

UNIVERSITY OF KWAZULU NATAL

**FACTORS INFLUENCING EDUCATOR MORALE IN THE FORMER
KWAMASHU CIRCUIT HIGH SCHOOLS**

RESEARCH REPORT

BY

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ACRONYMS

SASA	South African Schools Act
SRN	Schools' Register of Needs
SMT	School Management Team
OBE	Outcomes Based Education
KZNDoe	KwaZulu Natal Department of Education
MEC	Member of the Executive Council
NQF	National Qualifications Framework
IQMS	Integrated Quality Management System
NCS	National Curriculum Statements
LTSM	Learner and Educator Support Material
L:E	Learner :Educator ratio
SGB	School Governing Body
PTA	Parent Educator Association
PPN	Post Provisioning Norm
SAPS	South African Police Services
UTE	Unprotected Temporary Educator

AUTHOR DECLARATION

I hereby declare that *An investigation on factors influencing educator morale in the former KwaMashu circuit high schools in the Pinetown District* is my work and that all sources consulted and quoted have been indicated and acknowledged by means of references. In the event of failure to comply, I did not do it intentionally.



Signed

15.04.2009

Date

Statement by the supervisor:

This mini- dissertation is submitted with/without my approval.

Dr. Vitalis Chikoko

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ABSTRACT

This study sought to investigate factors influencing educator morale in the former KwaMashu Circuit in the Pinetown District. After realising that the educator morale is a national crisis, the study aimed to examine factors that influence low educator morale of high school educators.

The study used interviews, questionnaires, document analysis and participant observation to collect data for the research. Having subjected sourced data to rigorous processing and analysis, the researcher concluded that the problems pertaining to low educator morale, include lack of resources, insecurity of educators because of many transformational processes, lack of discipline and cooperation from learners, lack of safety and security due to high crime rate such as theft, vandalism, violence, and killing of educators in school premises. The other salient factors contributing to low educator morale are low salaries, which are not commensurate with educator's educational qualifications and experience, lack of parental involvement in school matters, involvement of educator-union politics in school management and promotional posts, overcrowded classrooms and heavy work loads, lack of support from District Officials and lack of transparency in decision-making and management of school finances.

The study recommends that the Education Department must redress these issues by revisiting the existing policies, fast tracking infrastructure programme especially to previously disadvantaged schools, provide retraining programme, workshops to empower managers with democratic leadership styles, providing schools with security guards as well as fencing the school premises and expedite the process of appointing more subject advisors to support educators in the implementation of new curriculum.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the past fourteen years of democracy, South African education has been experiencing a number of changes from the legacy of the apartheid regime. The process of transforming education in South Africa has taken root at all levels of the system, especially in the areas of governance and management of schools. Part of the evidence for this lies in the establishment of democratically elected local structures for the governance and management of schools namely, the School Governing Body (SGB) that involves all stakeholders, and the School Management Team (SMT). This is a major change from the repressive, centralised-control approach of the past. To ensure that there is order and discipline in public schools, the South African Schools Act (SASA) of 1996 has set out guidelines for (SGBs) to consider when adopting a code of conduct for learners and has empowered the SGBs with the opportunity to be involved in the appointment of educators.

The introduction of Outcomes-Based Education (OBE), a curriculum that is responsive to the needs of the learners as well as the goals of the country, not only makes school system more appealing to learners and parents, but also affords learners wide opportunities to access various competencies. Despite all the transformation processes that have taken place, many educators seem to be frustrated and disgruntled by the system. They had high expectations of what they thought the new government would achieve in improving the education system for the purpose of nation building.

For example, the educators expected better service conditions but they were confronted with retrenchment, rationalisation, redeployment, and shortage of staff, overcrowded classrooms, shortage of teaching and learning materials and the question of unemployment for new educators. Educators expected a change from the formerly authoritarian management style of many principals, most of whom are under prepared for their new position. Educators expected salary improvements when those who had upgraded their educational qualifications were only given a once off payment as a handshake, rather than having their salary scales revised.

The Department of Education (DoE), School's Register of Needs (SRN) Survey of 2000 reported that in many parts of the country the system was still haunted by the legacy of the disparities, such as large classes, inadequate, or no resources, and a large number of schools that were accessible only by footpath. There are perceptions that the educators who are already in the system encounter challenges in shifting to the new OBE approach to teaching and learning. The survey also reported a decline in the number of schools that had buildings in excellent and good condition and an increase in the number of schools that had weak and very weak buildings. The entire picture presents an environment that is not conducive to either effective teaching or learning.

The observations and surveys indicate that the low educator morale is present in an increasing number of schools. Observations indicate that due to unfulfilled expectations, most educators have left the profession by taking early retirement, medical boarding, long sick leave and even resigning. There are concerns that the proposed changes have not brought any qualitative changes to the lives of the educators. Mchunu (1998) argues that whatever changes have occurred in education

remain spurious, peripheral and cosmetic. Many schools remain dysfunctional and without the basic necessities for effective education (Christie 1999).

The current situation presents a scenario in which the principals are in a predicament due to the nature of their positions. The principals often find themselves in situations where they have to satisfy the conflicting demands of the education authorities, educators, learners, educator unions, parents and the community. They find themselves being criticised for inadequacies for which they are not to blame. The principals and educators, by virtue of being custodians of the teaching and learning situation are expected by education authorities to carry out their duties irrespective of the dissatisfactions they encounter within the system.

The management challenges, in their more extreme form may be inferred readily from the following characterisation provided by Donahue (1997:214):

In many schools educators, principals, students and sometimes parents or community are in conflict and the school becomes a battleground. Each group blames the other for the breakdown in the culture of teaching and learning. There is mutual lack of respect in many schools. Principals may claim that students and educators are undisciplined and that students and educators are failing to do their job. Educators complain that the principal is both incompetent and authoritarian, while students accuse educators of sexual abuse, harassment, corporal punishment and of being both unprepared and uncaring.

The prevailing conditions in schools have an impact on learner performance especially in Senior Certificate results since these results are a culmination of what has been taking place in the lower grades of schooling. This study examined some of the factors that influence the low educator morale. This is perceived to be a national problem. However, this study is limited to a survey study of KwaMashu circuit high

schools in the Pinetown District. My attention was drawn by the concern that this circuit has more high schools with a number of grade twelve learners obtaining their senior certificates without exemption. In 2006, out of 4743 candidates in this circuit who wrote their Senior Certificate Examination, only 16.89% managed to attain Matriculation Exemption (ME), which is an entrance requirement to university education. A further 38.69% achieved Senior Certificate (SC), which is an ordinary pass and 44.42% failed. In 2007, out of 6281 candidates who wrote their Senior Certificate Examination, 16.69% obtained ME's, 43.16% achieved SC and 40.15% failed. Further to this, 28% of high schools obtained less than 50% overall pass rate in grade 12.

The Leave Section of the Department of Education in the Ethekekwini Regional Office indicated that the statistics revealed that the rate of absenteeism of educators in high schools is rife. Three educators per school are reported absent on a daily basis, and there is an alarming number of educators who have been away from school on long sick leave, which subsequently necessitate substitute educators. The above factors are an indication that there certainly are challenges for educators in the teaching profession. Consequently, there is a need to identify the factors that lead to such levels of educator morale in KwaMashu high schools. This might provide some solutions to curtailing these patterns of behaviour of high school educators.

1.2 Purpose of the Study

The intention of this study was to investigate the educators' perceptions on the factors influencing educator morale of high school educators. Although low educator morale was a bone of contention throughout the Province, this study has confined its attention

to educators and principals of KwaMashu circuit high schools. The study intended to illustrate certain ambiguities and dilemmas, which challenge the educators in pursuit of their daily tasks in education. Further to this, the intention was to put forward the recommendations that will be of assistance not only to educators in question, but also to the teaching fraternity of the entire country.

1.3 Statement of the Problem

Perceptions on factors influencing educator morale: Voices of high school educators in the former KwaMashu Circuit in the Pinetown District.

1.4 Sub –problems

The study aimed at addressing the following research questions:

1. What are the educators' perceptions of the factors that influence educator morale in the former KwaMashu circuit high schools?
2. From the principals' perspectives, what are the factors that influence the educator morale in the former KwaMashu circuit High schools?
3. How can educator morale be enhanced?

1.5 Assumption of the Study

This study assumed that the low level of educator morale amongst high school educators in the former KwaMashu circuit in the Pinetown District is perceived to be a serious problem by both educators and principals of schools. Furthermore, this study

assumed that the respondents to the study would provide sufficient and authentic answers to the questions of the study.

1.6 Limitations of the study

This study is a small-scale empirical survey. It is confined to an investigation of the factors that influence educator morale in the former KwaMashu circuit high school educators. It would have been appropriate and ideal to broaden the scope of the research study to primary school educators as well and to include educators from other circuits. Whilst it is acknowledged that the restriction will have an impact on the scope of the research findings and range of recommendations, it would certainly not invalidate it as a whole. A justification is that the nature of this empirical study is limited in that it is intentionally small-scale in design. However, a wealth of knowledge can be drawn from this survey and such information may be very useful to other future researchers.

1.7 Delimitations of the Study

This study is confined to 5% of educators per school and six high school principals in the former KwaMashu Circuit. Another restriction was the exclusion of the perceptions of other stakeholders such as parents and learners in this study.

1.8 Definition of Terms

For a sound understanding of this report, the following key terms are defined as they are used in the study

Educator : Is a person who has been appointed by the school to lead learners into

adulthood through interaction in the teaching and learning situation.

Principal : Is the senior educator, who has been appointed as the head of the school, accountable for all school activities

Stakeholders: In this context, stakeholders refer to all the people who have a right to take part in the decision-making of the school like learners, parents, educators, non-teaching staff members and prominent members of the community with vested interests in the school.

Perceptions : Are the feelings or beliefs on factors that have contributed to low educator morale.

School Governing Body :It refers to the democratically elected stakeholders, to make decisions pertaining to the governance of the school.

Morale: It refers to the degree of mental or moral confidence of a person or group at a particular time.

High school : Is the school that offers up to five years of post-primary education.

1.9 Organizational Structure of the Study

Chapter One commenced with a concise introduction and background to this study and also provided a basis for the succeeding chapters in order to give a bird's eye view of the entire study.

Chapter Two will focus on reviewed literature on factors that may influence low morale on educators. Furthermore, the conceptual and theoretical frameworks will be reviewed to examine factors influencing low educator morale in schools. Finally this

chapter will show some findings from the reviewed literature as they relate directly or indirectly to low educator morale.

Chapter Three will describe and justify the research methodology used in the process of data collection. This chapter will further explain the reason for using particular methods by outlining the advantages and disadvantages for their use. The chapter will also highlight the tools and instruments used in the data collection process and how information was compiled.

Chapter Four will focus on data presentation and discussions based on findings from the questionnaire and interviews.

Chapter Five will discuss key issues relating to the research findings and suggests guidelines for addressing low educator morale in education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study investigates the perceptions of educators and principals on factors influencing educator morale in the former KwaMashu circuit high schools. Certain behaviours displayed by educators are indicative of low morale. These include chronic absence from school, long 'sick' leave, resignation, early retirement, medical boarding and moonlighting. This chapter begins by examining how motivation can impact on boosting the morale of educators. This will be done by examining various researchers' suggestions on what could be done to sustain the morale of educators until they achieve the desired organizational goals. This study also explores how different researchers interpret the theories of motivation. Finally, the chapter reviews staff development and human resource models as other possible influential factors to boost educator morale.

2.2 Motivation

2.2.1 Definition and implication of Motivation.

Robbins (1998) defines motivation as the willingness to exert high levels of effort toward organizational goals, conditioned by efforts and the ability to satisfy some individual need. By 'effort' he means the measure of intensity. The effort should be channelled in a direction that benefits the organization. By 'need' he means some internal state that makes certain outcomes appear attractive. According to Robbins,

individual needs should be compatible and consistent with the organizational goals. From the organizational point of view, what Robbins suggested is a very good, but an unrealistic idea. In reality, the interests of individuals are, in many cases contrary, to the organization's interests. For instance, the employee would like to earn more money for less work, whereas the organization would like to have more work done with less expenditure.

Robbins (1998) narrows his focus to organizational goals in order to reflect his singular interest in work-related behaviours. He states that motivation is treated as a need-satisfying process: the need being some internal state that stimulates a drive within the individual. Motivated employees are in a state of tension and to relieve this tension they exert effort. The tension and reduction of effort must also be directed towards organizational goals, which will avoid individuals' exerting high levels of effort on things that actually run counter to the interests of the organization.

Bush & West-Burnham (1994) state that there is no overarching or single theoretical model that explains motivation. The etymological root of the term motivation is the Latin word "movere" which means, "to move". Motivation refers to individual differences with regard to the priorities, attitudes, and aspects of lifestyle that people seek to fulfil in work. These are the things that drive them on and make them feel good about doing so. These definitions seem to have some commonalities. For example, the latter definition views motivation as "things which drive" a person to feel more determined and enthusiastic towards his work. The former definition speaks of "the willingness to do something" which means there should be some driving force

within an individual by which he / she attempts to achieve some goal in order to fulfil some need expectation. These definitions suggest that motivation is a very important human resource variable in pursuing organizational success. Managers therefore need to develop skills of perceptions to recognise people's peculiar as well as common needs, and how they react to particular circumstances in order to avoid low morale among the staff members.

Hodgetts et al. (1998) define motivation as a process that can be generated through external action such as offering someone more money to do more work. It is also determined internally, however, because motivation is a psychological process. These authors describe three primary ingredients of motivation, which they identify as ability, effort and desire. They also differentiate between motion and motivation. Motivation is more than movement. Motivation can exist without motion and vice versa.

According to this view, one could find a person actively involved in doing something but not at all motivated to achieve a certain objective. On the contrary, one could find a highly motivated person who is less active but very persistent in pursuing a particular objective. For example, an educator who has a vested interest in outside work like attending union meetings during teaching time where there are no substitute educators. That makes the duty of the managers even more challenging because they must not just get excited by the fact that the person is actively working, they must also ensure that the person is working towards the attainment of the organizational goals. If not, they must come up with strategies in order to direct his / her movement. Again managers must be cautious not to label the employees that are not active as lazy

without first scrutinising what their problem is, because they may find that the person is highly motivated to work, but needs some guidance here and there.

Motivation is one of the most important elements of management because it moves workers who are not inspired by their task to identify with it. In doing so they are given a boost and are influenced to pursue a certain direction in their work. There are various motivational theories, which help to explain the nature and consequences of motivation. It is imperative for the manager to have a good understanding of these theories so as to apply them correctly in an appropriate scenario.

