



**TEACHERS' PERSPECTIVES REGARDING THE FACTORS THAT INFLUENCE
JOB PERFORMANCE AT AN INDEPENDENT SCHOOL IN THE UMLAZI
DISTRICT**

BY

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**A Dissertation Submitted in Partial fulfilment for the Master of Education Degree in
the Discipline of Educational Leadership, Management and Policy, School of Education,
College of Humanities**

UNIVERSITY OF KWAZULU-NATAL


JANUARY 2025

Supervisor: Professor TT Bhengu

DECLARATION

I, Venetia Chetty declare that:

- i. The research in this dissertation, except where otherwise indicated is my original work.
- ii. This dissertation has not been submitted for any qualification or examination at any other University.
- iii. This dissertation does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.
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Signed: 

Date: 23 December 2024

Venetia Chetty (Student)

221049183

STATEMENT BY SUPERVISOR

This dissertation is submitted with/~~without~~ my approval

Signed...  Date:...28 December 2024.....

ETHICAL CLEARANCE CERTIFICATE



23 October 2024

Venetia Chetty (221049183)
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Dear V Chetty,

Protocol reference number: HSSREC/00004572/2022

Project title: Teachers' perspectives regarding the factors that influence job performance at an independent school in the uMlazi district

Approval Notification – Recertification Application

Your request for Recertification dated 22 October 2024 was received.

This letter confirms that you have been granted Recertification Approval for a period of one year from the date of this letter. This approval is based strictly on the research protocol submitted and approved in 2022.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through the amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study.

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

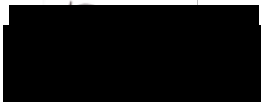
Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.

This approval is valid for one year: 23 October 2025.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair) /nng

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INSPIRING GREATNESS

DEDICATION

Proverbs 16:3: "Commit to the LORD whatever you do, and he will establish your plans"

To My Lord and Saviour Jesus Christ, all Praise, Glory and Honour goes to Him. He has led the way and helped me to overcome all the obstacles I have faced during this time. I would never have been able to complete this qualification without Him by my side.

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- To my darling daughter Mathea, for being my motivation to push forward; she inspired me to go further in the hope of creating a better future for her.
- To my parents, Mum and Dad, words cannot express the gratitude I hold for them both in my heart; I thank them for having been a constant support and having always encouraged me throughout all my dreams in life. They have constantly cheered me on and supported me to go further than I could have ever expected. I am forever grateful and blessed to be their child.
- To my family and friends, I express my appreciation for always encouraging me, helping me and providing me with time to complete this degree. I am profoundly thankful to all family and friends, whose unwavering support and belief in me have been my source of strength and motivation.
- I would also wish to thank all the participants in this study; this would not have been possible without them. I thank them immensely for agreeing to participate in this study.
- To everyone who has contributed to this achievement, I thank them all.

ABSTRACT

This study sought to investigate teachers' perspectives on the factors that influence their job performance at an Independent school in the uMlazi District. The rationale for the study considered the various roles and responsibilities required of teachers. By providing informative factors that affect teacher job performance, it is hoped that teachers would be provided with the necessary assistance and support from management and stakeholders within the Independent School so that teachers may overcome current challenges that they face and encourage increased job performance. The study suggests that, as a result of supportive conditions, teachers would be better equipped to carry out their roles and responsibilities effectively, thereby contributing to a positive transformation of the school work environment. This study employed a qualitative research design and applied an interpretivist paradigm to explore the meaning that participants place on social situations under investigation, the study adopted the purposive sampling process when selecting participants. The study was conducted at an Independent School within the uMlazi School District in KwaZulu-Natal. Six participants were selected within the school; all participants were permanently employed at the school. Three Foundation Phase teachers and three Senior and FET Phase teachers were selected through purposive sampling. The data was generated through a series of semi-structured interviews that lasted for a duration of over 60 minutes, including probing questions. Using the Thematic analysis approach, the data was then coded and organised into themes, categories and sub-categories. The findings revealed that there are various factors that influence teacher job performance. Positive factors such as adequate resources and freedom to teach content in unique ways influenced teachers' job performance. Conversely, negative factors that influenced job performance, such as poor salaries and incentives, workload and lack of communication from management within the school. It was discovered that managers within the school and stakeholders play a vital role in providing support and guidance in motivating teachers in the work environment. The study also revealed that motivation and recognition strategies are vital in enhancing teacher job performance.

ABBREVIATIONS

CAPS	National Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DOE	Department of Education
ELMP	Education Leadership Management and Policy
FET	Further Education and Training
FP	Foundation Phase
HOD	Head of Department
SA	South Africa

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CHAPTER ONE

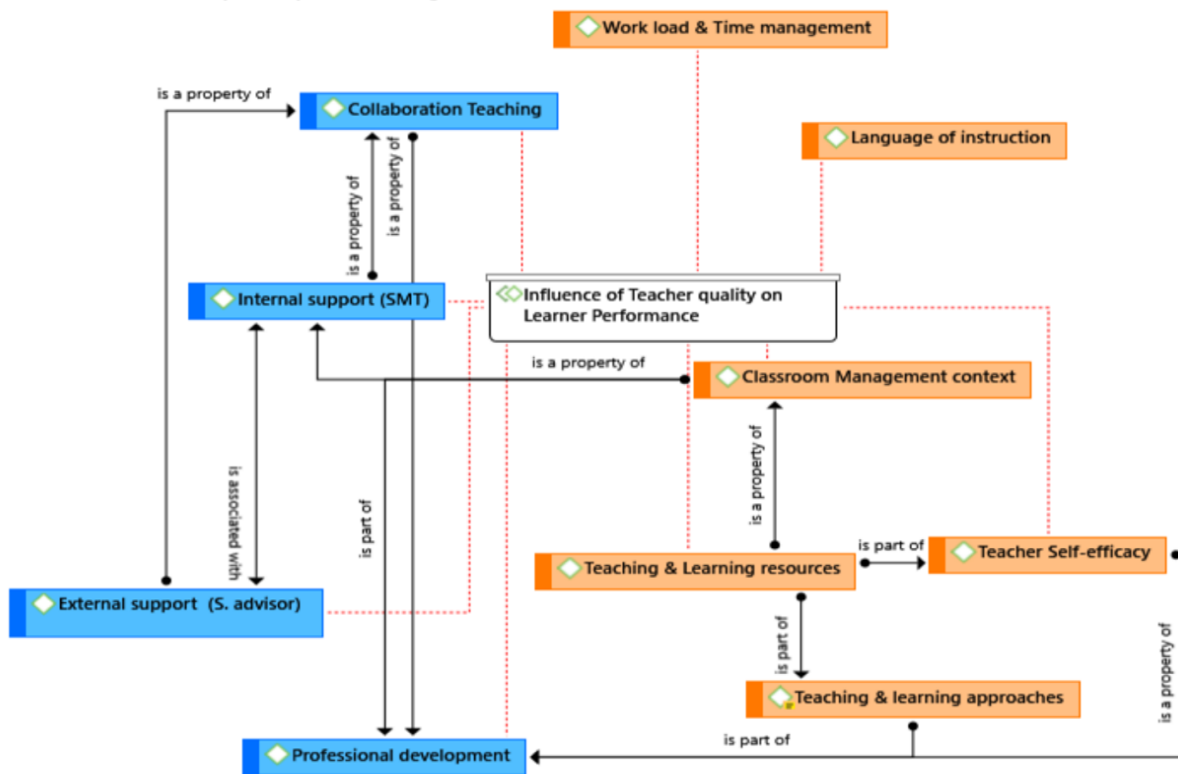
INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

