice to others. This view was further supported by (Van-Dierendonck, 2011) who posit that the great selfless commitment of servant leaders encourages and inspire their followers to want to do the same hence give their best in any organisation they work as noted most of the SMT (HODs, Principal and Deputy Principal) interviewed at Sizwile School for the Deaf. Therefore, the study noted to a great extent that Sizwile School for the Deaf demonstrated exceptionally well and high application or practice of servant leadership compared to all the other 5 schools that were interviewed in the study.

All in all, the study noted that the results of the Spearman's rho Correlation indicate that there is a positive correlation between SMT servant leadership characteristics and student outcome in Mathematics in Johannesburg West Schools as indicated by the equation: ($r_s = .13$, $n = 6$, $p = 1.03$). Therefore, the evidence from this analysis shows that there is a positive score of over 1.0 on the influence of servant leadership on Mathematics. This means that servant leadership has a positive influence on Mathematics achievement. Therefore, the SMT should continue the practice of servant leadership because it is yielding positive outcome on learner performance in Mathematics. Contrary, the study noted a weak to moderate influence of servant leadership on learner outcome in Science. Thus servant leadership should be prioritised to assist weak learners in Science that needs their educators to attend to their Science needs with passion and empathy towards them.

As such, the study recommends that the Department of Basic Education should enforce a policy of servant leadership in schools since it is already acknowledging by the

Department of Public Service through Batho-Pele Principles. Moreso, the Department of Education should partner with the Department of Higher Education to enable them enforce a policy that encourage educators and principals to be trained on the importance of practising servant leadership since educators are civil servants. Servant leadership practice by SMT enables them to lead by example. This will ensure that the SMT will fulfil the expectation of their followers. Therefore, the Department of Education should encourage leading by example by all their Senior employees so that the junior employees will emulate the servant leadership culture.

Furthermore, the study also recommends that the practice of servant leadership is effectual if it studied contextual to the diversified religions and cultures within South Africa future studies should be done using (Sipe & Frick, 2015) theoretical frame work. This will help comparative analysis of which religions and culture values servant leadership more than the other thereby help those cultures that are slow to embrace servant leadership to learn from the faster cultures (Manala, 2017). In addition, it was recommended that the District Department of education should encourage schools to introduce servant leadership to School Governing Bodies (SGBS). Therefore, servant leadership training, mentorship and coaching should be prioritised in line with governance and Batho Pele principles. This will reduce poor governance and financial abuse by SGBs. Also the Department of Education should audit the implementation or practice of servant leadership in schools.

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8 APPENDICES

APPENDIX A: INTERVIEW SCHEDULE

APPLICATION OF SERVANT LEADERSHIP BY SCHOOL MANAGEMENT TEAMS IN SIX SECONDARY SCHOOLS IN THE JOHANNESBURG WEST DISTRICT

INTERVIEW QUESTIONS

DISCLAIMER

This Interview seeks to explore the application of Servant Leadership by School Management Teams in Six Secondary Schools in the Johannesburg West District. In this Interview, you will find questions about yourself and your application of the servant leadership principles, and some questions ask for facts while others ask for your opinions. All responses are anonymous and treated in the strictest confidence, no individual or school will be identifiable in the published research reports. The interview will handle people's information with great care and confidentiality. Participation in the interview is voluntary and no benefits or payment shall be made to the participant. Listen to the questions carefully and answer as accurately as possible. Ask for clarity if you do not understand a question or not sure how to respond.

INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT TEAMS

1. Demographic information

Please Mark the correct answer with an “X” in corresponding column:

1.Age	
1.1 less 20 years	
1.2 20-29 years	
1.2 30-39 years	
1.4 40-49 years	
1.5>= 50 years	
2. Race	
2.1 African	
2.2 White	
2.3 Coloured	
2.4 Asian/Indian	
3. Gender	
3.1 Male	
3.2 Female	
4. Education	
4.1 Matric	
4.2 Degree	
4.3 Post Degree	

SECTION B: INTERVIEW QUESTIONS

1. What is your understanding of your role in servant leadership conceptualization within the school environment? Please elaborate...