2.2.2 Theories of Motivation

Robbins (1998) categorised the theories of motivation into two groups: the early theories and contemporary theories. The contemporary theories are comprised of McClelland's Need Theory, Equity Theory, Expectancy Theory, Reinforcement Theory, Cognitive Evaluation Theory, ERG Theory and Goal-setting Theory. The early theories consist of Maslow's Hierarchy of Needs, Theory X and Y and the Motivation-hygiene Theory. West-Burnham (1994) further categorises theories of motivation into content and process theories.

The content theories refer to specific things, which motivate individuals at work, and process theories identify and examine the dynamic relationships among the different variables, which make up motivation. The content theories include Maslow's hierarchy of needs, McGregor's X and Y theory, and Herzberg's two-factor theory. The process theories include: expectancy theories, Equity Theories and Goal-Setting Theories. This chapter focuses on four theories namely; Maslow's Hierarchy of

needs, McGregor's Theory X and Y, Herzberg's Hygiene Theory and Expectancy Theory. These theories have been selected on the basis of their relevancy to the study.

2.2.2.1 Maslow's Hierarchy of Needs.

According to Swanepoel (2000:355) Maslow's theory postulates that within every person there exists a hierarchy of five need levels arranged in order of importance as follows:

- a) Physiological needs: hunger, thirst, shelter, sex, sleep and others
- b) Safety needs: security and protection from physical and emotional harm
- c) Social needs: acceptance, affection, belongingness and friendship
- d) Esteem needs: internal mental states, such as self-liking, autonomy, achievement, as well as external esteem factors such as status, recognition and attention.
- e) Self-actualisation: the need to become what one is capable of becoming, e.g. growth and development, achieving one's potential and self-fulfilment.

Maslow's Hierarchy of Needs can be divided into, the low order needs, (physiological and safety needs) and the higher order needs, (social, esteem, and self-actualisation) (Robbins, 1998). Low order needs are satisfied externally whereas higher order needs are satisfied internally. When low order needs are met, they activate movement to the next need level. For example, a permanently employed educator could have his low order needs met because of his / her entitlement to fringe benefits of the department like housing or a medical subsidy. Then the next need level of promotion might crop up. If the low order needs are unsatisfied then the individual may be motivated, but this motivation will be directed at his / her own personal needs not the organizational

needs, leading to low morale. Currently, our schools are faced with a great challenge due to the redeployment and rationalisation of educators. Schools are graded yearly to ascertain the post-provisioning norm (PPN) of the school. This practice leaves the whole staff panicking because in most cases this exercise will necessitate one or more educators to be declared in excess, which means, they have to exit the system if they have been temporarily employed or be re-deployed to other schools if need be. It becomes practically impossible for educators to focus on organizational goals under such conditions. Therefore, for a leader to be able to motivate someone he/she first needs to understand the level of the hierarchy on which that person is operating. For instance, a newly appointed person is usually highly motivated to do his work, but lacks guidance and skill to do a job. This seems to suggest that managers need to give such a person a lot of guidance through directive behaviour. A worker operating at level 3 or 4 who is well experienced and motivated, may need to operate on his / her own. In such a case, the manager should only delegate duties to such people. This study investigates the extent to which the primary or basic needs of educators are taken into consideration by their managers.

2.2.2.2 Theory X and Theory Y

Robbins (1998) describes this twin theory, which was propounded by Douglas McGregor. Theory X views human beings negatively. Managers who uphold this theory assume that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform. Theory Y views human beings positively. Managers who uphold this theory assume that employees like work, are creative, seek responsibility and can exercise self-direction and self-control, if they are committed to the objective.

McGregor held the assumption that Theory Y was valid, as a result he proposed ideas such as participative decision-making, responsible and challenging jobs and good group relations as approaches to maximise an employee's job motivation. Robert et al (1995) support the idea of participative decision-making and the involvement of educators in the planning of school activities. If the manager involves his /her subordinates in the formulation of organizational goals or policies, he makes it easier for them to cooperate because they develop a sense of ownership. Any manager who does not involve staff in decision-making is most likely to experience low staff morale. As such, this study investigated the extent to which educators are involved in making decisions that affect them.

2.2.2.3 Motivation Hygiene Theory

Frederick Herzberg, a psychologist, proposed this theory. He based his argument on the belief that the individual's relation to his / her work is the basic one and that his / her attitude towards this work can determine his / her success or failure. After the investigation he had conducted, he concluded that intrinsic factors are related to job satisfaction while extrinsic factors are associated with dissatisfaction. According to Herzberg the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction.

According to Hodgett et al. (1998) Herzberg extended Maslow's Hierarchy of Needs and applied two additional factors to the workplace, which are hygiene factors and motivators. Hygiene factors are those factors such as company policy and administration, interpersonal relationship with colleagues, superiors and subordinates, status, work security, work condition, supervision and salary. When employees regard

hygiene factors as insufficient they tend to be unhappy and dissatisfied and therefore less productive. For example, if employees feel that their compensation is not on par with the amount of work that they are doing, they will be unhappy and this will affect their performance and morale. To motivate people on their job, Herzberg emphasises the sense of achievement, recognition and nature of work itself, responsibility and personal growth and advancement as motivators. These characteristics are intrinsically rewarding.

White et al. (1977) list four recommendations based on an extensive review of job satisfaction literature, as follows: give employees mentally challenging jobs, provide equitable rewards, offer supportive working conditions, encourage supportive colleagues.

According to Cronje et al. (1997:384) the need to do challenging, interesting and meaningful work, to execute it successfully, to receive recognition for this and to be able to develop in the process, may be regarded as intrinsic goals pursued by each employee. Further needs for pleasant working conditions, a good salary, security at work and so forth may be regarded as extrinsic goals pursued by every employee. This study therefore investigated the extent to which educators are motivated intrinsically to achieve job satisfaction.

2.2.2.4 Expectancy Theory

Other than the content theories, there are process theories of motivation. Victor H. Vroom developed the expectancy theory. Vroom (1964) cited in Gerber (1998) suggests that individuals will be motivated to work well if they have the perception

that their effort will result in successful performance. He further states that the individual must also expect or believe that successful performance will result in desirable outcomes. Expectancy theory identifies three major factors that determine a person's motivation, namely expectancy, instrumentality and valence.

Expectancy refers to a person's perception about the extent to which effort will result in a certain level of performance. If expectancy is low, motivation is low.

Instrumentality refers to a person's perception about the extent to which performance at a certain level will result in the attainment of outcomes, such as pay, job security, interesting job assignments, bonuses or a feeling of accomplishment. Valence refers to how desirable each of the outcomes available from a job or organization is to a person. According to this theory, in order to motivate organizational members, managers need to find out which outcomes have high valence for them or are highly desired. They must then make sure that those outcomes are provided when members perform at a high level. High motivation results from high levels of expectancy, instrumentality and valence. If one of these factors is low, morale is likely to be low.

Robbins (1998) points out that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome, which is attractive to the individual. This theory helps in explaining why many workers are not motivated in their jobs, and merely do the minimum necessary. High levels of performance are partially a function of an absence of obstacles that constrain the employee. Success in a job is facilitated or hindered by the existence or absence of support resources. This study investigated whether educators in the former KwaMashu circuit were inspired by their performance or not. Apart from motivation,

human resource management can also be a possible influential factor to boost educator morale.

2.3 Human Resource Model

2.3.1 Definition of Human Resource Management

Hall and Goodale (1986:6) define human resource management as “ the process through which an optimal fit is achieved among the employee, job, organization and environment so that employees reach their desired level of satisfaction and performance and the organization meets its goals”.

This definition implies that people are the central source in any organization. The success of the organization will depend largely on the extent to which people’s skills and abilities are effectively utilised. An employee’s performance depends not so much on his innate ability but rather on the extent to which the organization can enable him to perform to his best (Riches & Morgan 1983:3). Bush and West-Burnham (1994:224) concur with this definition when they argue that effective organizations have to get to grips with how people are stimulated to participate and be productive at work. It stands to reason that if educators are not motivated to their work, they may be less effective in their teaching processes. The next part of this chapter explores the theories / models of educational management such as Bureaucratic Model and Collegiality Model.

2.3.2 Bureaucratic Model:

The great exponent of the bureaucratic model was Max Weber. In this model, authority is embodied in the office and not in the person. This model stresses the

importance of the hierarchical authority structure with formal chains of command between different positions in the hierarchy. Office holders are responsible to superiors for the satisfactory conduct of their duties. For instance, in educational institutions educators are accountable to the principal in respect of their key teaching tasks. Decisions and patterns of behaviour are governed by rules and regulations, which are prescribed by the Department rather than by personal initiatives.

Harling (1984: 8) points to the advantages of a formal and impersonal set of rules: The regulations ensure a degree of uniformity of operation and, together with the authority structure, make possible the co-ordination of the various activities. Such regulations provide a degree of continuity regardless of changes in personnel, thus promoting stability.

This implies that this model is task oriented and does not consider the context and the needs of the educators. The educators' responsibility is merely to obey and implement. Further to this, in this model, appointments are made on the basis of qualifications and experience and promotion depends on expertise demonstrated in present and previous positions. The implication is that younger educators who have the potential for moving up the ladder are deprived of the opportunity because of the lack of their experience and qualifications, which in turn demotivates or leads to low educator morale. Bureaucratic models emphasize impersonal relationships between staff and clients. The neutrality prevalent in this model is designed to minimise the impact of individuality on decision-making. This has a negative effect on the performance of educators because this formalised structure can lead to ineffectiveness and conservatism among the staff, resulting to low educator morale.

According to Nell (1981:29), the bureaucratic “ideal type” promotes specialised performance and the most economic utilisation of human potential and resources. Therefore, this study sought to investigate how bureaucratic the managerial processes of KwaMashu circuit are. The next type of model is Collegiality with its emphasis on participative involvement of all stakeholders in education.

2.3.3 Collegiality Model

According to Bush (1988:49)

Collegial models assume that organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have mutual understanding about the objectives of the institution.

The implication of this quotation is that as professionals, educators have the right to participate in the decision-making processes, which affect their lives. As professionals, they also possess the authority arising from their knowledge and skill (Bush 1998: 49). Although it is argued that spreading the decision-making process among staff has a tendency to delay progress in the search for the compromise, this is regarded as an acceptable price to pay to maintain the aura of shared values and beliefs amongst the staff. The significance of involving staff in decision-making is of great value because they develop a sense of ownership of the decision so they can rightly claim to be implementing their own decision. For instance, the staff members are given independence to decide on the allocation of duties among staff members to teach Grade 12, as they know their competencies rather than having it imposed by the head. A lack of participative involvement of staff members in decision-making may

subsequently result in a lack of co-operation among members of staff, which could impact negatively on the morale of educators.

In Collegial Models, the principal is not expected to force his will on others but should welcome cooperation, as all members of staff are responsible for all matters relating to the organization. This study investigated how participative the leadership processes of principals in KwaMashu circuit were. The next influential factor is staff development through which staff could continue to maintain their professional effectiveness by continually updating their competence and knowledge.

2.4 Staff Development

Peterson as cited by Burke et al. (1990:xi) defines staff development as a process to foster personal and professional growth of individuals at work. Staff development is an on-going process, which helps educators to cope with innovations within the education process as well as to bring about needed changes. Therefore, staff development aims at improving the performance of educators.

2.4.1 The role of staff development

According to Ron (1986:3) staff development can achieve the following objectives:

to orientate staff for changing tasks, to train staff for promotion posts, to raise work standards and to achieve a high degree of job satisfaction.

Bradley (1991:2) reveals the following aims of staff development: to make people feel valued in the job they do, to enable them to do the job well so that they receive the positive feedback which is essential for job satisfaction and for motivation, to help them to anticipate and prepare for changes in their work, to encourage them to derive excitement and satisfaction from their

involvement in change, and to make them feel willing and competent to contribute constructively to the development of the school.

During this time of change in South Africa, developmental activities on new instructional approaches have been conducted for educators. Staff development provides the means for educators to acquaint themselves with the new expectations. Jones et al. (1989:5) state that one should “expect poison from the standing water”. To avoid stagnation, staff development will help educators to acquire a knowledge and understanding of changes in education. Educators may need staff development programmes on Outcomes-Based Education (OBE), National Qualifications Framework (NQF), National Curriculum Statements (NCS) 2005, Integrated Quality Management System (IQMS) and other educational initiatives. Therefore, any school management system that undermines the importance of staff development programmes will result in low morale amongst staff. This study investigated the extent to which schools utilise staff development programmes to empower educators in the execution of their daily tasks

2.5 Summary of the chapter

In this chapter the concepts of motivation, human resource management and staff development as seen as influential factors of boosting low educator morale have been dealt with in detail. Theories about motivation and staff development have been discussed.

CHAPTER THREE

THE RESEARCH METHODOLOGY

3.1 Introduction

This study investigated the perceptions of educators on factors influencing educator morale in the former KwaMashu circuit high schools. The focus of the study is on motivation, human resource management and staff development.

This chapter specifically deals with the research design applied in this study. The strengths and weaknesses associated with the same research design are discussed.

A detailed discussion is done on the research instruments, population and sample, data collection, presentation and analysis procedures. The advantages and disadvantages of the instruments are explained. Measures taken to control and reduce the effects of confounding and extraneous variables are also discussed.

The mode through which the preferred instruments were distributed and retrieved is described in this chapter. A brief discussion of the pilot study also appears in this chapter. Lastly a summary of the research methodology is given at the end.

3.2 The research Design

The descriptive survey research design was used. The researcher preferred this design to others because it allowed the researcher to explore and describe phenomena in their natural setting. In this case, this design allowed the opportunity to ascertain educator morale in their work environment, as they interacted with each other and with their learners. The descriptive design was suitable for describing educator opinions,

attitudes and feelings towards the teaching profession. Babbie (1979) and Beach (1969) seem to concur when they propound that the descriptive survey is a method of research that describes what we see and focuses on the systematic exposure of the salient aspects under study.

Because the researcher lived and interacted with educators, principals and learners on a daily basis, the use of participant observation was therefore logical and easy to apply. The researcher concurs with Leedy (1980) and Ary et al. (1996) when they postulate that the descriptive survey method is appropriate for those data that are derived from simple observation situations.

3.2.1 Strengths of the Descriptive Survey

The researcher opted to use this survey method because it is simple in design, hence easy to apply. It allowed the researcher to cover a broader spectrum of the aspects under study. The researcher concurs henceforth with Clare and Craig (2000) when they postulate that the descriptive survey allows a researcher to gain a broad understanding of a situation, phenomenon, community or person. This survey was chosen because it allowed the researcher to describe in detail a particular phenomenon under study – educator morale. The researcher therefore concurs with White (1988) who says that the descriptive survey is an excellent vehicle for the measurement of the attitudes and orientation prevalent in a large population.