The educational field in South Africa has rapidly transformed since the transition to democracy in 1994. Independent schools have opened up all over the country. The number of independent schools has increased by almost three times from the year 1994 to the current year (Roodt, 2011). Modern-day parents have a high level of expectations of the schools where their children attend and are educated, and independent schools are often very competitive against each other to be appealing, and they bring in new learners (Poudyal, 2023). The South African Schools Act, No. 84 of 1996 (Republic of South Africa [RSA], 1996) recognises two broad categories of schools, namely, public schools, which are state-controlled and independent schools that are privately governed (Wallace & Feldman, 2022). Other countries refer to the last category of schools as private schools. In this dissertation, I will use both terms (Independent and Private schools) interchangeably. In the context of South Africa (SA), all private schools are included in the Independent School category (“Overview of Independent Schools,” n.d.). The heightening of growth in independent schools is due to the increasing growth of the range of the middle class in South Africans wanting high-quality education and the fact that the government is not building and providing new schools in opulent areas (Hasenfuss, 2011). Apparently, independent schools are associated with high-quality education in SA. The increase in the demand for independent schools is also linked to the perception that the government had not succeeded in maintaining existing infrastructure to accommodate the massive influx of learners needing placement in schools (Immelman & Roberts-Lombard, 2015).

The increase in independent schools (IS) became some kind of a solution to the problem of a high demand for high quality education. Therefore, new age schools, such as independent schools, need to keep abreast of the changes by considering that many factors influence the success of an educational organisation (Volmink & Van der Elst, 2017). To this end, teachers play a vital role in schools; a teacher can be defined as an individual who imparts knowledge and facilitates learning while teaching learners valuable skills (Gautam & Singh, 2015). A teacher’s primary role is to plan and deliver content in a conducive environment. Teachers

assess learners and provide feedback and provide support to nurture the emotional development of the learners (Johnson, 2017). To illustrate the pivotal work of the teachers in providing quality education through effective teaching, I draw from the work of Tabe (2023), and summarised as Figure 1 below.



Factors influencing effective teaching: Source. Tabe, H. T. (2023, p. 491)

Over the last decade or so, there have been many changes to the South African education system (Wolhuter, 2006). To teach today is very different in comparison to 20 years ago, as education in SA is constantly adapting, leading to redefining what constitutes teachers' work (Blignaut, 2020). As the curriculum is reformed, it requires teachers to become all-round teachers (Ngobeni et al., 2023). According to Comighud and Arevalo (2020), research has shown that there is a link between learners' performance and teacher motivation. Teachers are placed in a stressful environment as they have to conform to numerous changes, while fulfilling various roles without reward or recognition and often without support (Schaack et al., 2021). Teachers are then held accountable for all shortcomings in the system, including those that are beyond their control (Jerrim & Sims, 2021). Ede et al. (2023) are in agreement with Jerrim and Sims (2021) on teacher accountability and sums up the argument that if the change is not managed effectively, it will result in negative attitudes among teachers. These reform agendas are infiltrating the education system, raising two significant questions about teachers and

teaching (Ngobeni et al., 2023). The first is ‘What is expected of teachers as their roles have been redefined?’ and the second is ‘What factors influence teacher job performance?’

The review of literature I have conducted has shared very little about the experiences of teachers in independent schools regarding the factors that influence their job performance. The dearth of literature could be associated with the fact that independent schools are a relatively new phenomenon in SA. Having introduced this study, I then move on to give a background to the problem.

1.2 Background to the problem

A well-oiled education system is important to ensure optimal performance; a school relies on the principal and management to guide teachers in achieving an optimal functioning school (Iwu et al., 2013). According to Van der Berg et al. (2011) in order to achieve positive educational progress in South Africa, there needs to be a formal structure in the institution that encourages good teacher performance and retains the finest teachers. Van der Berg et al. (2011) further state that efficient schools require well-selected management teams and principals to ensure that they carry out their roles in curriculum excellence and that the institution is conducive to learners and teachers present. The context of independent schools within the Umlazi District in KwaZulu-Natal, provides a unique environment exploring the dynamics of teacher job performance due to factors such as diversity economically and socially, educational policies and school governance within an independent school (Naidoo, 2011). Job performance can be described as the extent to which employees carry out their roles and responsibilities in accordance to the standards of the institution (Almita et al., 2023), whereas teachers' performance can be described as the behaviour of teachers which can be influenced and changed by the surrounding environment (Khan et al., 2012). Teachers are considered a major asset in the education system (Aslam & Rawal, 2015). Therefore, it would contribute positively to researching factors that influence teacher job performance. Internal and external factors, teacher competency and the influence of organisational culture have an impact of teacher job performance (Kanya et al., 2021).