2. What is your role in emotional healing as a leader within the school environment? Please elaborate...

3. What is your understanding of “putting people first” leadership behavior within the school environment? Please elaborate...

4. What is your role in “helping followers grow and succeed” within the school environment? Please elaborate...

5. What is your understanding of servant leadership behavior within the school environment? Please elaborate...

6. What do you see as your role in empowering followers within the school environment? Please elaborate

7. What is your role in creating value for the community of the school in which you lead? Please elaborate

8. What are the characteristics of servant leaders as practiced in your school? Please elaborate...

The interviewee responses will be evaluated against the concepts hereunder:

(Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the growth of people, and Building community).

9. What are the envisaged outcomes of servant leadership within a school and education environment? Please elaborate...

**The interviewee responses will be evaluated against the concepts hereunder:
(follower performance and growth, School performance, learner performance, and societal impact).**

10. Additional Comments

Thank you very much for taking part in this Interview.

THE END

APPENDIX B: QUESTIONNAIRE



TITLE OF RESEARCH:

**APPLICATION OF SERVANT LEADERSHIP BY SCHOOL MANAGEMENT TEAMS IN
SIX SECONDARY SCHOOLS IN THE JOHANNESBURG WEST DISTRICT**

QUESTIONNAIRE

Dear Respondent

This Survey focusses on the application of the servant leadership within Six Johannesburg West Public Ordinary Secondary schools by the School Management Teams (SMT) as they deliver quality education. In this questionnaire, you will find questions about yourself and your application of the servant leadership principles, and some questions ask for facts while others ask for your opinions. All responses are anonymous and treated in the strictest confidence; no individual or school will be identifiable in the research. The survey will handle people's information with great confidentiality. Participation in the survey is voluntary and no benefits or payment shall be made to the participant. Read each question carefully and answer as accurately as possible. Ask for clarity if you do not understand a question or are not sure how to respond.

Thank you in anticipation.

Sincerely

Researcher: Boy Ngobeni

Contact: 082 377 4814

Boy.ngobeni@integrico.co.za or Boy99ngobeni@gmail.com

Survey Questionnaire

Instructions for completion:

1. Honesty when answering the questions will be highly appreciated.
2. Kindly keep it as short as possible when asked for comment.
3. In the space provided on the right side of the question please mark with a cross.
4. Answer all questions, if possible, as this will enable an accurate analysis and interpretation of data, and thus lead to more effective recommendations and conclusions.

1. Demographic information

Please Mark the correct answer with an “X” in corresponding column:

1.Age	
1.1 less 20 years	
1.2 20-29 years	
1.2 30-39 years	
1.4 40-49 years	
1.5>= 50 years	
2. Race	
2.1 African	
2.2 White	
2.3 Coloured	
2.4 Asian/Indian	
3. Gender	
3.1 Male	
3.2 Female	
4. Education	
4.1 Matric	
4.2 Degree	
4.3 Post Degree	

2. Servant Leadership Questionnaire

Using the following 5-point scale, indicate the extent to which you agree or disagree with the following statements as they pertain to your servant leadership behaviours. In these statements, “He/She” refers to you in leadership capacity.

2.1 Emotional Healing

Mark the best possible answer with an "X".

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
Others would seek help from him/her for their personal problem					
He/she cares about others' personal well-being					
He/she takes time to talk to others on a personal level					
He/she can recognize when others are feeling down					

2.2 Creating value for the community

Please think about the failed venture and then mark the best possible answer with an "X".