3.2.2 Weaknesses of the Descriptive Survey

Human aspect is complex and dynamic so it becomes cumbersome and somehow uneasy to give a detailed description of phenomena. The researcher therefore agrees

with the assertion by Cohen and Manion (1994) who said that it is hard, when applying this survey method, to secure a 100 percent respondents-involvement, especially in the cases of postal questionnaire.

3.3 Respondents

This research covered an area of 148 educators and 37 principals. The research did not involve all the educators because the size was too big. In relation to the above action taken by the researcher, Babbie (1979) asserts that it is neither possible nor practical to take all the measurements and subject them to study to draw one's conclusions.

3.4 The Research Sample and the Sampling procedure

A sample is a group of elements drawn from the population, which is studied in order to acquire some knowledge about the entire population (Claire and Craig, 2000). It is important to take cognizance of the fact that the sample obtained is considered representative of the population so that results of the research could become generalisable. Leedy (1980) says that is important, as often it is neither possible nor desirable to collect data from the entire population, which often may be infinite.

To come up with the sample used in this study the researcher used simple random sampling, which is an example of probability sampling. Claire and Craig (2000:87) propound "... simple random sampling is a sampling procedure which provides equal opportunity of selection for each element in a population." Twenty-two schools out of 37 schools in the circuit were selected. The researcher wrote the names of the schools on 37 identical small papers, put them in a container and mixed them

thoroughly. She randomly picked out 22 papers, which were then the schools that were included in this study. Two educators from each school were then picked at random as well. For each school the names of educators were written on small pieces of paper, put in container and mixed properly then two papers were picked which resulted in the selection of 44 educators out of 148. The same sampling procedure was implemented to select 6 principals from the 22 schools selected. The sample that was used for the purpose of this study was composed of 44 educators and 6 principals, giving a total of 50 respondents. This sampling method was chosen because it was easy, simple and not costly to use. Bias as an influencing factor was greatly reduced since any educator, who was chosen, was chosen by chance.

3.5 Data Collection Instruments

This research made use of the following research instruments: questionnaires, interviews, document analysis and participant observation. The questionnaire was the main instrument that is used to solicit data from the respondents. The questionnaire instrument was complemented by use of interviews, which helped to clarify gray areas left through use of the questionnaire. Observation of behaviour and attitude of educators in their work places, as well as analysis of such simple documents like educators' attendance registers, logbooks, and leave registers made the outcome of the research more encompassing and qualitative in nature.

3.6 Questionnaire

A questionnaire is simply a document consisting of question items designed to solicit factual data and information from subjects under study (Borg and Gall, 1989). The researcher, therefore felt that the questionnaire be the main instrument for data

collection because it solicited factual information concerning educator morale, which was buried deep down the minds of the subjects under study. The researcher concurs with Berdie et al. (1986) who postulate that a questionnaire is a commonplace instrument for observation of information beyond the physical reach of the observer. A questionnaire may contain open-ended or closed-ended or both questions.

In this research, both open-ended and closed-ended question items were used. Leedy (1980) says closed-ended questions are the ones that restrict respondents to a list of possible answers from which one is expected to choose answer of his/her choice by underlining, ticking or encircling, etc. Such types of questions are vital where a high degree of specificity in data production is required. Though such questions 'suffocate' the respondents, they nonetheless remain essential in that they maximize reliability. Open-ended questions allow a free flow of answers. The researcher concurs with Leedy (1980) who asserts that open-ended questions allow for the generation of more information than can be provided for through closed-ended questions.

3.6.1 Advantages of Using Questionnaire Instrument

Best and Kahn (1993) identified a number of advantages of what some of which include the fact that the respondents are made anonymous, so they feel free and secure to answer question items. This consequently allows the researcher to get accurate and reliable information. Interviewer bias is also eliminated since the process of answering the questions takes place in the absence of the researcher. Respondents do not provide their names and identity that allows for more truthful answers in the knowledge that they cannot be penalized for their views.

3.6.2 Disadvantages of Questionnaires

There are quite a number of disadvantages associated with this instrument. One of the major disadvantages is that questionnaires suffocate and restrict respondents to dictated areas. Respondents are harnessed to think and answer questions within specified parameters. Referring to the above disadvantage, Best and Kahn (1993) assert that questions should be pre-tested to avoid ambiguities which could lead to some questions being answered incorrectly. Leedy (1980) goes further to postulate that questionnaires do not provide room to verify the authenticity of the information given by respondents. The actual/intended respondent may give the questionnaire to someone else to answer the questions for him/her.

Despite the above weaknesses, this instrument remained crucial to the researcher because it allowed her to source the required details to ascertain the state of educator morale in KwaMashu Circuit. The responses obtained by the researcher were therefore generally valid and reliable because of the pilot testing of the instrument before its actual use.

3.7 Interview

This is a face-to-face questionnaire, which is used to solicit information through interaction between the researcher and the respondents. Leedy (1980) posits that for an interview to be effective, it should be as carefully planned and as accurately worded as the question items in the questionnaire. Some interviews can be open while others closed (Best and Kahn, 1993).

For the purpose of this study the researcher had to synchronize the use of informal and completely open-ended as well as structured forms of interviews. This technique allowed the researcher to uncover almost every detail pertaining to the issue at stake - educator morale. The researcher interacted with educators and principals in meetings and workshops, and hence could use the opportunity to advantage and have informal discussions on issues concerning the teaching profession. That allowed the researcher to get a lot of information on issues concerning educator morale. Structured interviews were used after the researcher had made all the necessary communications to all the concerned quarters.

3.7.1 Strengths of Interview Instrument

Interviews allow room for the researcher to probe further if the answer given by the respondent is not clear. The other main advantage of interviews is that they can be matched to individuals and the prevailing circumstances. The interview instrument increases the salience and relevance of questions.

3.7.2 Weaknesses of Interview Instrument

Respondents may feel uneasy and adopt avoidance tactics (Cohen and Manion, 1994). Sensitive issues, such as human sexuality, cannot be talked about during interviews. However, this research study did not cover such sensitive issues. Another disadvantage is that it is very difficult to build rapport and mutual trust between researcher and the interviewee, which results in the researcher missing very crucial information for the research's success. However, the effects of the above-discussed

disadvantages were greatly reduced through the pilot study that was done well before the actual study.

3.8 Document Analysis

Documents that were analyzed generally involved reports on what transpired in the schools under study. Documents are, however, not widely used as authentic sources of data because they tend to provide unrepresentative samples and a lack of objectivity (Guba and Lincoln, 1981). Nevertheless documents played a crucial role in this study as they could show historical transactions within the schools under study. In this research the author perused records such as minutes of the School Management Team (SMT) and staff meetings, School Governing Body and parents meetings, educators' workbooks comprising lesson plans, assessment plan, assessment records and educators' portfolio, learners' workbooks and portfolio, learners' attendance registers; class period registers, educators time books, educators' leave registers and logbooks.

The main disadvantage is that documents are prone to subjectivity because humans tend to report more favourably about themselves than about other people. In concurrence with above disadvantage, Merriam (1988:106) says that even public records that purport to be objective and accurate contain built-in biases that the researcher may not be aware of.

3.8 Participant Observation

In this research, the researcher observed educator-attendance at workshops and meetings held by the Circuit. In a way, the attendance situation revealed the level of educator morale. My role as the observer was not noticed by the educators I was observing because they would thought I was just pursuing my usual errands as an Education Officer, so they could not tell whether they were being observed or not. Many authorities such as Ary et al. (1996) suggest that this technique of observation yields reliable information since the observer simply observes and records events as they naturally occur without making an attempt to alter the situation in any way. I appreciated this approach because I could see that my targeted respondents were not aware of my intentions so their respondents' behaviours were quite original.

One of the weaknesses of this method is that it is time-consuming. Beeby (1980) states that this method is not very efficient because school programmes are implemented over a period of time so once-off observation tactics do no yield much. Nevertheless, the researcher used observation because it played an essential and complementary role to gather information that was not captured through the questionnaires and interviews..

3.10 Pilot Study

Concerning the importance of pilot studies, Leedy (1980) and Caswell (1992) seem to concur when they state that the pilot survey is essential in that it allows the researcher to find out if the questionnaire and other research instruments to be used are valid and

reliable. They go further to postulate that, it allows the researcher to see whether respondents are able to understand and answer the questions well.

In this research the pilot study was carried out at one high school and involved the principal and 10 educators. The aim was to increase the relevance of the question items in both the questionnaire and the interview instruments. There was room for suggestions on how to improve the questioning and question types. Because of the similarities in the responses given by the principals and the educators, the researcher saw it fit to administer the questionnaire to both the educators and the principals.

3.11 Data Collection Procedures

Issues such as the purpose/intention of the study, the confidentiality of the sources of data, and the assurance of the anonymity of the subjects if the research was published, were discussed prior to each interview through signing of the consent letter.

The questionnaires were hand-delivered to the respondents in envelopes, which also contained self-addressed postage stamped envelopes for retrieval purposes.

Interviews were conducted after the researcher had sought the permission from the school leadership and the educators. The researcher visited the schools on agreed dates. The interviews with the principals were carried out in their respective offices whilst the interviews for educators were conducted in places they preferred like the head of departments' or educators' workrooms. Notes were taken as the interviews were in progress. As per agreement with the respondents, interviews were tape-recorded to enable the researcher to transcribe those spoken words into a written text.

Document analysis was done as an on-going process when the researcher visited the schools carrying out her normal duties.

3.12 Data Analysis Procedures

The data that was sourced through questionnaires is usually analyzed with the aid of frequency tables. The inductive technique is used to analyze data obtained through interviews, and observation.

3.13 Summary of the Chapter

A descriptive survey is the research design that was applied to carry out this research on investigating the level of educator morale in their day-to-day educational responsibilities. The advantages and disadvantages of making use of this research technique were alluded to as well. The population and the sampling procedure used have been discussed in detail in this chapter. It was established that the population for this study constituted a small scale of educators.

The research instruments discussed in this chapter are the questionnaire, the interview, participant observation and document analysis. A pilot study was carried out, to enhance the validity and reliability of the data obtained. Discussion on distribution, administration and retrieval of the mentioned research instruments was detailed. It was highlighted in this chapter that the analysis of data was done through frequency tables and comparative methods.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This study aimed to investigate the factors influencing educator morale amongst KwaMashu high school educators, in the Pinetown District of KwaZulu Natal. In particular, the study focused on the nature of possible motivational and demotivational factors that may influence educator morale. This chapter presents and discusses the data obtained in order to provide reasonable answers to the following research questions of this study.

The key questions of the research were as follows:

1. What are the educators' perceptions of the factors influencing educator morale?
2. From the principals' perspectives, what are the factors that influence educator morale in the former KwaMashu circuit high schools?
3. How could educator morale be enhanced?

As described in Chapter 3, the major data collection methods included questionnaires, interviews, observations and document analysis. Through the use of these research instruments, data was collected from forty-four (44) educators and six (6) principals. Frequency distribution tables were basically used in the presentation of the data collected through the questionnaire instrument for educators. Analysis and presentation would cover all data and information sought through interviews, observation and document analysis together with that solicited through the questionnaire instrument. This approach was used to enhance the cross-validation of

the findings obtained through interviews, observation and document analysis about educator morale in the former KwaMashu circuit high schools. Through this process of data analysis, I hope to also contribute my views to the existing body of knowledge on educator morale.

In this chapter responses are organised into themes informed by the research questions. The chapter begins by describing responding educator’s biographical details, educators’ responses regarding possible motivational aspects that encouraged them to choose the teaching profession and educators’ responses with regards to possible demotivating factors influencing educator morale. This is followed by the principals’ perceptions on the same factors, whose angle of focus is management, as possible influences to educator morale. Ultimately the chapter scrutinizes the extent to which educators’ and principals’ perceptions concur and differ.

4.2 Educators’ responses to factors influencing educator morale

Table 1: **Biographical details**

Respondents	Total	Qualification Frequency						Teaching experience				
		Std10	TD	BA/Paed	Hon/BEEd	MEd	Other	0 to 5	6 to 10	11 to 15	16 to 20	20 +
Females	24	8	13	13	8	2	4	5	3	10	4	2
Percentage	55	33	54	54	33	8	16	21	13	42	16	8
Males	20	8	12	3	7	1	2	1	3	4	8	4
Percentage	45	40	60	15	35	5	10	1	15	20	40	20
Grand totals	44	16	25	16	15	3	6	6	6	14	12	6
Percentage	100	36	57	36	34	7	14	14	14	32	27	14

Key: Std 10:- Standard 10; TD:- Educator’s Diploma; BA:- Bachelor of Arts;

BEEd:- Bachelor of Education; MEd:- Master of Education

The questionnaire was distributed to a total number of 44 educators. Of the 44 educators, 24(55%) were females and the other 20 (45%) were males. Table 1 indicates that most of the educators consulted were well qualified, that is, 31(70%) had a degree and one had a teaching diploma. However, all the educators had a diploma, which is the minimum requirement to teach, while 34(77%) of the sample of educators had degrees.

Table 1 further shows that 18 (41%) of the educators in this sample had more than 15 years of teaching experience. This suggests a relatively mature group of educators with vast experience in the teaching profession. The data indicates that only 6(14%) of respondents who were in the 0-5 years of teaching experience band. This could perhaps be because that fewer newly qualified educators are entering the profession. In support of the above observation of the researcher, during the interviews one of the educators was quoted as saying:

This is attributed to the low salaries of educators, the redeployment and rationalization process as well as the better prospects offered in the private sector, especially in industry. To worsen the situation the number of newly qualified educators have been curtailed through the closure of colleges of education and the reduced intake of educators in universities.

This could pose a challenge to educator morale.

4.3.1 Educators' responses regarding possible motivational aspects that encouraged educators to choose teaching profession as a career.