There is a drastic growth of independent schools within South Africa, which attract customers (parents & learners) with unique and well-maintained facilities as well as excellent academic performance (Immelman & Roberts-Lombard, 2015). Low fee-paying independent schools

have become more popular among parents who want to increase their children's chances of attaining a good education (Ramulongo, 2016). Economic and organisational theories suggest that independent schools may be able to provide value for money compared to government schools, as principals and teachers should be slightly more motivated due to higher performance management (Van De Berg et al., 2017). While studies carried out on independent schools' address content on the differences between public and independent/ private schools within South Africa (Pretorius, 2019). There is a gap in studies carried out on the perspectives and experiences of teachers within the independent school sector, specifically the uMlazi District. This study aims to add to the content knowledge of teachers' perspectives on factors that influence job satisfaction within the independent school and within the uMlazi district.

1.3 Statement of the problem

The relationship between performance management and teacher job performance is well documented (Van Waeyenberg et al., 2020). In South Africa, there seems to be a few attributes to research on the affairs of independent schools, specifically within the uMlazi school district. As highlighted in the background of the study, research is mainly focused on the comparisons to public and independent schools in regard to the quality and costing of independent schools within South Africa (Languille, 2019). Consequently, it is not understood how teachers' perspectives on factors such as school resources available, salaries, workplace stress, workload and supervision amongst teachers influence job performance in independent schools. Furthermore, the impact of the teacher work environment factors in independent schools and the relationship between school leadership, such as recognition and support, favouritism from leadership, and workload assistance from leadership and teachers, warrants research in the independent sector. The above-mentioned factors make up the research problem that the study aims to understand, the teachers' perspectives on factors that influence their job performance. The study focuses on an independent school within the uMlazi school district.

1.4 Purpose and Rationale for the study

Independent schools in South Africa are often referred to as "private schools". The term originates from The South Africa Schools Act (henceforth SASA) No. 84 of 1996, post-apartheid, which created two extensive categories of schools, namely, the independent schools

and the public sector (Du Toit, 2004). According to Breedts (2022), independent schools are defined as recognised schools that are not public and may be founded, owned, managed and financed by parties other than the state. My interest in researching this topic stems from the fact that I have worked in independent schools for my entire teaching career of ten years. There is an interest in exploring factors contributing to teacher job performance, specifically at independent schools which have different dynamics compared to public schools such as educational expenditure, salaries and benefits and classroom sizes (Mouton & Strydom, 2013). Research in independent schools will play an important role in the comparison between public and independent schools, adding to the existing body of knowledge. In the past, independent schools were shaped around political factors but are now currently shaped by a host of social and economic factors (Du Toit, 2004). Job performance can be described as all behaviours that staff engage at work (Jex & Britt, 2008), or as graded outcomes dependent on actions, behaviours and direct or indirect outcomes that are caused by staff to aid in the organisation's objectives (Viswesvaran & Ones, 2000). Staff motivation may be influenced by a number of factors that interact in multifaceted ways. Many motivational factors can be classified and sorted into: the work environment, the work itself, recognition, pay and benefits, management relations, promotions and growth (Iwu et al., 2018). I believe my study is important and may contribute to the literature in assisting independent school leadership in increasing teacher performance. Research can contribute to the understanding of factors that contribute to teacher job performance generally and in independent schools in particular. Additionally, it can illuminate insights about existing policy used in independent schools in the way that leadership and key stakeholders lead teachers. Literature suggests that job demands and experiences may influence overall teacher performance (Mansfield, 2020). This study will allow for a deeper understanding of the extent of the demands on teachers and the impact that these demands have on their overall performance as a teacher. I believe that researching factors that influence teacher job performance will contribute positively to the organisational development of managing and identifying motivating factors for teachers. The school that I would like to conduct my research in was recently opened in 2019. The school is still building a school culture. The school is impacted by a high staff turnover and low staff morale.

1.5 Significance of the study

Teachers' job performance is a focus of an expanding body of literature that attempts to define and understand circumstantially what teachers are expected to do within a school organisation. According to Naz (2017), work performance can be linked to job satisfaction and self-motivation of individuals. Thus, there is a relation between teacher job performance and satisfaction. Motivation and recognition could increase teacher job performance (Naz, 2017). Sikhwivhilu (2003) further states that there is a link between teacher job satisfaction and performance and that the relationship is an intricate one. While teachers being satisfied may foster improved performance, the same goes for dissatisfied teachers, which may negatively affect their work performance. More so, in the many lowly-performing schools in South Africa. In my preliminary look at the literature, I have not come across yet many studies that examine teacher job performance within independent schools.

1.6 Research questions

This study aims to understand the teachers' perspectives regarding the factors that influence teacher job performance within the independent school in the Umlazi District. The research questions are as follows:

- What are the factors that influence teacher job performance and the perspectives of teachers in an independent school in the uMlazi District?
- How do the factors that influence teacher job performance, influence their job performance?
- What is the nature and extent of the relationship between school leadership and teacher job performance in an independent school in the uMlazi District?

1.7 Clarification of key concepts

In order to attain a communal understanding, broad definitions of key concepts used in this study are provided. There are five key concepts that are clarified, and these are teacher job performance, independent schools, competence, job satisfaction and job dissatisfaction.

1.7.1 Teacher Job performance

Different scholars define teacher job performance differently. For instance, teacher job performance is referred to by Cook (2010) as a multi-dimensional term that refers to the effectiveness and efficiency with which teachers carry out their educational duties. Job performance and motivation can be regarded as closely related concepts. Motivation and performance have a significant relationship in that when they function well, they determine the organisation's success and outcomes (Inayatullah & Jehangir, 2012). Iwu et al. (2013) state that teachers who have a high motivation level perform better than teachers who have low levels of motivation. It is assumed that job performance is determined by the organisational culture, work motivation and satisfaction of the job (Hutabarat, 2015). This conception of teacher job performance which incorporates motivation, is useful for this study because it enables us researchers to obtain deep insights about how leaders in schools can enhance teacher job performance when they also focus on motivating their teachers.

1.7.2 Independent schools

Independent schools in South Africa are referred to as schools which, to some extent, are founded, owned, managed and financed by stakeholders other than the state (Breedt, 2022). As explained in Chapter One, independent schools are privately run and owned.

1.7.3 Competence

Professional competence can be described as the assured skills, knowledge, attitudes and motivational variables that achieve the knack of specific situations (Dörnyei & Mentzelopoulos, 2022). Kunter et al. (2013) state that high levels of professional competence foster effective practices and manifest into professional success within.