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
He/she emphasizes the importance of giving back to the community					
He/she is always interested in helping people in the community					
He/she is involved in community activities					
He/she encourages others to volunteer in the community					

2.3 Conceptual skills

Mark the best possible answer with an “X”.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
He/she can tell if something work related is going wrong					
He/she is able to think through complex problems					
He/she has a thorough understanding of the school and its goals					
He/she can solve work related problems with new or creative ideas					

2.4 Empowerment

Mark the best possible answer with an “X”.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
He/she gives others the responsibility to make important decisions about their own goals					
He/she encourages others to handle important work decisions on their own					
He/she gives others the freedom to handle difficult situations in the way they feel at best					
He/she doesn't require to be consulted when followers make important decisions					

2.5 Helping followers grow and succeed

Mark the best possible answer with an “X”.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
He/she makes others' career development a priority					
He/she is interested in making sure others reach their career goals					
He/she provides others with work experiences that enable them to develop new skills					
He/she wants to know about others' career goals					

2.6 Putting follower's first

Mark the best possible answer with an “X”.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
He/she cares more about others' success than his/her own					
He/she puts other's best interests above his/her own					
He/she sacrifices his/her own interests to meet others' needs					
He/she does what he/she can to make others' jobs easier					

2.7 Ethical behaviour

Mark the best possible answer with an “X”.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
He/she holds high ethical standards					
He/she is always honest					
He/she would not compromise ethical principles in order to meet success					
He/she values honesty more than financial benefits					

2.8 Servant Leader characteristics

Mark the best possible answer with an “X”.

Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
Communication between leaders and followers is an interactive process, including he/she sending and receiving messages					
He/she “stands in the shoes” of another person and attempts to see the world view of others					
He/she cares about the personal wellbeing of followers					
He/she is attuned and receptive to their physical, social and political environments					
He/she engages in persistent and clear communication that convinces others to					

change					
He/she goes beyond day to day operational thinking and is focussed on the “big picture”					
Statement	Agree	Strongly agree	Neutral	Disagree	Strongly Disagree
He/she has ability to predict what is coming based on what is occurring in the present and what happened in the past					
He/she takes responsibility to lead, accounts to the community					
He/she helps followers to grow personally and professionally					
He/she contributes to building a community where people feel safe and connected to others while retaining individuality					
2.9 Potential outcomes of servant leadership					
Statement	Agree	Strongly agree	Neutral	Disagree	Strongly agree
He/she impacts positively on school performance					
He/she impacts positively on follower performance					
He/she impacts positively on learner					

performance					
He/she impacts positively on the community					

2.10 ADDITIONAL COMMENTS.

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APPENDIX C: ETHICAL CLEARANCE APPROVAL



4 March 2022

Dear Mr Boy Ngobeni

Approval of Ethical Clearance:

Project title: Application of servant Leadership by school management teams in six secondary schools: Johannesburg west district.

This letter serves to notify you that your application for ethical clearance to conduct the above research towards your MPM dissertation has been fully approved by the Regenesys Business School (RBS) Ethics Committee.

Please note that any changes to the title and research protocols (title/method/data collection/sample etc.) have to be reviewed and amendments approved prior to commencement of the data collection.

All research being conducted during the Covid-19 pandemic have to strictly follow the RBS research guidelines and protocols, as well as that of the South African National Research Ethics Council.

Please note that this is valid for a period of one year from the date of issue. Furthermore, a copy of this approval letter must be appended to your dissertation /research report.

We wish you every success in your research.

Yours Sincerely

Dr Stanford Makore
Head: Higher Degrees Research Committee

APPENDIX D: GDE RESEARCH APPROVAL



GAUTENG PROVINCE
Department of Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	14 October 2021
Validity of Research Approval:	08 February 2022 – 30 September 2022 2021/319
Name of Researcher:	Ngobeni BD
Address of Researcher:	21 Chroom Avenue Roodekrans 1724
Telephone Number:	082 377 4814
Email address:	boy.ngobeni@mtngico.co.za
Research Topic:	Application of servant leadership principles by School management Teams in six Secondary Schools: Johannesburg West District
Type of qualification:	Master's in Public Management
Number and type of schools:	6 Secondary Schools
District/EC:	Johannesburg West

Re: Approval in Respect of Request to Conduct Research

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

14/10/2021
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

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