Table 2: Educator Motivation for Choosing the Teaching Profession

Number	Motivation	Frequency & % rating				Total No of Responses & (%)
		SD	D	A	SA	
2.1	The love and passion for children	0	2	15	27	44
		0	5	34	61	100
2.2	The desire to render a valuable service to the society	0	0	8	36	44
		0	0	18	82	100
2.3	The interest in and excitement about teaching	0	4	20	20	44
		0	10	45	45	100
2.4	The desire to impart knowledge	0	2	6	36	44
		0	5	14	81	100
2.5	Prestigious occupation	5	18	17	3	43
		11	41	38	7	97
2.6	Unavailability of other job opportunities	17	21	4	2	44
		39	49	8	4	100
2.7	Availability of job security, benefits, e.g., subsidy, e.t.c.	4	19	19	2	44
		10	43	43	4	100
2.8	The ease of preparing for teaching	13	16	12	2	43
		29	36	27	5	97
2.9	Access to bursary	21	20	3	0	44
		48	45	7	0	100
2.10	Easy access to training colleges for blacks	14	12	15	3	44
		32	27	34	7	100
2.11	A reasonable income	19	15	8	2	44
		43	34	18	5	100
2.12	Short working hours per day and long vacations	10	20	11	3	44
		23	45	25	7	100

Key: SD:- Strongly Disagree; D:- Disagree; A:- Agree; SA:- Strongly Agree

According to Table 2, only 2 (5%) of 44 respondents returned their questionnaires with one question unanswered, thus the response rate was high. The table shows that all the respondents, 44(100%), indicated that they agree that the desire to render a valuable service to the society was the most important motivating factor that drove educators into choosing the teaching profession. The table further reflects that the second batch of the possible driving forces is the love and passion for children, and the desire to impart knowledge. On both factors 42 (95%) of respondents, agreed that these two factors played a significant role in the selection of their profession. The overwhelming majority of the respondents, that is 40 (91%), indicated that the following factors could have motivated them into choosing the teaching profession:

- The love and passion for children
- The desire to render a valuable service to the society
- The interest in and excitement about teaching
- The desire to impart knowledge

Another feature reflected in Table 2, item number 2.9, is that 41 (93%) of 44 respondents disagreed that access to bursary motivated them to choose the teaching profession. In fact through the interviews, they denied that they were offered bursaries so that they could further their studies in the field of education, although they themselves indicated that they needed them. To reinforce this, one educator said: “We are short –changed by our employer hence there is no need for us to further develop ourselves professionally.”

Physiological needs such as hunger, thirst, shelter and others, need to be satisfied first if educators are to feel appreciated and are to produce of their best (Maslows’ Theory

of the Hierarchy of Needs, 1954). Hodgetts et al. (1998) seem to concur with Maslow when he propounds that when employees regard hygiene factors, as insufficient they tend to be unhappy and dissatisfied, so they do not perform at their best. The above assertion appears to be true in the case of the educators under study as reflected in Table 2, which shows that 34 (77%) of 44 respondents disagreed that they are earning a reasonable income that would allow them to procure the basics for their general well being.

In the interview Through interviews again educators further clarified that the unsatisfactory low salary received by educators does not allow them to pay exorbitant university fees so they feel demotivated to further their studies. In this regard, one educator was quoted as saying:

The major reason for not pursuing further studies was that the department terminated the revision of salary scales on completion of their studies, which served as an incentive and are now given a once-off 10% bonus of their current salary, which does not correspond with the amount paid for a course of study.

From their responses during interviews, one fuming educator was quoted saying that:

It should, therefore, be understood that, under such precarious conditions of operation we as educators should be dissatisfied and disgruntled hence we have developed the so called "*I don't care*" attitude in our work environment, which impinges negatively upon the general development of our education system.

As observed in the interviews, these assertions are likely to impact negatively on educators because if educators are disgruntled, there is a great likelihood that their morale will be low. The government must therefore realize that to ensure quality education and a motivated workforce, it has to prioritize the working conditions for educators. As postulated by Gerber (1998) and Cronje et al (1977) employees can

perform over and above the expected standards when they are provided with good and pleasant working conditions, a good salary and job security.

4.4 Educators' Responses Regarding Possible Demotivating Factors to Educator Morale

There are 37 possible demotivating factors identified. These are put in groups that reflect some form of commonality to make the presentation process somehow easier.

There was no any other special criterion used in grouping these possible demoralizing factors except for the one mentioned above. These factors are therefore grouped according to the following aspects:

- Educator's personal security
- Uncertainty
- Leadership and promotion
- Learners' attitude and parents support

Table 3 presents the demotivating factors Group 1, which is related to the *Personal Security* of the educator as s/he conducts his/her work within and outside the school environments.

Table 3: **Demotivating factors Group 1 (Educator’s personal security)**

Number	Demotivating factor	Frequency & % Rating				Total No
		SD	D	A	SA	Responses & (%)
1.1	Lack of safety and security in schools	0	0	5	39	44
		0	0	11	89	100
1.2	Killing of educators	2	0	2	39	43
		5	0	5	87	97
1.3	In fighting caused by jostling for power	0	1	8	35	44
		0	2	18	80	100

Key: SD:- Strongly Disagree; D:- Disagree; A:- Agree; SA:- Strongly Agree

Table 3 shows that 44(100%) of respondents reported that lack of safety and security constituted the most important demotivating factor, in their teaching profession. This table further reflects that 41 (93%) of the responding educators indicated that the killing of educators constituted one of the demotivating factors in this group, which compromised educator security in general. Some educators quoted a recent saga that took place at Thornwood High school where a learner slashed an educator to death for executing her invigilation duties. Fearing for their lives, educators are left with no option but to keep quiet as if nothing wrong had happened, especially in a climate where corporal punishment is prohibited. This occurrence leaves one with doubts as to whether educators should apply the laissez-faire ‘policy’ when it comes to learner discipline.

Furthermore, from their responses during interviews and document analysis such as the school logbook where all incidents that had taken place in a school are recorded, it became obvious that the safety and security issues in schools are causing gross damage in our education system. For example many educators complained about

hooligans who gained access into the school premises during the day to forcefully snatch their jewels and cell phones whilst they were teaching in class. Educators referred to such incidents as dehumanizing. Another educator, who appeared to be worried about the issue of insecurity for educators, said:

frequent burglary in our schools, which results in the loss of teaching and learning resources like computers, photocopier machines etc. is due to the fact that there are no security guards to regulate entry and exit by the school gate during the day and at night.

It was deduced during interviews that educators lost precious teaching time thinking about how they could defend themselves from the escalating crime and violence in schools. They described the situation in schools just like what happens in a game of chess. One educator said: “We are just like a ‘king’, in a game of chess, who is kept in check; hence there is no time for initiating new teaching strategies.” This makes it difficult for educators to complete their work on time, resulting in poor results at the end of the year, especially at grade 12 level. Educators reported that poor results reflect badly on them and contribute to educator morale. Educators feel motivated to work harder when they work in a secured place, which is without interference from outside factors.

Seemingly, this was a problem encountered by many educators. Therefore the Department of Education needs to look at this issue as a matter of urgency, and come up with ways and means to improve security in schools to allow educators to work in an environment that is free from fear.

This Table further reveals that 43 (98%) of the respondents indicated that they strongly agree that the lack of upward mobility in the teaching profession, leads to infighting and jostling for power. The majority of educators under study complained of remaining at post level one over a long period of time. In this regard, one educator reported that it became boring to do one and the same routine work over a period of 10 years or more. He further stated: “for this reason the Department of Education has lost a number of educators who have gone to the private sector looking for greener pastures.” The issue of the limited number of promotional posts within the schools is an old age song, therefore the Department must do something in order to acknowledge and upgrade the long serving members so as to retain them in the teaching fraternity.

Table 4 details some issues pertaining to the learners’ attitudes towards their learning process. The table goes further to present the level of parental support since a child, who has got proper parental support, learns well and usually do not misbehave in the school, fearing that his/her parents would be called to attend a hearing of his/her misdemeanor.

Table 4: Demotivating factors Group 2 (Learners' attitudes and parental support)

Number	Demotivating factor	Frequency & % Rating				Total No of Responses & (%)
		SD	D	A	SA	
4.1	Undisciplined learners	1	3	16	24	44
		2	7	36	55	100
4.2	High rate of drug abuse by learners	4	14	15	11	44
		9	32	34	25	100
4.3	Lack of parental involvement	0	0	13	31	44
		0	0	30	70	100
4.4	High rate of absenteeism by learners	2	3	19	20	44
		5	7	43	45	100
4.5	High rate of learner pregnancy	6	22	1	15	44
		14	50	2	34	100
4.6	Less committed learners	0	0	10	34	44
		0	0	23	77	100
4.7	Prohibition of corporal punishment	0	0	41	3	44
		0	0	93	7	100

Key: SD:- Strongly Disagree; D:- Disagree; A:- Agree; SA:- Strongly Agree

Table 4 indicates that all respondents 44 (100%) concurred that a lack of parental involvement in their children's work, less committed learners and the prohibition of corporal punishment in schools contributed to educator morale.

Parents are perceived not to be interested in the general well being of their children when they are at school. Through the interviews and the analysis of documents such as parent's meetings attendance registers and learner's attendance registers, it became evident that all educators concurred that many parents saw schools as dumping grounds for their unruly children. The educators further stated that a lack of parental involvement is also prevalent in the School Governing Bodies (SGB) executive committee members, who do not attend parents meetings. One educator was quoted as

saying: “certain SGB members are last seen on the Election Day and they do not come back to execute their responsibilities as the parent component”.

Regarding parental involvement concerning their children’s education, one educator reported: “parents could not even bother to attend school hearings concerning their children’s disciplinary issues”. Educators further posited that parents were seen to be good at blaming educators for what they referred to as ‘poor’ performance. Another educator, who appeared to be so discouraged, said: “parents tend to forget that good results are the fruits of team effort.”

Reference to literature that was reviewed in this research work indicates that Castetter (1992) says that win-win spirit needs to be cultivated for any organization if it is to make a profit. The researcher concurs with Castetter (1992) when he goes further to propound that results in the school do not depend on the educator’s performance alone, but also on the calibre and family background of the learners, the school climate and available resources. Therefore teamwork would translate into motivated educators and ultimately into good results.

Table 4 further indicates that a total of 39 (88%) of the responding educators, agree that there is high rate of learner absenteeism in schools. Educators have ascribed this kind of learner behaviour to the number of social factors that these learners have to endure. For instance, many of their learners were orphans, were from child headed families or were raised by single parents. Through interviews and document analysis of documents such as learners’ attendance registers it became evident that absenteeism is more common especially on Fridays and Mondays. Possible reasons

for this could be that on Fridays boys start their part time jobs in order to augment the family income, and the girls go to collect money for maintenance of their children at the factories where their boyfriends work or on the social grants' day. Other educators reported that educators have the tendency to give homework on Fridays which must be completed for the following Monday. By staying away on Friday, the learners have a reason for not producing their homework due the following week.

According to Table 4, item 2, reveals that 26 (59%) of the sampled responded positively (agree / strongly agree) that drug abuse by learners was a major demotivating factor, whilst a considerable number 18 (41%) of the respondents (disagree / strongly disagree). This illustrates the divergent views of educators on this item reflecting that some schools were less affected by this problem than others. More has to be done by schools in terms of devising strategies to help learners combat this issue. The researcher is of the opinion that the problem of drug abuse emanates from issues such as poverty; child headed family situation and a lack of proper parental guidance.

Table 4, however, further indicates that 28 (64%) of the 44 responding educators disagreed that a high learner pregnancy rate constituted a factor that contributes to educator morale as it was not as rampant as many people think. They, however, indicated that the presence of pregnant learners in the classroom set a bad example, as other learners could perceive it as the right thing to do and could emulate it. Some female educators seemed to believe that learner pregnancy has negative effect on other learners. They have observed that most learners fall asleep during lesson presentation when there are pregnant learners in the classroom.

Through interviews it became evident that pregnancy was more common in grade eleven and twelve learners. Other educators reported frequent absenteeism of the pregnant learners from school which resulted in high failure rate especially in grade twelve. This in turn reflected badly on educators. One educator from one of the schools, which was under study, was quoted saying:

In my school one pregnant learner attended school until she was due to give birth. When the learner was in labour, the principal was compelled to take her to the nearby clinic as the departmental policy stipulates that they must not be expelled, but must be taken care of.

The same quoted educator went further to state that the female educators refused to assist the principal saying that " *they are not midwives*", and they did not want to be held responsible if anything went wrong with the girl's delivery. As the researcher talked to educators during interviews, it was noticed that educators were demoralised by such occurrences. The Department of Education needs to review its policies and come up with strategies that will not put educators in such a predicament.

Table 5 presents factors, which are perceived to be causing havoc in our education system. This table concentrates on issues that make educators feel insecure in their job in terms of future prospects.

Table 5 Demotivating factors: Group 3 (Uncertainty)

Number	Demotivating Factor	Frequency & %Rating				Total No of Responses & (%)
		SD	D	A	SA	
5.1	Feeling that teaching was the wrong career	32	2	3	7	44
		72	5	7	16	100
5.2	Lack of upward mobility	0	2	5	37	44
		0	5	11	84	100
5.3	Fear for redeployment & rationalisation	0	0	4	40	44
		0	0	9	91	100
5.4	Poor subject knowledge	13	30	1	0	44
		30	68	2	0	100
5.5	Lack of in-service training	0	0	5	39	44
		0	0	11	89	100

Key: SD:- Strongly Disagree; D:- Disagree; A:- Agree; SA:- Strongly Agree

In Table 5, 34 (77%) of the responding educators strongly felt that teaching was the correct choice, which means that these educators loved the teaching profession and went into it wholeheartedly. In the interviews the educators indicated that they are, however, demotivated to continue teaching because the working conditions, as alluded to in Chapter One changed when they were already in the system.

Table 5 further shows that 43 (98%) of responding educators disagree that poor subject knowledge constituted one of the factors that contributed to educator morale and ultimately to their poor service delivery. Again, through interviews they further clarified that they did possess the relevant depth of knowledge expected of them as educators. It became evident, through interviews and document analysis, that educators were teaching subjects according to their area of specialization. The educator's workbook bears witness that educators do their daily lesson plans, and that the respective heads of department supervise educator's work regularly, although the extent of this varies from school to school. In the interviews educators concurred that

many initiatives undertaken by the department fail due to lack of support. One educator was quoted as saying that:

The failure of Outcomes Based Education (OBE) and other initiatives, is due to insufficient training and support we received as educators from the departmental officials, especially subject advisors and other district officials as they are not visiting our schools. As a result, this makes it difficult for educators to implement such initiatives.

In the interviews educators indicated that they were happy to be in their schools and they further affirmed that the educator's attitude and relations towards their Heads of Department (HODs) and principals were generally good. They further indicated that sometimes they do not see eye-to-eye on issues pertaining to their work, especially on matters that are imposed on them by the department without prior consultation.

Table 5 indicates that 44 (100%) of responding educators have a fear of redeployment and rationalization, which constitutes one of the major demoralizing factors in the teaching field. A certain educator who spoke angrily actually said:

I strongly feel that redeployment and rationalization is the worst government strategy that makes all educators always fear for their future in their present work stations.