1.7.4 Job satisfaction

Job satisfaction can be described as the feelings of a teacher's happiness towards their job (Cook, 2010). Teacher job satisfaction has many benefits, and these include the fact that it contributes to teachers being less prone to teacher burnt out and less susceptible to stress (Kyriacou, 2001). Klassen and Chiu (2011) state that satisfied teachers often have clearer instructional quality and better support for learners. Content teachers are less likely to leave the profession, which is crucial in reducing the high turnover rate in education (Blömeke et al., 2017). According to Toropova et al. (2020), there are two main aspects of job satisfaction, and they are job comfort and job fulfilment. Job comfort on one hand, relates to how satisfactory job circumstance and comfort are to an individual, while job fulfilment on the other, refers to personal accomplishments and the satisfaction achieved with meaningful aspects of the job (Seubert et al., 2021). According to Herzberg (1966), job satisfaction originates from performance at work such as achievement, recognition and the work itself. In the context of this study, the concept of job satisfaction is used in its comprehensive fashion, to include both job comfort and job fulfilment.

1.7.5 Job dissatisfaction

Job dissatisfaction carries a negative connotation in that it stands in stark contrast to job satisfaction. Okeke and Mtyuda (2017) describe job dissatisfaction as an unpleasant working condition; there are various contributing factors that cause dissatisfaction in the work environment. According to Herzberg (1966), job dissatisfaction originates greatly from the circumstances in the work environment, such as available resources, interpersonal relationships, working conditions and salaries. This term is used in this study to refer to conditions that are described by the two scholars cited above; these are factors in the work environment that make life unpleasant.

1.8 Delimitations of the study

This study is delimited to an Independent School within the Umlazi school District of KwaZulu-Natal. The study was conducted with a small sample, and the findings cannot be generalised to other independent schools, where there could be a different set of factors that

influence teachers' job performance. The study participants include teachers in the Senior and Further Education, as well as in the Foundation Phase (FP) sectors within the school.

1.9 Outline of the chapters of the study

This dissertation is made up of five chapters, and a summary of what each chapter contains is given below.

Chapter One

Chapter One introduces the study by highlighting the origin and importance of independent schools. This introduction is followed closely by the background to the problem, the statement of the problem, the purpose and rationale for the study, the significance of the study and the research questions that guide the study. After the research questions is a discussion of key concepts, the delimitation and the study, as well as the outline of chapters that constitute the study. The chapter summary concludes the chapter.

Chapter Two

While Chapter Two differs from the Introduction in content and focus, their structure should maintain a degree of alignment to ensure coherence and consistency within the study.

Chapter Three

Chapter Three provides a detailed account of the methodological approaches and techniques that were adopted in conducting the study. Key methodological issues include the discussion of the research paradigm, the design and methodology that was used in the study. Other key issues include the selection techniques adopted, analysis methods and the ethical considerations.

Chapter Four

Chapter Four discusses the presentation and discussion of findings that emerged from the analysis of data as explained in the previous chapter.

Chapter Five

Chapter Five presents the conclusions that were derived from the findings. The chapter begins with a summary of the entire study and then presents the conclusions. The discussion of such conclusions is organised according to the research questions that were posed in Chapter One. After the discussion of conclusions, recommendations are made.

1.10 Chapter Summary

This chapter has introduced the study and provided a background to understanding issues relating to teachers' perspectives on factors that influence job performance at an independent school's contexts. The focus of this study is on understanding teachers' perspectives regarding the factors that influence their job satisfaction within the context of an independent school in the uMlazi District, KwaZulu-Natal. The next chapter presents a literature review about teachers' perspectives regarding the factors that influence job performance related to this study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Chapter One introduced the study by *inter alia*, providing a background and rationale for the study and other key items such as the statement of the problem, the research questions, the significance of the study, as well as the outline of the study. Chapter Two focuses on the literature reviewed concerning issues of teachers' job performance, teacher motivation and a theoretical framework. The research questions mentioned in Chapter One are used to guide the search for relevant literature. This Chapter aims to discuss the link between job performance, job satisfaction and dissatisfaction, as well as how teacher job performance can be enhanced. Chapter Two commences by discussing the concept of leadership and management, the leadership structures of an independent school in South Africa, what forms teachers' work and what constitutes teachers' performance. This chapter reviews and ties together the existing information on primary and secondary factors that motivate and/or de-motivate teachers and the role that these factors play in teacher job performance. As part of the review of the literature, the chapter will discuss the factors that influence teachers' work performance, in terms of factors related to the work itself, salaries, the work required and promotions in education, followed by factors in the curriculum and teaching resources such as recognition and support, and stress in the workplace.

The chapter will then discuss the aspects related to the work environment in terms of school leadership, supervision and working conditions. The review will then move to the school as an organisation, relationships that work and other factors that affect teacher performance. The review will draw conclusions by discussing the relationship between job satisfaction/dissatisfaction and job performance, job satisfaction and motivation and the relation to job performance and lastly, how to enhance job performance through support programmes such as managing staff turnover, empowerment, leadership practices, job enrichment and participative management. The theoretical framework in this chapter is based on motivation theories and the rationale for using motivational theories such as Herzberg's Two- Factor Theory, McGregor's X and Y Theories and McClelland's Learned Needs Theory. These theories will be discussed

in the theoretical framework and the chapter will end with an overview of the motivational theories.

2.2 Review of literature

This section will critically look at, evaluate and acknowledge existing research that relates to factors that influence teacher job performance. This section will review and tie together existing information on dominant and dependent factors that motivate and de-motivate teachers; these factors play a part in job performance. It aims to discuss the main research questions and the link between job performance, satisfaction and dissatisfaction and how teacher job performance can be enhanced. However, before I discuss all these critical issues for the study, I begin by briefly discussing the concept of leadership and management and the relationship between them.

2.3 Leadership and management

Leadership is the process of influencing employees towards achieving the organisation's goals and excellence (Lasrado & Kassem, 2021). Strong leaders have a vision for the schools, a picture of the ideal future is shared with the entire school (Gurr et al., 2020). Leadership in the educational context is the ability to shape and anticipate the future in terms of timelines to achieve all set outcomes in the organisation (Day et al., 2016). Chidziwa et al. (2023) argue that leadership is a creative enterprise involving all role-players in innovating and initiating change. A leader should create a compelling vision for staff to buy into and work towards (Busari et al., 2019). This vision should pull staff rather than push, and create a climate of trust within the staff group acknowledgement of innovation (Fullan, 2014). A leader must acknowledge that success is not achieved often on the first attempt; when met with failure, an improvement plan and reassessing structure should take place to improve (Mintrop, 2020). According to Bush and Glover (2013), leading and management of staff form one of the most important aspects of leadership in all contexts. Education management is needed to ensure the smooth running of policies, strategies, and action plans to achieve the educational goals within the school (Amanchukwu & Ololube, 2015). Effective leadership and management within the organisation create structure and processes which establish relationships that encourage teachers to engage fully in teaching and increase their performance (Adeyemi, 2010).