In the interviews many educators indicated that the redeployment and rationalization issue increases tension amongst the staff. On the issue of redeployment and rationalization, the educators reported that they had to teach large classes, deal with tightly packed timetables and engage themselves with increased teaching workloads. Furthermore, they indicated that educators who are declared in excess usually resist redeployment, causing commotion, resentment and a unhealthy school climate. The educators also indicated that insecurity and anxiety took its toll on the staff morale during this process.

Table 5 indicates that 44 (100%) of responding educators strongly agreed that there was a lack of opportunities for in-service training or personnel development in the department. This hindered them in their quest to acquire more knowledge about the latest changes in their subject / learning areas. In the interviews one educator was quoted as saying:

Lack of or hurriedly done in-service training, which is the platform where educators should be sharing ideas pertaining to problem areas in their subjects and education as a whole, contributes to low morale on educators.

This issue impacted negatively on educators, resulting in them not knowing whether what they were doing was right or wrong. Therefore the department of education is liable for the appointment of more subject advisors to render support to educators.

Leadership in our schools plays an extremely vital role in developing an atmosphere that is conducive to learning. This cascades down into the teaching/learning process that is regarded effective and efficient. Table 6 presents factors related to leadership and promotion in schools, which when are not done well may result in aloofness and the disengagement of the teaching staff.

Table 6: Demotivating factors: Group 4 (Leadership & promotion)

Number	Demotivating factor	Frequency & % Rating				Total No of Responses & (%)
		SD	D	A	SA	
6.1	Lack of collegiality	3	3	20	18	44
		7	7	45	41	100
6.2	Staff development workshops	0	26	15	3	44
		0	59	34	7	100
6.3	Lack of self reliance & autonomy in schools	1	3	18	22	44
		2	7	41	50	100
6.4	Lack of transparency over finances	4	15	21	4	44
		9	34	48	9	100
6.5	Poor school maintenance	0	2	5	37	44
		0	5	11	84	100
6.6	Poor administration	6	4	30	4	44
		14	9	68	9	100
6.7	Lack of participation in decision -making	3	1	40	0	44
		7	2	91	0	100
6.8	Politicisation of the education system	1	0	3	40	44
		2	0	7	91	100
6.9	Overcrowding of classrooms	0	0	4	40	44
		0	0	9	91	100
6.10	Heavy workload	0	0	1	43	44
		0	0	2	98	100
6.11	Lack of resources	0	0	41	3	44
		0	0	93	7	100

Key: SD:- Strongly Disagree; D:- Disagree; A:- Agree; SA:- Strongly Agree

Table 6 shows that 43(98%) of the responding educators agreed that the involvement of politics in our education system has caused more harm than good. The Department cannot take any unilateral decisions without the inclusion of educator unions. This situation is also prevalent in schools and as a result, some educator unions are seen to be promoting less qualified and inexperienced personnel, who are members of their union, to leadership roles in schools. In the interviews with some educators, they disclosed that they perceived educator unions as being a form of a shield from disciplinary action for defiance and insubordination to school authority because union

members are protected by the union. This practice ends up impacting negatively on the work within the school since not all staff members belong to the same educator union and it destroys teamwork while it brews the sense of insecurity amongst staff.

In my experience as a departmental official, it has been my observation that some educator union members seem to perceive themselves as equal partners with the principals. As a result there is always a tug -of-war between the educator unions and the principals of schools who do not give them opportunities in schools' problem solving and decision-making.

On the issue of a lack of transparency over finances, 25 (57%) of the responding educators agreed that they were not given an opportunity to have a say on the school finances. One educator had this to say on this issue:

In my school, the principal and the chairperson of the School Governing Body (SGB) handle the school funds, we as a staff are only involved when the coffers are empty. If the educators ask for the break down of the expenditure from the school management and school governing body, it becomes an issue.

The exclusion of educators in school finances leads to embezzlement of funds by certain individuals, thus resulting into educator morale.

Regarding staff development workshops, 26 (59%) of responding educators disagree that these were a demotivating factor because they are conducted in their schools. So are disruptive to teaching process. They also complained that these workshops are usually planned on an ad hoc basis, i.e. when the need arises, by the school management. One educator had this to say: These professional development

programmes should be proactive, relevant and practical enough to meet the individual needs of the staff members.

Table 6 further depicts that 44 (100%) of the responding educators agreed /strongly agreed that overcrowding in the classrooms was a serious factor that resulted in educators being demotivated. Through interviews and observations it was established that some classes had 60 learners or more, instead of conforming to the norms of the department on learner- educator ratio, which is 1: 36. One educator was quoted as saying:

such classes are difficult to manage, especially when educators want to exercise discipline and individual learner attention, it really becomes an insurmountable task for them to accomplish.

Again in the interviews educators further stated their dissatisfaction that they are forced by circumstances to enroll more learners in order to curtail the rationalization and redeployment of educators in their respective schools. They further complained that this practice is to the advantage of the principals because they are paid according to the number of educators that they manage in their institutions.

Table 6 further shows that 44(100%) of responding educators strongly agreed that besides having classes overcrowded with learners, they are overloaded with work that is supposed to have been done by an educator-aide. One of the educators was quoted during the interview saying:

More of our teaching time is utilized for administrative tasks and paperwork when we are supposed to prepare for lessons, mark class work, conduct and record continuous assessments, compile portfolios and also perform extra mural activities.

When elaborating on their dissatisfaction with the department, one educator was quoted as saying: “our education system is heavily dependent on borrowed strategies and tactics from other countries in its approaches, without considering our context.” He suggested that it is time that the ministry of education embarked on a new paradigm shift where homegrown strategies take the centre stage in the teaching and learning process. He pointed at indicators such as exaggerated children’s rights, which are not considered in the same light as those of educators. The widely reported decline in discipline has resulted in overall disrespect for educators. This is largely a result due of the banning of corporal punishment and mistrust implied in the removal of the principals’ right to expel mischievous learners. Educators feel that if corporal punishment were to be brought back and unnecessary learners’ rights were removed, then sanity would be restored.

Furthermore Table 6 shows that 44 (100%) of responding educators indicated that their schools lacked resources such as books, computers and libraries, which therefore constitute one of the demotivating factors in the teaching profession. One angry educator in the interview was quoted as saying that:

It is not worth the salt to give learners homework / or assignments that would require them to use certain reference books from which they could get information, because such resources are rare to come by in our schools.

The other scenario, concerning lack of teaching resources that was pointed out, was the one concerning laboratories / media center /workshops. The educators said that, such facilities were non-existent in their schools. Another anonymous educator said that: “What s/he considered weird is the fact that the department of education expects good science results from schools without science laboratories.” Educators also

expressed the feeling that the department needed to revisit the issue concerning the curriculum. They, educators, suggested that schools without science laboratories should embark on a science syllabus that could involve transportable/movable Science Kits.

Table 6 further shows that 40 (91%) of responding educators indicated that the lack of participation in decision-making psychologically affected educators in their day- to – day work. In the interviews one educator was quoted as saying:

Decisions are taken at national and provincial levels without the inclusion of educators when in fact educators are obliged to implement them. Educators just accept the changes grudgingly with resentment, which means the decisions made won't be implemented as is expected by the decision-makers themselves.

The researcher concurs with the above quoted educator because the exclusion of educators in decision-making would be regarded as one of the factors that could influence their morale.

In addition to that, in their responses, one educator expressed that a lack of participation in decision-making is still prevalent in their school in particular. This respondent was quoted as saying:

The top-down versus bottom-up management whereby the School Management Team (SMT) would first meet and take decisions that will in turn be cascaded to educators, still exists in their school. This results in the fact that whatever decision is arrived at, would not constitute part and parcel of the post level one educators' contribution hence would resent to support its implementation.

The educators indicated that their contact with learners justifies that their roles should be extended beyond teaching duties. They also indicated that their extended

participation was important for their professional development and also for increasing their motivational levels as it boosts their morale and enhances their self-esteem.

On the issue of frequent changes in educational policies it became evident that educators were tired of impulsive decisions made by the Department, which were then constantly rethought and revised. They made mention of policies such as Developmental Appraisal System (DAS) which was then replaced by Integrated Quality Management System (IQMS), Alternatives to Corporal Punishment, Promotion and Progression Requirements and numerous other amendments on a number of policies in the form of Education Laws Amendment Act. In addition to this, they mentioned the fact that the Province of KwaZulu Natal (KZN) has also experienced the frequent changes of Members of Executive Committees (MEC) and Chief Executive Officers (CEO) of education. Inevitably, each of these officials brings his/ her perspective to education. This confuses and demoralizes educators.

4.5 Principals' Questionnaire Responses

There were 6 principals that were part of this investigation. Data presentation, interpretation and analysis for the school principals concentrated on questions about administrative and curriculum issues. There appeared to be a difference between the scores of educators and those of the principals on such issues concerning management of schools. An analysis of the interviews will be presented in detail towards the end of the data presentation solicited through questionnaires of the same principals under study.

Table 8: Demotivating factors group 1 (Uncertainty)

Number	Demotivating factor	Frequency & % Rating				Total No of Responses & (%)
		SD	D	A	SA	
8.1	Feeling that teaching was the wrong career	3	2	1	0	6
		50	33	17	00	100
8.2	Fear of redeployment & rationalisation	00	3	3	0	6
		00	50	50	00	100
8.3	Poor subject knowledge	00	00	4	2	6
		00	00	67	33	100
8.4	Lack of sufficient in-service training	00	00	2	4	6
		00	00	33	67	100

Key: SD:- Strongly Disagree; D:- Disagree; A:- Agree; SA:- Strongly Agree

Table 8 indicates that 5 (83%) of responding principals said that they did not agree that teaching was the wrong career. In the interviews they expressed the attitude that they had chosen teaching because it was a noble and interesting career.

Table 8 further shows that all of the 6 principals indicated that they generally agree that poor subject knowledge and lack of sufficient in-service training are demotivating factors. It was, however, established through the interviews that they were actually referring to those educators with poor subject knowledge who expressed some form of dissatisfaction with their work hence concluded that they were demotivated.

Table 9: Demotivating factors: Group 2 (Leadership & Promotion)

Number	Demotivating factors	Frequency & % Rating				Total No of Responses & (%)
		SD	D	A	SA	
9.1	Lack of collegiality	00	00	4	2	6
		00	00	67	33	100
9.2	Staff development workshops	0	0	3	3	6
		00	00	50	50	100
9.3	Lack of self reliance & autonomy in schools	0	0	2	4	6
		00	00	33	67	100
9.4	Lack of transparency over finances	4	2	0	0	6
		67	33	00	00	100
9.5	Poor school maintenance	0	1	2	3	6
		00	17	33	50	100
9.6	Poor administration	6	00	00	00	6
		100	00	00	00	100
9.7	Lack of participation in decision -making	4	2	00	00	6
		67	33	00	00	100
9.8	Politicisation of the education system	00	00	2	4	6
		00	00	33	67	100
9.9	Overcrowding of classrooms	00	00	2	4	6
		00	00	67	33	100
9.10	Heavy workload	00	00	3	3	6
		00	00	50	50	100
9.11	Lack of upward mobility	00	00	1	5	6
		00	00	17	83	100
9.12	Lack of resources	00	00	00	6	6
		00	00	00	100	100

Key: SD:- Strongly Disagree; D:- Disagree; A:- Agree; SA:- Strongly Agree

Table 9 above indicates that 6 (100%) of the responding principals concurred that the lack of resources was a major demotivating factor in their schools. Through interviews they highlighted serious shortages of important Science Laboratory facilities. One of the principals was quoted as saying: “urgent provision of proper specialist rooms such as Geography, Computer, Media rooms and Science Laboratories need to be done as soon as possible”. In the interviews the principals indicated that besides the shortage of specialist rooms in schools, schools had serious

shortages of textbooks and computer facilities. The researcher also observed that due to vandalism and theft, schools are losing a good number of resources, thus resulting in critical shortages.

Table 9 also shows that 6 (100%) of respondents generally agree that educators are overloaded and that this is a serious demotivating factor. In the interviews they went further to explain that the overloading of educators is a result of the redeployment and rationalization strategy that was adopted by the government to make sure that human resources are not underutilized.

Table 9 further indicates that 4 (67%) of the responding principals strongly disagree that there is poor financial management in the schools under their jurisdiction. One of the principals was quoted saying that: “we are prepared on how to run the public funds the moment we are promoted to these pivotal positions”.

The Table further reflects that all the principals strongly disagree that there is poor administration in their schools. One actually boasted saying: “we have the qualifications and experience to manage our schools”. The same principal went on to say that they make use of a participatory approach when it comes to decision-making in their schools. However, Table 9 shows that 4 (67%) of the principals said that a lack of participation by the educators in decision-making was a demotivating factor.

In the interviews one of the principals was quoted as saying that:

we don't have enough time to consult all the educators since some of the decisions need to be taken there and then as soon as you receive the instruction from the superior office.

Table 9 also shows that 4 (67%) of the principals concurred that the politicization of the education system constituted a strong demotivating factor. In the interviews one of the principals indicated the following:

“Sometimes we can’t discipline a educator who has a lot of union or political-party influence for fear of victimization”.

Table 9 further indicates that 5 (83%) of responding principals concurred that the lack of upward mobility constitutes one of the major demotivating factors in our education system. In the interviews with principals it was established that there were very few promotional posts available in schools. They further indicated that due to the, limited number of promotional posts those educators who happened to have been appointed to senior positions either as the heads of department or deputy principals are usually treated with resentment or defied by their subordinates / colleagues. As a consequence of strained relations the following have been reported:-

- Some HODs and Deputy Principals as well as principals suffer from stress related diseases;
- Other HODs and Deputy Principals as well as principals opt for early retirement;
- Some develop an indifferent attitude towards their colleagues and cases of murder of staff in management positions have been cited.

4.6 INTERVIEWS FOR SCHOOL PRINCIPALS

4.6.1 Period of service and Perspective with Regard to the

Teaching Profession.

Four (4) of the responding principals indicated that they had 22 years and more years of experience in the teaching field. This implies that they chose the teaching profession because it was a noble profession was a calling for them. One principal was quoted as saying that:

The sole aim of the teaching profession is to mould young, innocent and aspiring souls that will ensure a proper future nation building.

4.6.2 The Principals' Perceptions on the Level of Educator Morale in their School

All of the 6 principals concurred that the level of educator morale in their schools was generally not pleasing and measured just below 50%. This implied that they were faced with challenges, which have contributed to their morale. They cited the following as the major factors contributing to low levels of educator morale in their schools: ill discipline of students, lack of parental involvement, educators being targets of criminal activities, poor working conditions, politicization of the education system and the redeployment and rationalization strategy of educators.