2.4 The leadership structure of independent schools in South Africa

The independent school sector in South Africa is relatively small in comparison to other developing countries. It comprises only about 8% of schools and approximately 3% of the learners (Naicker & Ballard, 2021). This sector is growing at a steady rate as many middle-class parents choose to move their children from poorly functional public schools to low-cost, independent schools because of the better quality of education they offer (Ryan, 2019). Kunene (2016) explains that the basic leadership structure of independent schools is the same as public schools, mainly a hierarchical structure. The Chief Executive Officer (CEO) is at the top of the hierarchy, followed by the second layer, which is marketing, finances, operations, and human resources. The third layer includes the manager (executive head), followed by the head of phases and head of grades/subjects (team leaders) and lastly, the teachers(staff). In independent schools, there is a growing practice of teacher leadership. Naicker and Ballard (2021), in their study on teacher leadership practices, illustrate how teachers in independent schools perform leadership in the classroom, within the school and beyond the school.

2.5 What forms teachers' work

Teachers teach, they plan norms and standards for teachers policy, educating students at all levels (National Research Council, 1999). Their roles and responsibilities may include marking, teaching and documenting progress. There are seven roles of teachers: learning mediator, to mediate learning material in a manner specific to the needs of learners (Department of Education, 2000). Interpretation and design of learning programmes and materials and the teacher will design this according to the needs of learners (Sudargini & Purwanto, 2020). Leader, administrator and manager, teachers will make decisions at the appropriate levels, managing the classroom and administration (Lunenburg, 2021). Scholars, researchers and lifelong learners- teachers should be lifelong learners, and teachers should play a supportive role for learners in community, citizenship and pastoral role and keep open communication with caregivers/parents (Ayob et al., 2021). The teacher is an assessor who incorporates this into their daily teaching (Adie et al., 2020). Teachers need to be learning area/subject/discipline/phase specialists in the content they use and knowledgeable in

teaching policies (Carike, 2021). They are assessors that provide a pastoral role and curriculum role (Bessong, 2024).

2.6 What constitutes teacher performance

Teacher job performance and indicators for positive job performance could be described as the responsibilities that teachers perform over a period of time in the school to achieve set out goals (Forson et al., 2021). It could also be defined as the capability of the teachers to put together with inputs that will enhance the teaching and learning process (Amtu et al., 2020). Ortan et al. (2021) argues that job performance is determined by the workers' level of participation in the organisation's day-to-day functions. Principals can encourage their teachers' adequate performance by identifying staff's reasonable needs and trying to fulfil them (Stronge & Xu, 2021). Teacher job performance includes effective teaching and planning towards lessons, adequate supervision and participation with learners, and lastly, teachers who want to uphold the school by following the school culture and attaining set goals from leadership (Day & Sammons, 2016). Considering this information, a teacher's performance can be measured by an annual performance appraisal report measuring the teacher's lesson preparation and presentation, being a master of subject matter in each subject taught, competence, teachers' commitment to the job, and involvement in co-curricular activities (Abd Hamid et al., 2012). The evaluation method will include adequate supervision and monitoring of the learners' work, class control and disciplinary ability of the teachers as these functions are part of their roles and responsibilities as teachers (DiPaola & Hoy, 2013).

2.7 Factors influencing teachers' work performance

The state of education in South African schools is in crisis in terms of the current schooling system (Spaull, 2013). Divala et al. (2023) agree with Spaull (2013) and state that the curriculum and lack of human resources are a few of the factors that impede the state of education in South Africa. Spaull (2013) further states that South Africa has one of the worst education systems compared to other middle-income countries. What is more important to note is that South Africa performs worse than some of the low-income African countries as our education system is grossly inefficient, unfair and underperforming (Spaull, 2013). In the

course of transformation within the South African education system, the teachers have been majorly impacted, with the effect of being overloaded with work, poor staff morale and lack of complexity in the curriculum and changes in school leadership and governance (Mabena et al., 2021). Furthermore, Mabena et al. (2021), as well as Jaburek et al. (2022), argue that poor working conditions are tied to low salaries and poor learner behaviour, which ultimately leads to poor performance from teachers. Jaburek et al. (2022) link teachers' ability to performance, stating that teachers who possess above-average verbal and intellectual skills improve the quality of teaching and perform better. Defining what precisely makes teachers feel satisfied with their work can become a multidimensional topic. There may be cases where teachers are satisfied with certain aspects of their work but dissatisfied with all the other aspects (Toropova et al., 2020). The factors related to the work itself may influence teacher job performance, such as the pay, the work itself, and promotions; if salaries are not market-related, this can lead to discontent and dissatisfaction that salaries do not match teachers' experience and qualifications (Mdookh et al., 2023).

Mdookh et al. (2023) go on to name the work of teachers as a factor that impedes performance, as many teachers are not fond of work that is tedious and less stimulating, leading them to not enjoy their work. Positive motivation tools could be related to promotions; the process of promoting should be carefully managed as this might create dissatisfaction in other employees (Uka & Prendi, 2021). Curricular factors and teaching resources - teachers have to manage the curriculum and teach (Roehrig et al., 2007). This involves planning lessons; if teachers are inadequately trained, this may cause poor performance. A lack of praise and recognition and support for teachers could result in feelings of being unsure and frustration within teachers, which may impact on their work performance negatively (Roehrig et al., 2007). According to Blömeke and Klein (2013), school leadership has the power to mould teachers' working environment positively, which could result in improving their individual work-related efficiency. Stress in the workplace is a significant factor that leads to poor work performance and job satisfaction (Rachman, 2021). Stress can be divided into two types of stress: eustress, which can motivate teacher job performance and distress, which can lead to poor job performance (Ramdan, 2009).