4.6.3 Principals' Perceptions on the Strategy of Redeployment and Rationalization of Educators and the Impact it has on Educator Morale.

All the 6 principals agreed that this government 'strategy' affected all schools, which culminated in serious demotivation that manifested through lack of cooperation, poor attendance, abuse of sick leave and poor general deportment of the staff complement. One principal says, referring to this strategy:

there must be counselling before it takes place, and educators affected should be given some form of inconvenience allowances or compensation of some sort.

4.6.4 Principals' Perceptions on the Availability of Resources, Condition and Utility.

All the interviewed principals concurred that their schools were poorly equipped. They also said that the few resources they had like toilets, classroom windows, doors and electricity cables were seriously vandalized, and resources like furniture and labour saving devices such as computers and photocopier machines were often the targets of theft by the community members. This showed that principals in these schools had the additional responsibility of motivating educators, since the environment itself was a demotivating factor. Virtually all 6 principals expressed the view that they did not have media centres and laboratory facilities in their schools:

One principal, said:

What is pathetic is that the government expects us to produce good results in the areas of science and technology when we do not have science laboratories in our schools.

4.6.5 Perceptions of Principals on Relationships among Stakeholders

All responding principals expressed that the relationship among the stakeholders is generally good. The principals, however, concurred that the relationships between parents and educators in particular is not good and conducive for a good teaching and learning process to take place. One principal was quoted as saying that: "our parents have just showed that they don't have even the slightest interest in the education of their children". This is evident in the poor attendance during the parents' meetings and lack of proof that they check their children's schoolwork. Some parents do not

even bother to attend school hearings concerning their children's disciplinary issues. The attitude of "them" and "us" still exists between educators and the School Management Team in all schools under study. The principals concurred that there was lack of mutual respect between learners and educators and they ascribed this to the prohibition of corporal punishment in schools. Further to this, all 6 principals agreed that the community and parents still lacked the sense of ownership of their schools, proved by the fact that the level of vandalism and theft in schools under study was so rampant.

4.6.6 Principals' Perceptions of Learner Discipline in Schools

The areas identified by the school principals as the main causes of ill discipline of learners in their schools were drug abuse, fights amongst fellow learners, absenteeism, negative attitude towards school work and poor parental involvement in the education of their children. Another principal suggested:

to solve this problem the school disciplinary committees need to be strong and parents need also to work hand in glove with their children's educators.

Another principal further suggested that:

the Department of Education must stop being lenient and overprotective over school children's "rights" at the expense of the children's ultimate benefits.

4.6.7 Principals' Perceptions on Educators' Attendance and Measures in place to Regulate it

The 6 principals regarded the attendance of educators in their schools as unsatisfactory. They reported that some educators absented themselves from school due to various illnesses and various personal problems like debts and family responsibilities. They, however, cited some control measures that were in place and

fully operational. These included leave forms, staff attendance registers, and time book. In some instances there were even rewards for the recognition of acceptable level of attendance.

4.6.8 Principals' Perceptions on Staff Development and Educator Morale

Staff development workshops were being conducted whenever there were changes in the curriculum. The principals concurred that staff development in their schools concentrated on the following: classroom management, teaching methods, disciplinary issues, invigilation, team building and departmental policies. One principal was quoted as saying that:

the districts provide policy documents and programmes that need to be cascaded to the educators for them to keep abreast of new developments on issues pertaining to education.

4.6.9 Principals' Perceptions on the Extent to which Educators are Involved in Collective Decision-Making

All 6 principals concurred that they involved the educators whenever they were trying to make critical and important decisions in their schools. They said that they involved them in issues such as curriculum, school rules and departmental budgets. This response contrasts with the one given by the educators because all of them (educators) said that they were not involved in decision-making, and that decisions are usually taken only at school management team level. Some educators even referred to their principals as autocratic. This finding seems to be in conflict with the South African Schools' Act (96:25), which requires that managers work in a democratic manner and participative ways to build relationships and to ensure efficient service delivery.

4.6.10 Principals' Perceptions on Educator Recognition, Incentives and its

Impact on Educator Performance

All the six principals indicated that they were trying their level best to put some form of incentives in place so that educators could produce of their best. The recognition is given in the form of certificates and other prizes awarded during the prize-giving days, where the achievers' performances were acknowledged in public. They all concurred that rewards of excellence increased the motivational levels of educators as it boosted their morale and enhanced their self-esteem.

4.6.11 Principals' Suggestions or Recommendations to Enhance Educator

Morale

All the 6 principals concurred in that the improvement of security in schools, improved working conditions such as salary increases and provision of sufficient teaching and learning material, improved educator-learners ratio and parental support for their children's education as well as the reinstatement of corporal punishment and the principals' right to expel learners with unbecoming behaviour could result in the enhancement of educator morale in their schools, which they believe could encourage them to remain in the teaching field and ultimately produce of their best.

4.7 Comparison of Educators' and Principals' Perceptions on some Factors that Influence Educator Morale in Schools

The researcher saw it necessary to do a special comparison on the following aspects of the study: redeployment and rationalization, resources, management of school funds, subject knowledge and decision-making. These factors were chosen because they proved to be so salient that they warranted further and special attention.

4.7.1 Common Perceptions for Educators and Principals on Factors Influencing Educator Morale.

On the perceptions of both educators and principals on factors influencing educator morale, it was revealed that the redeployment and rationalization strategy was commonly perceived to be influencing poor performance and demoralizing all the staff members once it was announced. Responses of educators and the principals reflected that once the educators had been declared 'in excess' they became traumatized and absented themselves from work. One educator was quoted as saying:

Trauma, stress related illnesses and other hypertensional diseases are some of the problems that educators and principals think are the aftermaths of this department's strategy of redeployment and rationalization.

Both educational stakeholders are of the opinion that the government should come up with another and humane way of dealing with the underutilization of human resources and duplication of effort to ensure both internal and external educational efficiency.

Coupled with the above highlighted problem, both educators and principals agreed that the problem of overcrowding and overloading of educators were the other factors that influenced educator morale in their schools. Another factor that was commonly perceived was the ill discipline of learners. Among other causes of this problem, was a lack of parental involvement in their children's work, behaviour as well as absence of corporal punishment in schools and the elevation of learners' rights over educators, were given as reasons for the bad behaviour.

Other demotivating factors on which educators and principals agreed were the killing of educators, theft and robbery that was rampant in school premises. These problems seemed to emanate from lack of safety and security on the school premises. This lead

to fear amongst staff members, resulting in ineffective teaching and learning, which culminated in the production of poor results at the end of the year.

Another factor that was commonly cited by educators and principals was the lack of or poorly equipped media centres and laboratories in their schools. According to their responses it became evident that educators are experiencing difficulties in executing their duties effectively and efficiently in the absence of these resources. In the final analysis, their morale is negatively influenced. To worsen the situation one principal was quoted saying:

We are so disturbed by the level of depletion of our school resources such as science laboratories. Generally the resources are not enough due to lack of Departmental support in either cash and kind.

Lack of upward mobility and infighting caused by jostling for power was another problem perceived by both educators and the principals as causing low morale amongst the educators. Responses from both sides indicated that the limited number of promotional posts within the schools lead to professional jealousy and a lack of respect for authority. Another factor on which both principals and educators agreed was lack of pastoral care and support from the departmental officials, which results in ineffective teaching and learning. The above also culminates in the creation of a climate of uncertainty amongst educators, impinging further upon the proper execution of their duties.

On the issue of salaries, both the educators and the principals concurred that the low salaries received by educators demoralizes them. This has resulted in the exodus of educators to greener pastures offered by the private sector.

Both the educators and principals perceived the involvement of educator unions in education as a factor contributing to educators' low morale. Responses from both sides disclosed that educators in one school do not belong all to the same educator union. In support of the above one educator said:

when a decision arrived at favours one educator union the other union members will be dissatisfied thus leading to stifled relations amongst the staff complement of the school.

This has led to the principals being soft targets of victimization if they opposed the union's decisions.

4.7.2 Different Perceptions between Educators and Principals

Educators complained bitterly saying that school principals misappropriated and embezzle school funds. One educator was quoted as saying:

Principals don't have the knowledge on general accounting hence no proper records are availed to us on time for scrutiny so that we can advance their wish lists on time.

Principals, however, boastfully said that they were workshopped on financial management immediately they were appointed to the principals' positions.

There were divergent views on the issue of the involvement of educators in decision-making on matters pertaining to the smooth running of the school. "Decision-making process leaves a lot to be desired" (Educator). The principals are of the opinion that when all educators were given an opportunity to participate in decision-making more time was wasted during deliberations before they finally reached the consensus. "It is preferable to involve the School Management Team (SMT)" (Principal). On the other hand educators complained that their exclusion from decision-making demotivated them because they were the people who are directly involved with the day-to-day

activities taking place in schools, and this posed a threat to the development of the schools. Educators complained that information simply cascaded from top-down. They are just mere implementers of other people's policies.

Educators declared that they had relevant subject knowledge expected of them. On the other hand, the principals said that some educators had poor subject knowledge and therefore become disengaged and demotivated.

4.8 Summary of the Chapter

Through synchronized application of a variety of research instruments it was established that educators chose the teaching profession because they wished to play a meaningful role in the human capital development of this country. It was, however, sadly noted that the educators were seriously crippled, in their endeavour to render that important service, by a serious sense of insecurity prevailing in the schools under study. In that regard the general picture that emerged was that violence in schools, fear of redeployment and rationalization as well as negligible parental involvement in their children's education culminated into having a sad and disengaged complement of educators in KwaMashu circuit. It was also revealed that a lack of discipline among learners resulted in building of school climates, which are generally not conducive for quality learning. That chaotic and sad picture simply meant that the required balance would not be struck hence poor matriculation results in those schools.

The research also established that most of the educators concurred that to achieve both internal and external efficiency in our education system, it was important to see to it that there was total and meaningful parental involvement in the education of their

children. Stakeholders needed to work hand in glove to promote a win-win situation; principals needed more room to discipline learners; and above all it was established that educators needed improved working conditions, for example a resourceful and secured environment as well as salaries that corresponded with their qualifications and experience if they were to work in a good frame of mind.

Chapter Five will focus on summary, conclusions and finally recommendations.

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Chapter Five will focus on summary, conclusions and finally recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The central aspect dealt with in this research was to investigate the perceptions of educators on factors influencing educator morale in the former KwaMashu Circuit in the Pinetown District. This chapter summarises the study, draws conclusions and makes recommendations.

The key questions of the research were as follows:

1. What are the educator's perceptions of factors that influence educator morale?
2. From the principals' perspectives, what are the factors that influence educator morale in the former KwaMashu circuit high schools?
3. How could educator morale be enhanced?

5.2 Summary of the Study

Chapter One presented an outline of the study. It highlighted the challenges faced by educators in their daily pursuit of their duties that eventually translated into low educator morale. The chapter also outlined the organizational structure of this research study.

Chapter Two subsequently focused on what some other authorities and writers have said about educator morale. In this chapter the key issue addressed in literature review was motivation.

Chapter Three concentrated on the research methodology applied in this study. The key issues discussed included the research design, data collection instruments and data analysis procedures that were used during data collection process.

Chapter Four presented and discussed the findings. The findings were discussed in accordance with the study's research questions.

5.3 Conclusion

Data obtained through the questionnaire instrument was analyzed through tables and then the information established therefrom was synchronized by the information obtained through interviews, document analysis and observation. Having subjected sourced data to rigorous processing and analysis, the researcher established the following as the major findings that are seen to be contributing factors to low educator morale:

5.3.1 From the findings it became evident that most educators chose the teaching profession wholeheartedly, not out of desperation, but they really desired to develop the younger generation that would form the pillar for the future development and general nation building. However, this zeal seemed to be fading away due to the dissatisfaction educators have encountered in the teaching profession. This became evident during the informal conversations that the researcher had with consulted educators on this issue, when most of the educators revealed that they would not encourage their children to pursue the same career.

5.3.2 Findings also revealed that most schools lacked resources and other teaching facilities, while some other schools had insufficient furniture and school buildings that were not conducive for effective teaching and learning to take place. The educators found it difficult to work well when they were not provided with appropriate tools to perform their duties, hence there is poor learner performance that resulted in low educator morale.

5.3.3 Lack of Departmental bursaries, has demotivated educators from pursuing further studies in order to attain better qualifications that would widen and deepen their scientific and world outlook in the education arena.

5.3.4 There are many transformational processes which have been introduced in the education department, such as changes in the curriculum, changes in the methodology of working with the curriculum, changes in the management system such as the introduction of management system that is based on quality assurance with its features such as whole school evaluation and integrated quality management systems. All these initiatives were introduced simultaneously and educators and principals spent a lot of time in workshops, rather than in schools. The findings revealed that it became impossible for educators to implement the new curriculum in their under resourced schools, and that the conglomeration of new initiatives in the Department at the same time made it difficult for educators to master them. As a result they became demotivated and effective teaching was adversely affected.

5.3.5 Findings also reflected that the infiltration of educator union politics in schools was one of the factors leading to high stress levels and frustration among a large number of school principals. In addition to this, the inequitable preference given to certain educator union members, especially when it came to promotional posts lead to unfair discrimination amongst staff members, resulting in low educator morale.

5.3.6 The study also disclosed that there was a lack of support from departmental officials especially on matters pertaining to the implementation of the new curriculum. The study established that this was due to the shortage of subject advisors. As a result this has impacted negatively on effective teaching, hence there was poor learner performance that resulted into low educator morale.

5.3.7 Findings revealed that, there was instability in the Department of Education. The employments of educators as unprotected temporary educators (UTE) made them feel insecure in their posts. This prevailing situation commenced with the process of rationalization and redeployment of educators. There was a post-provisioning norm (PPN), which determines the number of educators in a school. If the numbers of educators in a school exceeded this number, then some educators would be declared in excess and they should be redeployed to other schools, resulting in overcrowding of learners in the classrooms. Educators whose posts were unstable were most likely to have low morale, as they always felt insecure.

5.3.8 Findings revealed that the basic salary that was paid to educators was insufficient as compared to the amount of work that was expected of them and the risk involved in performing their duties. It was not surprising that mathematics and

science educators leave the teaching profession for industries in order to earn better salaries. In addition to this, the findings revealed that, there was lack of recognition for service of excellence or upward mobility for educators who had gone the extra mile in their performance. This led to a lack of initiative and innovation in most educators.

5.3.9 Teaching and learning is a joint venture between the educator, the parent of the learner and the learner, so they all need to be motivated and committed in leading the learner into adulthood in order to produce good scholastic results. Yet learners in the schools under study, lacked discipline and they did not want to accept guidance or leadership from educators, since they regarded it as violation of their democratic rights. Findings also revealed that parents were not concerned and committed about the education of their children. This situation confused educators – they ended up not knowing how to lead learners effectively.

5.3.10 High crime rates such as theft, vandalism, violence and killing of educators in schools revealed a horrifying picture of a lack of safety and security in schools, which impinged negatively in their general performance.

5.3.11 The researcher also discovered that in most schools there was a lack of transparency in school finances, which lead to the embezzlement of school funds by authorities. Most educators who were consulted revealed that they were deprived of the opportunity of active participation in decisions pertinent to school management and in the planning of the school activities. Only the principal and the school management team seemed to be enjoying the privilege of making such decisions.

5.4 Recommendations:

On the basis of the conclusions attained from educator's perceptions, the following recommendations have been made:

5.4.1 As a way forward, it is indispensable to note that this research only covered high schools in the former KwaMashu Circuit. It is therefore for other researchers to consider carrying out research that would include primary schools so that a whole picture, concerning educator morale in general could be established.

5.4.2 To rekindle the educators' motivation the government of the day, through the Department of Education is strongly advised to redress the issue of previously disadvantaged schools in terms of the allocation of resources and learning material, improving school buildings, infrastructure and provision of access to education advancement opportunities by offering bursaries to educators. In addition to this, both domestic and international brain drain will continue to wreak havoc on our education system unless educators are paid better salaries, which are commensurate with one's qualifications and experience.

5.4.3 Concerning the introduction of frequent transformational changes in the system, the Department of Education should make sufficient preparations for the changes that are in the process of being effected. A change should be introduced gradually so that it is not resisted by educators and might as well not scare them. Educators should be kept informed of all developments because the lack of information results in people lacking vision, direction and eventually becoming demotivated.

5.4.4 Principals with the support of Departmental officials should encourage educators to conduct school-based staff development programmes after school hours, where teaching and learning improvement strategies could be discussed. Beynon (1992:24) states “to ignore the impact of people’s attitudes and reactions to change, is to build a mistake into the process, thus reducing the chances that an initiative will succeed.”

5.4.5 The government, through the Department of Education, needs to work hard to stamp out the infiltration of educator unions in the management of school, as it leads to victimization of educators and the harassment of principals (Teleki, 1994:30) and discrimination amongst staff members especially when it comes to promotional posts. All educator unions should be given equitable treatment.

5.4.6 The Department of Education should expedite the process of appointing more subject advisors since the existing numbers are not able to cover the total number of schools available per district. Subject advisors should be allocated a proportional number of schools to be responsible for. Their appointment should enable them to render support in the form of school visits to supervise the implementation of the new curriculum, to develop learning teaching support material (LTSM) and also to conduct workshops to update educators on current developments with regards to the curriculum.

5.4.7 Policies that are in place on the issue of rationalization and redeployment of educators should be revisited as they are not being implemented accordingly, as we still find classrooms of seventy learners contradicting the stipulated learner educator

ratio of 1:36, thus constituting an overcrowded classroom and increasing educator's workload. Further to this, the employment of educators on a temporary basis or as unprotected temporary educators (UTE), which means their service could be terminated at any time when the Department decides to do so, needs to be revisited.

5.4.8 Recognition for service excellence is very important to educators, as it works as a motivating tool. The school should raise funds and ask for donations from local business people to make these awards. These funds should be used as incentives or rewards to educators who show outstanding performance in their work.

5.4.9 On the issue of learners who do not cooperate or lack discipline, the Department of Education should reinstate career guidance educators and school psychologists at schools. Such educators will enable the learners to have the right insight into what is meant by their freedom and rights and be prepared to be led by adults such as educators at school and parents at home. Certificates could be awarded to learners who show a sense of discipline in order to encourage such behaviour. Those with outstanding performance could be offered bursaries to further their studies so that all students could be encouraged to work harder.

5.4.10 Parents need to reflect total interest in the education of their children. Over and above this, schools in collaboration with parents should form Parent-Educator Associations (PTA) where parents could be involved in the affairs of the school and on how they could assist learners on their schoolwork.

5.4.11 Concerning school safety and security, the Department of Education cannot address this issue on its own, but should encourage partnership with other sister Departments like South African Police Services (SAPS) and community structures like local Councillors and School Governing Bodies (SGBs) where community members would be involved in school matters with the aim of inculcating a sense of ownership of the schools so that vandalism and criminal activities would be eliminated. Further to this, in order to create a safe environment, the Department of Education should also erect perimeter fencing in all schools and provide each school with security guards and also conduct awareness campaigns on crime, so that all stakeholders would be aware of what to do when criminal problems arise.

5.4.12 On the issue of educational managers, it should be made compulsory that all school managers undergo a thorough retraining programme / workshops on the latest leadership styles or supervisory techniques where transparency in the decision-making process and involvement of educators in the planning of the school activities will be discussed.

5.4.13 In an effort to avoid misappropriation of school funds, school managers should also undergo a retraining programme on the current financial management techniques that will be followed by constant monitoring.

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APPENDICES

Appendix A

P.O. Box 201690
Durban North
4016
25.11.2007

Attention: Mr E.M. Kganye
District Director
41 Voortrekker Street
Pinetown
Ashley
3602

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

I am studying for a Masters Degree in Education Leadership, Management & Policy with the University of KwaZulu Natal (Edgewood Campus). The topic of my study is: Factors influencing educator morale in the former KwaMashu Circuit High Schools.

I therefore request for your permission to conduct this research at KwaMashu. It is hoped that the findings from the research will be beneficial to:

- (a) The National and Provincial policy makers who design education policies for principals and educators.
- (b) The District Directors, Circuit Managers, Superintendent Educational Management and Education Specialist who are directly involved with educators, to enable them to organise appropriate workshops aimed at empowering and addressing challenges encountered by educators in schools.
- (c) Educators and Principals who are faced with day-to-day challenges in education.

This study is strictly for academic purposes in partial fulfilment of my Master's Degree in Education. The information obtained from participants will be highly confidential and under no circumstances will their names be revealed. A copy of the finished product will be given to your department.

Your positive response in this regard will be highly appreciated.

Yours Faithfully
Ms A.N. Kubeka

APPENDIX B

P.O. Box 201690
Durban North
4016
16 .02. 2008

The Principal / Educator

Dear Sir / Madam

REQUEST TO BE ONE OF THE PARTICIPANTS IN THE RESEARCH PROJECT.

My name is Aurelia Nomusa Kubeka. I am studying for a Master Degree in Education Leadership, Management & Policy with the University of KwaZulu Natal (Edgewood Campus). My contact details are as follows: (031-5034893). The topic of my study is: **Factors influencing educator morale in the former KwaMashu Circuit high schools.** This is in partial fulfillment of the requirements of the M.Ed degree. Presently I hold STD, BA(Hons) and BEd qualifications.

I kindly request you to be one of the participants in the research project. I will start collecting data from the 30th of April 2008 to the 30th of August 2008.

The study is borne out of the nature of educator morale that is widely reported. It is hoped that the following benefits will be gained from the study:

- (a) Unearthing of factors that influence educator morale in schools.
- (b) Understanding the nature of these factors.
- (c) Finding ways of addressing them for the benefit of the participants and the policy-makers of the Department of Education.

This study is strictly for academic purposes in partial fulfillment of a Masters' Degree in Education. The information obtained from participants will be highly confidential and under no circumstances will participants' names be revealed. Information obtained will be analyzed and then disposed of through incineration a year after completion of the study. There will be two sessions of the process. The first one, of approximately 30 minutes will be the explanation of the process. The second one of approximately 20 minutes will be the actual interview process.

Participation is voluntary and you are free to withdraw at any stage. You shall not be disadvantaged for not participating in the study. The study is school based, hence your selection as a participant. A copy

of the finished product will be sent to your Department. You can contact my supervisor Dr V. Chikoko at this number (031) 260 2639

Your positive response in this regard will be highly appreciated.

Thank you.

Yours Faithfully

A. N. KUBEKA

NB If you agree to be one of the participants, please fill in the declaration below and return to the address given in the stamped envelope.

I.....(full name of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate therein.

I understand that I am at liberty to withdraw from the project at anytime, should I so desire.

.....
SIGNATURE OF PARTICIPANT

.....
DATE

Appendix C

Questionnaire for the educators

Introduction

The aim of this questionnaire is to find out your perceptions on factors influencing educator morale in the former KwaMashu Circuit High schools. Do not write your name anywhere in this questionnaire, there is no need to reveal your identity. Please indicate your answer to the question by marking the appropriate box with an (x). More questions require written suggestions/and comments. If space provided is not enough, please use a separate page clearly indicating the question.

Section A

Mark the appropriate box with an X.

1. Biographical

1.1 Your age in years

1	2	3	4	5	6
Below 30	31-35	36-40	41-45	46-50	51+

1.2 Gender

Male	1	
Female	2	

1.3 Professional / Academic Qualifications

Std 10		Masters Degree	
Educators Diploma		Doctorate	
B.A. / B.Paed		Other (Specify)	
Honours Degree / B Ed			

1.4 Experience in current post in years

0-5 years	6-10 years	11-15years	16-20 years	above 20 years

Section B

2. Motivation

2.1 Why have you decided to choose the teaching profession?

Please indicate your responses by marking the appropriate box with an **X**. In addition to your mark, please explain your answer in the space provided for additional comments.

KEY: Strongly Agree =4
 Agree =3
 Disagree =2
 Strongly Disagree =1

	Reasons	RATING				Additional Comments
		1	2	3	4	
2.1.1	The love and passion for children					
2.1.2	The desire to render a valuable service to the society					
2.1.3	The interest in and excitement about teaching					
2.1.4	The desire to impart knowledge					
2.1.5	Prestigious occupation					
2.1.6	Unavailability of other job opportunities					
2.1.7	Availability of job security, benefits e.g. subsidy, pension, etc.					
2.1.8	The ease of preparing for teaching					
2.1.9	Access to bursary					
2.1.10	Easy access to training colleges to blacks					
2.1.11	A reasonable income					
2.1.12.	Short working hours per day and long vacations					

3. The following are possible demotivating factors to educators, which ones relate to you?

Please indicate by marking the appropriate box with an x. In addition to your mark, please explain your answer in the space provided for additional comments.

KEY: Strongly Agree =4
 Agree =3
 Disagree =2
 Strongly Disagree =1

	Factors	Rating				Additional comments
		1	2	3	4	
3.1	Feeling that teaching was the wrong career choice					
3.2	Lack of safety and security in schools					
3.3	Escalating crime rate and violence in schools					
3.4	Killing of educators					
3.5	Lack of upward mobility					
3.6	In fighting caused by jostling for power					
3.7	Fear for redeployment and rationalization					
3.8	Lack of occupational prestige					
3.9	Lack of incentives and recognition of best performing educators					
3.10	Poor subject knowledge					
3.11	Undisciplined learners					
3.12	Lack of parental involvement					
3.13	Lack of collegiality					
3.14	Frequent change of educational policies					
3.15	Curriculum change with little training					
3.16	String of workshops taking educators away from class					
3.17	High rate of absenteeism by learners					
3.18	High rate of learner pregnancy					
3.19	Policies of the department protecting pregnant learners at school					
3.20	High rate of drug and substance abuse by learners					
3.21	Lack of motivation and commitment by learners to do school work					

3.22	Lack of self-reliance and autonomy in schools					
3.23	Lack of transparency over financial expenditure in schools					
3.24	Poor maintenance of buildings and recreational facilities					
3.25	Prohibition of corporal punishment					
3.26	Poor administration and management of schools					
3.27	Lack of participation in decision-making					
3.28	Unsatisfactory low salaries					
3.29	High rate of absenteeism by fellow educators					
3.30	Negative peer influences among educators					
3.31	Politicization of education providing refuge to incompetent educators					
3.32	Over crowding in classrooms					
3.33	Heavy workload					
3.34	Lack of resources					
3.35	Lack of opportunities for personnel development					
3.36	Lack of In-Service-Training					
3.37	Lack of on-going support from departmental officials					

APPENDIX D

Interview for educators

1. Career

1.1 Do you regard teaching as an important career? Explain briefly.

2. Relationships

2.1 How would you describe your relationship with regard to the following:

2.1.1 Educators

2.1.2 Head of Department

2.1.3 Principal

2.1.4 School Governing Body

2.1.5 Learners

3. Redeployment and Rationalisation

3.1 Have you ever been affected by redeployment and rationalization?

3.2 Briefly explain the effect it had on you and your performance.

4. Resources

4.1 Comment on the availability, condition and utility of the following resources at your school:

4.1.1 Learning and Teaching Support Materials

4.1.2 Furniture

4.1.3 Toilets

4.1.4 Classrooms, Laboratories, Library

4.1.5 Labour saving devices e.g. photocopiers, computers etc.

5. Attendance

5.1 What could be your comment on school attendance and honoring of classes by :

5.1.1 fellow educators

5.1.2 learners

5.2 What impact it has on your performance?

6. Control of Work

6.1 Are you teaching in the correct area of specialization?

6.2 What do you consider to be a good daily preparation for the educator?

6.3 Who supervise your work? How often?

6.4 Do you receive any form of support from your Head of Department or Subject Advisor?

6.5 How is personnel development enhanced at your school?

7. Discipline

7.1 How would you rate the learner discipline in your school?

7.2 What are the key areas of learner's ill discipline in your school?

- 7.3 What role do educators play to minimize learners' discipline in your school?
- 7.4 What could be the contributing factors to the above learner behavior?
- 7.5 Does your school have the code of conduct? Is it functional? Explain briefly.

8. **Parental Involvement**

- 8.1 Do parents show interest in learner performance in your school? Briefly explain.
- 9. What suggestions do you have in mind that could enhance educator morale?

APPENDIX E

Questionnaire for Principals

Introduction

The aim of this questionnaire is to find out your perceptions on factors influencing educator morale in the former KwaMashu circuit high schools. Do not write your name anywhere in this questionnaire, there is no need to reveal your identity. Please indicate your answer to the question by marking the appropriate box with an (X). More question require written suggestions/ and comments. If space provided is not enough, please use a separate page clearly indicating the question.

Section A

Mark the appropriate box with an X

1. Biographical

1.1 Your age in years

1	2	3	4	5	6
Below 30	31-35	36-40	41-45	46-50	51+

1.2 Gender

Male	1	
Female	2	

1.3 Professional / Academic Qualifications

Std 10		Masters Degree	
Educators Diploma		Doctorate	
B.A. / B.Paed		Other (Specify)	
Honours Degree / B. Ed			

1.4 Experience in current post in years

0-5years	6-10 years	11-15 years	16-20 years	above 20 years

SECTION B

2. Demotivating factors Group 1 (Uncertainty)

Please indicate your responses by marking the appropriate box with an **X**. In addition to your mark, please explain your answer in the space provided for additional comments.