2.8 Factors related to teacher work that influence performance

According to Rathore (2020), it is a universal fact that monetary and moral incentives help to increase staff work efficiency, resulting in the improvement of the performance of the school. Palmer (2012) defines motivating factors as the external allurements and empowering forces that encourage an individual to work more diligently. This section will review and discuss factors related to teacher's work that influence their performance. Factors that influence teacher work performance are salaries, the work required, and promotions in education. South African education has undergone major curricular reform since the mid-1900s, and the curriculum implementation has not met expectations (Govender, 2018). Factors in curriculum and teaching resources will be reviewed. Naidoo and Botha (2011) state that teachers think about leaving the profession due to various reasons such as inadequate pay, job insecurity, lack of choice of where to work, dissatisfaction with policies, an increase in workload and lack of professional career development and recognition. Considering these factors, the following sections will be reviewed to attribute to factors that encourage teacher performance: recognition and support, stress in the workplace, aspects linked to the work environment, school leadership, supervision, working settings, looking at the school as an organisation, relationships that work and other factors that affect teacher performance.

2.8.1 Salaries, the work required and promotions in education

According to Noorazem et al. (2021), pay is considered an important reward to encourage workers and their behaviour towards the benefit and goals of the employer. Other social factors also contribute to job satisfaction. Salary gratification greatly influences job satisfaction; when employees are dissatisfied with their salaries, it can reduce their interest in work and decrease the learning levels of employees. According to Budhathoki (2021), we can determine that when teachers are satisfied with their salaries and the salary is sufficient to sustain their living environment, they feel a sense of satisfaction with their jobs. Motivation and performance will gradually decline, which will increase staff turnover and absenteeism (Chaudhrya et al., 2011). A teacher's work is a crucial factor in the satisfaction on their job. If the work is too easy, teachers can run the risk of becoming complacent and lazy by not being challenged enough; on the other hand, if the work is too tedious, teachers could be burnt out and drained. A well-balanced load of work is beneficial to ensure staff satisfaction but is not always achievable in

schools today. Promotions at work can be used as a way to motivate staff (Wong, 2009, pp. 511–523). Career development opportunities and promotion opportunities increase the quality of performance and promote retention (Mbokazi et al., 2022). School leadership should ensure that they motivate and reward high-performing staff members to ward them off from leaving the organisation; since the employer is aware of the factors which contribute to staff behaviour positively, they can plan and take the necessary steps to achieve this process (Tuwei et al., 2013). When leadership fails to address the influence of promotion opportunities successfully, they may affect staff performance, which could decrease staff productivity and motivation and increase turnover (Adam et al., 2016).

2.8.2 Factors in curriculum and teaching resources

Teachers are considered managers of the curriculum with the guidance of the CAPS Documents and the required content that needs to be fulfilled (Department of Basic Education, 2011). Teachers are recognised as professionals and make decisions regarding the curriculum in the best interest of learners. This involves planning of their lessons and the use of aids to stimulate curriculum development (Grecu, 2022). In South Africa, the Curriculum Assessment Policy Statement (CAPs) was implemented in 2012, and it aims to ensure that learners gain and successfully apply knowledge and skills in ways that are eloquent to their personal lives, ensuring that the imbalances of the past are addressed. According to Adu (2014), continuous change in curriculum affects teachers and may result in teachers not being trained adequately in implementing and coping with the demands of the new curriculum. All the changes in curriculum in education may impact negatively on teachers.

Independent schools rely mainly on fees collected to operate and facilitate basic needs for the school. The low-fee private school sector gets very little aid to maintain the school from the government (Ramulongo, 2016). Poor fee collection in an independent school can result in a lack of teaching resources to aid learning. Operating with a shortage of teaching aids such as textbooks, computers, and projectors can present serious problems when the expectations of a private school are not met (Tshabalala, 2013). Masrukan et al. (2024) state that having good curriculum management and being led by good leadership can influence the performance of teachers. Masrukan et al. (2024). Masrukan et al. (2024) further state that school leadership have the task of monitoring and evaluating the planning of the curriculum. Therefore,

leadership should ensure that these functions are carried out correctly, as the curriculum has the ability to affect performance within the school. Glatthorn et al. (2017) agree with Masrukan et al. (2024) and states that the leadership of an organisation can be viewed as curriculum leaders.

2.8.3 Recognition and support

Recognition and support affect teachers' performance as recognition in the work environment validates staff efforts, encourages retention and builds staff professionally (Andrews, 2011). Support from higher management creates a positive work environment and reduces stress, boosting morale and motivation; both factors reinforce positive behaviour from teachers (Lumadi, 2008). Teachers are tasked with excessive workloads and administrative duties performed in class and often receive little to no support. A lack of support can leave teachers feeling defenceless and unsatisfied, which impacts negatively on their job performance (Ramdan, 2009). According to Lambersky (2016), the leadership within a school can have an emotional effect on the lives of teachers. Principals should create a mutual sense of direction, forming clear goals and providing support that encourages staff (Leithwood & Jantzi, 2005). This type of leadership is supportive, and the main aim is being understanding of the emotional and sentimental needs of teachers and learners. Effective leadership can support and motivate staff through the hurdles of teaching (Addison & Brundrett, 2008). Lambersky (2016), further stated that staff who are heard by leadership feel recognised and supported. According to Leithwood (2006), staff appreciate leaders in action who are involved in the schooling environment; this improves their morale and encourages them to be as engaging. A principal's support of staff affects the staff morale within a school environment (Lambersky, 2016).

2.8.4 Workplace stress

Teacher stress is abundant in various teaching fields spreading through all educational phases. The causes of stress may differ in the geographical and educational contexts (Larrivee, 2012). Stress in the workplace is an increasing concern; employees face conditions of work overload, insecurity of jobs, poor levels of job satisfaction and lack of autonomy and job-related illness (Brickford, 2005). There are two main types of stress, namely, distress and eustress. Distress can be associated with negative stress and is described as the body's way of not being able to

meet the demands of the workplace (Brickford, 2005). Eustress can be defined as healthy and positive stress that can lead to performance improvement and other outcomes at work (Nelson & Simmons, 2005). Eustress develops when an individual sees their challenges from a positive perspective (Nascimento et al., 2024).