KEY: Strongly Agree =4
Agree =3
Disagree =2
Strongly Disagree =1

	Factors	Rating				Additional comments
		1	2	3	4	
2.1	Feeling that teaching was the wrong career choice					
2.2	Fear for redeployment and rationalization.					
2.3	Poor subject knowledge					
2.4	Lack of sufficient in-service training					

3. Demotivating factors Group 2 (Leadership and promotion)

Please indicate your responses by marking the appropriate box with an **X**. In addition to your mark, please explain your answer in the space provided for additional comments.

KEY: Strongly Agree =4
 Agree =3
 Disagree =2
 Strongly Disagree =1

	Factors	Rating				Additional comments
		1	2	3	4	
3.1	Lack of collegiality					
3.2	Staff development workshops					
3.3	Lack of self-reliance & autonomy in schools					
3.4	Lack of transparency over finances					
3.5	Poor school maintenance					
3.6	Poor school administration					
3.7	Lack of participation in decision making					
3.8	Politicization of the education system					
3.9	Overcrowding of classrooms					
3.10	Heavy work load					
3.11	Lack of upward mobility					
3.12	Lack of resources					

APPENDIX F

INTERVIEW SCHEDULE – PRINCIPAL

Questions

1. How many years have you been teaching for (continuous service)?
2. Do you regard teaching as a noble profession? Explain.
- 3.1 How would you rate the level of educator morale in your school?
- 3.2 What indicators have you been observing in your school to support your response in 3.1
- 3.3 What factors do you think have contributed to this level of educator morale?

4. **Redeployment and Rationalisation:**

- 4.1 Has your school ever been affected by redeployment and rationalisation process of educators
- 4.2 If so, how was educator morale been affected?
- 4.3 What suggestions or recommendations would you make with regard to redeployment and rationalisation of educators?

5. **Resources:**

- 5.1 Would you comment on the availability, condition and utility of the following resources in your school:
 - Classrooms
 - Learning and Teaching Support Material
 - Furniture
 - Laboratories/Media Centre/Workshops
 - Labour saving devices e.g. computers, photocopiers

6. **Relationships**

- 6.1 How would you describe the relationships in your school regarding:
 - 6.1.1 Educators to educators
 - 6.1.2 Educators to School Management Team
 - 6.1.3 Educators to learners
 - 6.1.4 Learners to educators
 - 6.1.5 Parents to educators
 - 6.1.6 Parents to school
 - 6.1.7 School to community

7. **Discipline**

- 7.1 What type of disciplinary problems do you encounter amongst learners in your school?
- 7.2 How do you deal with these above-mentioned problems?
- 7.3 How would you comment on the influence imposed by Departmental policies on learner discipline?

8. Attendance

- 8.1 How would you describe the rate of educator attendance in your school?
- 8.2 What mechanisms are in place to regulate educator attendance in your school?

9. Staff Development

- 9.1 What examples of staff development programmes does your school offer?
- 9.2 How do these programmes address the challenges the school have?
- 9.3 How does the District assist you with staff development programmes which are externally driven?
- 9.4 What role does staff development have on the morale of educators?

10. Decision-making

- 10.1 To what extent are educators involved in decision-making in the following areas:
 - curriculum
 - discipline
 - finance
 - school management
 - school development
 - staffing needs

11. Rewards/ incentive

- 11.1 Do you have the plan in place to reward excellence in your school?
- 11.2 What forms of reward does the school provide?
- 11.3 What impact does this plan have on educator performance? Explain

- 12 . What suggestions or recommendations do you have in mind that could enhance educator morale?

APPENDIX G

Document Analysis

A number of documents were analyzed:

1. Minutes of the School Management Team meetings, Staff meetings, Subject meetings, School Governing Body meetings and Parents meetings.
2. Attendance registers for learners and educators, Leave register for educators, Class period registers, Educators Time book and the Logbook.
3. Educators workbooks comprising lesson plans, assessment plan, assessment records and educators portfolio.
4. Learners workbooks and portfolios.

In all the above documents, the focus was on the transactions within schools under study. The other reason was to interact with the documents and to ascertain whether there is a correlation between what the documents suggest and the actual practice.

**ETHICAL CLEARANCE APPLICATION FORM
(SOCIAL SCIENCES AND HUMANITIES)**

Inquiries:

Ms Phumelele Ximba

Tel: 260 3587

Email: ximbap@ukzn.ac.za

PLEASE NOTE THAT THE FORM MUST BE COMPLETED IN TYPED SCRIPT; HANDWRITTEN APPLICATIONS WILL NOT BE CONSIDERED

SECTION 1: PERSONAL DETAILS

- 1.1 **Full Name & Surname of Applicant** : Kubeka Aurelia Nomusa
 1.2 Title (Ms/ Mr/ Mrs/ Dr/ Professor etc) : Miss
 1.3 Student Number : 202_520_463
 Staff Number : N/A
 1.4 Discipline : Education
 1.5 School : Pinetown District Office
 1.6 Faculty : Education
 1.7 Campus : Edgewood Campus
 1.8 Existing Qualifications : S.T.D., B.A(Hons), B.Ed,
 1.9 Proposed Qualification for Project : M.Ed.

2. Contact Details

- Tel. No. : (031) 5034893 (H) _
 Cell. No. : 0824667263
 e-mail : N/A

3. SUPERVISOR/ PROJECT LEADER DETAILS

NAME	TEL. & FAX	EMAIL	DEPARTMENT / INSTITUTION	QUALIFICATIONS
3.1 Dr Vitalis Chikoko	(031)2602639		Education /Univ of KZN(Edgewood)	PhD
3.2				
3.3				

SECTION 2: PROJECT DESCRIPTION

Please do *not* provide your full research proposal here: what is required is a short project description of not more than two pages that gives, under the following headings, a brief overview spelling out the background to the study, the key questions to be addressed, the participants (or subjects) and research site, including a full description of the sample, and the research approach/ methods

Project title

An investigation of perceptions on factors influencing teacher morale in the former Kwamashu Circuit High Schools.

Location of the study (where will the study be conducted)

Former_Kwamashu Circuit_High Schools

2.3 Objectives of and need for the study

(Set out the major objectives and the theoretical approach of the research, indicating briefly, why you believe the study is needed.)

The study aims at investigating factors that influence teacher morale in high schools. It intends to illustrate certain challenges encountered by educators and principals in pursuit of their tasks in schools. It is assumed that respondents to the study would derive recommendations for improved teacher morale as they may relate to the enhancement of the educators' efficiency and effectiveness

2.4 Questions to be answered in the research

(Set out the critical questions which you intend to answer by undertaking this research.)

1. What are the educators' perceptions on factors influencing teacher morale?
2. From the principals' perspectives, what are the factors that influence teacher morale in the former Kwamashu Circuit High Schools?
3. How could teacher morale be enhanced?

2.5 Research approach/ methods

(This section should explain how you will go about answering the critical questions which you have identified in Section 4. Set out the approach within which you will work, and indicate in step-by-step point form the methods you will use in this research in order to answer the critical questions.

For a study that involves surveys, please append a provisional copy of the questionnaire to be used. The questionnaire should show how informed consent is to be achieved as well as indicate to respondents that they may withdraw their participation at any time, should they so wish.)

1. The researcher will use the table of random sampling to select the number of schools required in the study. All educators will be represented by means of random sampling per school.
2. Informed consent letter will be hand delivered to schools in order to be able to secure the date to discuss the purpose of the study with the principal and the selected educators.
3. Meeting with the principal and selected members of staff will be convened to discuss the purpose of the study. Signed consent letters in which respondents agreed to participate will be collected.
4. The principal and selected staff members will be issued with questionnaires to be collected after a week, during the interviewing period.
5. This study utilized the triangulation of three instruments namely questionnaires, interviews and document analysis for data collection. This approach will be adopted in order to gather as reliable

information as possible. The reason for this choice being that according to Busha and Harter (1980:69)

Qualitative data gives a detailed description of situations, events, people interaction and observed behaviors, direct quotation from people about their experiences, attitudes, beliefs, thoughts and excerpts, or entire passages from documents, correspondence, records and histories.

6. The study will utilize the face-to-face interview; an individual will be given 20-25 minutes on average to respond. Each participant will be given the assurance that the information he / she would give would remain confidential and that his/her identity would be concealed.

An interview will consist of open-ended and very few close-ended questions. Participants will be allowed to relate their experiences as they preferred.

7. Interviews will be tape recorded to enable the researcher to transcribe those spoken words into a written text in the relaxed atmosphere

8. Document analysis will be utilized. According to Burgess in Merriam (1998:107)

Document analysis is a research instrument in which a researcher

Studies documents in order to learn more about how the system works.

In this study documents will be used to ascertain the consistency of what has been said by the respondents with reality. Examples of documents to be used are learners' attendance register, educators' leave register, educators and learners workbooks.

2.6 Proposed work plan

Set out your intended plan of work for the research, indicating important target dates necessary to meet your proposed deadline.

STEPS	DATES
Sending out letters of informed consent to respondents	31 March 2008 – 16 April 2008
Meeting with principals and selected educators to discuss the purpose of the study	21 April 2008 – 05 May 2008
Data Collection	09 May 2008 – 06 June 2008
Data Analysis, Writing of first Draft of Dissertation	13 June 2008 – 11 July 2008
Writing final version and submit dissertation for examinations	30 August 2008

SECTION 3: ETHICAL ISSUES

The UKZN Research Ethics Policy applies to all members of staff, graduate and undergraduate students who are involved in research on or off the campuses of University of KwaZulu-Natal. In addition, any person not affiliated with UKZN who wishes to conduct research with UKZN students and / or staff is bound by the same ethics framework. Each member of the University community is responsible for implementing this Policy in relation to scholarly work with which she or he is associated and to avoid any activity which might be considered to be in violation of this Policy.

All students and members of staff must familiarize themselves with AND sign an undertaking to comply with the University's "Code of Conduct for Research".

QUESTION 1.

Does your study cover research involving:	YES	NO
Children		x
Persons who are intellectually or mentally impaired		x
Persons who have experienced traumatic or stressful life circumstances		x
Persons who are HIV positive		x
Persons highly dependent on medical care		x
Persons in dependent or unequal relationships		x
Persons in captivity		x
Persons living in particularly vulnerable life circumstances		x

If "Yes", indicate what measures you will take to protect the autonomy of respondents and (where indicated) to prevent social stigmatisation and/or secondary victimisation of respondents. If you are unsure about any of these concepts, please consult your supervisor/ project leader.

QUESTION 2.

Will data collection involve any of the following:	YES	NO
Access to confidential information without prior consent of participants		x
Participants being required to commit an act which might diminish self-respect or cause them to experience shame, embarrassment, or regret		x
Participants being exposed to questions which may be experienced as stressful or upsetting, or to procedures which may have unpleasant or harmful side effects		x
The use of stimuli, tasks or procedures which may be experienced as stressful, noxious, or unpleasant		x
Any form of deception		x

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If “Yes”, explain and justify. Explain, too, what steps you will take to minimise the potential stress/harm.

QUESTION 3.

Will any of the following instruments be used for purposes of data collection:	YES	NO
Questionnaire	x	
Survey schedule	x	
Interview schedule	x	
Psychometric test		x
Other/ equivalent assessment instrument		x

If “Yes”, attach copy of research instrument. If data collection involves the use of a psychometric test or equivalent assessment instrument, you are required to provide evidence here that the measure is likely to provide a valid, reliable, and unbiased estimate of the construct being measured. If data collection involves interviews and/or focus groups, please provide a list of the topics to be covered/ kinds of questions to be asked.

QUESTION 4.

Will the autonomy of participants be protected through the use of an informed consent form, which specifies (in language that respondents will understand):	YES	NO
The nature and purpose/s of the research	x	
The identity and institutional association of the researcher and supervisor/project leader and their contact details	x	
The fact that participation is voluntary	x	
That responses will be treated in a confidential manner	x	
Any limits on confidentiality which may apply		
That anonymity will be ensured where appropriate (e.g. coded/ disguised names of participants/ respondents/ institutions)	x	
The fact that participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves	x	
The nature and limits of any benefits participants may receive as a result of their participation in the research	x	
Is a copy of the informed consent form attached?	x	

If not, this needs to be explained and justified, also the measures to be adopted to ensure that the respondents fully understand the nature of the research and the consent that they are giving.

QUESTION 5.

Have efforts been made to obtain informed permission for the research from appropriate authorities and gate-keepers (including caretakers or legal guardians in the case of minor children)?	YES x	NO
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------	-----------

If not, this needs to be explained and justified.

QUESTION 6.

How will the research data be secured, stored and/or disposed of?

Whilst the questionnaires and cassette tapes are in use they will be stored in the lockable steel cabinet, and will be disposed of by means of incineration after completion.

QUESTION 7.

In the subsequent dissemination of your research findings – in the form of the finished thesis, oral presentations, publication etc. – how will anonymity/ confidentiality be protected?

Questionnaires will be disposed of by means of incineration

The cassettes will be destroyed after use

Names of persons and institutions will not be revealed.

SECTION 4: FORMALISATION OF THE APPLICATION

I have familiarised myself with the University's Code of Conduct for Research and undertake to comply with it. The information supplied above is correct to the best of my knowledge.

.....
.....

SIGNATURE OF APPLICANT

DATE:.....

SIGNATURE OF SUPERVISOR/ PROJECT LEADER:

DATE:

RECOMMENDATION OF FACULTY RESEARCH COMMITTEE

FULL NAME : _____ **(CHAIRPERSON)**

SIGNATURE : _____

DATE :

**RECOMMENDATION OF UNIVERSITY RESEARCH ETHICS SUB-COMMITTEE
(HUMANITIES AND SOCIAL SCIENCES)**

FULL NAME : _____ **(CHAIRPERSON)**

SIGNATURE : _____

DATE :



RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL: ximbap@ukzn.ac.za

10 APRIL 2008

MS. AN KUBEKA (202520463)
EDUCATION

Dear Ms. Kubeka

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0091/08M

I wish to confirm that ethical clearance has been approved for the following project:

“An investigation of perceptions of factors influencing educator morale in the former KwaMashu Circuit High Schools”

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully

MS. PHUMELELE XIMBA

- cc. Supervisor (Dr. V Chikoko)
- cc. Mr. D Buchler (Faculty Research Office)