Digital literacy demands have been introduced into the workplace as technology has been introduced into schools, leading to the development of other types of stress, allowing for positive and negative experiences. Technostress can be described as individuals who focus mainly on the negative impacts of technology and do not see it as a tool which can assist them in the work environment. Techno-eustress can be described as individuals who embrace technology and see it as a challenge that can improve the workplace and add value to the content (Nascimento et al., 2024). The understanding of stress will offer clarity on the impacts of teacher stress, being a factor that contributes to teacher job performance. Many teachers are challenged with weighty workloads, which cause teacher stress and apathy, which results in a depleted morale among teachers (Iwu et al., 2013). Schools do try to prevail these problems using different strategies; the harsh truth is that the issues still occur in KwaZulu-Natal (Naidoo & Botha, 2011).

Teacher performance may be influenced by a variety of motivation factors and can be broadly separated into intrinsic and extrinsic motivators. Intrinsic motivators such as a sense of purpose, autonomy, professional growth and fulfilment and a passion for the profession. Extrinsic motivators such as the environment, praise, recognition and reward, job security, having a balance in work life, the pay and benefits and support for the profession (Keating, 2022). Steyn and Kamper (2006) mention that stress-coping studies and research should adopt a more holistic approach that looks at many domains in an individual's life rather than one domain. Researchers need to constantly add to the body of data to update information on stress, the influences of stress and the effects of stress on teachers; doing this allows for the development of change in schools and reduces high levels of stress among teachers.

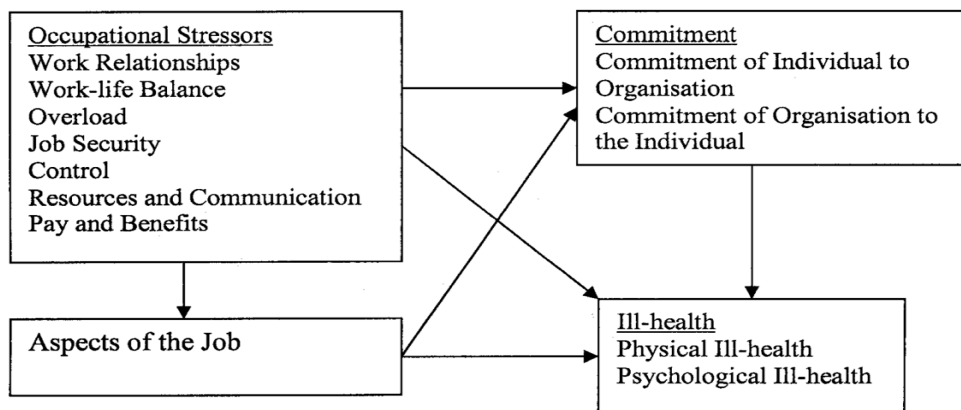


Figure 2: Model of occupational stress, commitment, and ill-health: Source: (Jackson & Rothmann, 2006).

Another source that Steyn and Kamper (2006) discuss as a stressor is the gender roles of female teachers having to fulfil numerous commitments and demands in relation to family, which may add to their stress. According to Burke et al. (2005) females, in particular, experience higher levels of stress due to the fact of being a housemaker, caring and supportive mother and partner, and still pushing forward professionally. Learners' behaviour is a contributor to teacher stress (Bowen, 2016). There is a lot of time wasted in lessons trying to settle learners and regain control, and teachers expressed concerns over learners who were argumentative and showed signs of aggression in the classroom (Kumashiro, 2020). Teachers describe the hassle of having students who badger them in each lesson, they started to feel like a personal attack on them each lesson (Ngidi & Sibaya, 2003). Teachers are often scared to report discipline issues as they reflect poorly on their professionalism; they also expressed the fear of not being supported by management in the school (Bowen, 2016).

Bowen (2016) and Olivier and Venter (2003) discuss the issue of time management as a factor that affects teacher job satisfaction. Bowen (2016) states that teachers feel the pressure to complete certain topics within short time frames. Olivier and Venter (2003) agree, it is vital to ensure a balance between teachers' roles and tasks. According to Saeki et al. (2018), if school leadership is supportive, they are able to lighten the load of stress experienced by their staff. Farmer (2020) agrees with Saeki et al. (2018) and states that the quality of school leadership has an effect on teacher stress. Therefore, the importance of leadership in reducing stress by supporting staff should be highlighted in the duties of leadership.

2.8.5 Aspects related to the work environment

The work environment may have an impact on teachers' performance at school. The following factors will be discussed: School leadership, supervision amongst staff, and working conditions.

2.8.5.1 School Leadership

School Leadership that would like to ensure strong job performance should look at changing up and in between different types of leadership styles; this would result in achieving better performance from employees (Wuryani et al., 2021). The main goal of leadership is to attain and create strong cultures that encourage and motivate staff to want to achieve the goals and vision of the organisation (Kunene & Faulkner, 2016). Staff retention is influenced by good leadership. The retention at a school, the majority of the time, can be a reflection of working conditions and leadership at a school. Good school culture, teacher retention, innovation and collaboration, job satisfaction, motivation and teacher performance can be achieved by strong leadership.

Leadership style is important to attaining success in an organisation due to the effects that leadership has on employees. It fosters an environment of trust and grows employee's confidence and development, and a good culture is not forced but developed over time (Bass & Avolio, 2000, pp. 1–114). Global research found that workers' job performance has constantly been linked to leaders' behaviour and the leadership styles they practice (Haque & Yamoah, 2021). A study done by Parveen et al. (2022) recommends that collaborative work between the heads of the Department within the schools locally would be beneficial to aid in the implementation and usage of unified leadership styles. Having a strong leader is important, but effective leadership relies on multiple role-players within the school and beyond the school (Naidoo, 2020). Principals do have the power to influence the culture of the school, but it could also be the result of external pressures such as parents and role-players in the school environment (Watson, 2024). The leadership of a school impacts teacher performance; leadership is no longer viewed as administrators and managers; they are anticipated to be examples of good teaching and learning activities (Zuze & Juan, 2018). One of the most

important factors that promotes teacher job performance is leadership. This suggests that school leadership is important not only to promote teachers but also to reduce the negative impacts that teachers experience on different levels (Crisci et al., 2018). Leadership construction is vital for a sustainable standard of education; it aids in empowering teachers with leadership knowledge and skills that will assist in the development of the school environment (Stoll, 2009). According to Fullan(1991), leadership capacity building aims to create experiences and prospects that allow for synergy between relationships. Lai and Cheung (2015) agree with both Stoll (2009) and Fullan(1991) and state that leadership building is about creating provisions for the needs of the development of school sustainability.

2.8.5.2 Supervision amongst teachers

Supervision is a tool to ensure that all teachers respect the same rules and regulations (De Grauwe, 2007). Peremode (2004) regards supervision as one of the most important factors in an effective operating school and that the role of instructional supervision is to share, support and assist rather than direct teachers. Good instructional supervision ensures the cooperation of staff which will provide multiple opportunities for growth within the staff group (Peretomode, 2004). According to Yusuf et al. (2020), teachers are considered social and imperfect beings who need guidance from others to aid them in carrying out their duties and responsibilities. Therefore, a teacher's competence is influenced by the effectiveness of management supervision in the school environment. According to Hartiwi et al. (2020), the management's role is to aid teachers and principals in attaining the required results of an organisation in a more efficient manner, ultimately making teachers more professional in their conduct. Micromanagement effects the motivation levels of teachers in a major way, as teachers are considered to have elevated self-esteem and a demotivating factor could be constantly micromanaged (Sumantri et al., 2021). The most vital role of a supervision is to create a healthy and comfortable work environment; by doing this, staff feel independent and content while carrying out their duties (Suriagiri et al., 2022).

2.8.5.3 Working conditions

Good working conditions are important in improving teacher performance (Hanushek & Rivkin, 2007). Most South African teachers have high workloads in addition to performing administrative and classroom work with little to no support (Lumadi, 2008). Teachers who have high workloads have to rush through the syllabus and no longer focus on achieving good results (Crump, 2005). Teachers who feel supported by management are more likely to be creative and innovative in their jobs as well as being committed to their profession (Matla & Xaba, 2019). A lack of resources and equipped facilities leads to education standards not being met. Poor training or lack of training in teachers leads to teachers not being prepared in class and thus not effective, and classrooms that are overcrowded lead to ineffective teaching. All these factors have a negative impact on teaching and learning in South Africa (Matoti, 2010). According to Cruickshank (2017), leadership in schools play a vital role in encouraging conducive conditions for effective teachers and learners. Leadership cannot control all factors in a school, however leadership in a school should acknowledge the factors that are within their control and be accountable for those factors to ensure growth (Shatzer et al., 2014).

2.8.5.4 The school as an organisation

Schools are organisations which are structured in the preface of time and space, which allocate important guidelines for learning and teaching (Christie, 1998). Literature has widely compared public and private schools on different measures, specifically teacher job satisfaction. According to research (Alt et al., 2002), private school teachers tend to be more satisfied with their jobs than public school teachers. This could be attributed to better pay, freedom, and flexibility with the curriculum and the availability of great financial resources at the school. According to Sarkhosh and Alinasab (2024), who are not in agreement and state that most teachers at private schools are young and are recent graduates or university students and complain about being manipulated into taking low salaries, affecting their job satisfaction. Alt et al. (2002) and Sarkhosh and Alinasab (2024) do not investigate and consider other variable such as management style, the ethos of the school and the learner population; these factors may have a significant influence on teacher job satisfaction. According to Southworth (2002), effective organisational culture requires leadership to encourage collaboration and create multiple opportunities for learning, coaching and school-based professional development.

2.8.5.5 Relationships in the work environment

Healthy work relationships between all members of the school aid in positive work performance. According to Sikhwivhulu (2003), communication is an important part of an organisation's effectiveness and contributes to a positive work environment. Satisfaction and recognition within a school stem not only from being a masterful teacher but also from being a part of a masterful team (Lieberman, 1990). According to Iwu et al. (2013), research was undertaken with 279 teachers, selected randomly from a database of underperforming high schools provided by the Western Cape Department of Education. It was found that external factors are more inclined to have a greater influence on teachers' motivation than intrinsic factors. For example, working conditions, perceived growth opportunities, and job security were noted to be contributing factors. Louis et al. (2016), state that caring leaders who have healthy relationships with staff provide a foundation for a good school community. Leaders who facilitate healthy relationships within the work environment encourage participation and create a collective sense of direction within the staff groups (Denis et al., 2012). Crevani (2015) describes healthy relationships driven by school leadership as a way of getting teachers to problem solve and achieve goals and tasks at work in a non-threatening and respectful way, where leadership adds meaningful input towards the success of the organisation.

2.8.6 Other factors that affect teacher performance

A study conducted by Day et al. (2006) on the factors contributing to variations in teachers' effectiveness at different stages of their careers, the study worked with schools from different contexts, the study concluded that teacher effectiveness is not straightforward in terms of age or experience. It hypothesizes that teachers go through six professional life phases that have an influence on how effective they are at work. Teachers' limits can be influenced and affected by changes in their work, identities and lives. Contextual and environmental factors may have an influence on teacher performance. Contextual factors may have a brief impact on a person's performance at work. Variables may be where teachers are exposed to unwanted environmental factors (Khan et al., 2012). According to Budhathoki (2021), autonomy can be described as when the teachers are given the opportunity to make use of their own skills and abilities in the application of tasks and when they are allowed to exercise their autonomy, then they experience feelings of job satisfaction. The common effects of teacher stress include job dissatisfaction,

reduced morale, high absenteeism, poor health, a low level of productivity and high staff turnover (McCormick, 1997). Research warns that individuals must not allow contextual factors to become a continuous defence for bad performance that may not be related to these factors (Bernardin et al., 1998). According to Elpisah and Hartini (2019), leadership styles used in a school can have an effect on teachers' performance. Mullen (2004) agrees with Elpisah and Hartini (2019) that effective leadership encourages teachers to participate in various activities that affect their performance within the school.

2.9 The relationship between job satisfaction/ dissatisfaction and job performance

Schools today can be described as a competitive environment as they have to grow and survive with the human resources they have. Job satisfaction can be described as a measure of how fulfilled an individual feels about their job, and emotions towards the job plays a vital role in job satisfaction (Özpehlivan & Acar, 2015). It reflects the degree to which employees are satisfied with numerous aspects of their work, work environment, tasks they perform, relationships at work and opportunities for recognition and growth (Javed et al., 2014). The link between job satisfaction and job performance is not straightforward and positive (Afshar & Doosti, 2016). There might be employees that are satisfied with their work but are not performing well as yet (Singh & Tiwari, 2011). According to Afshar and Doosti (2016), the issue of poor motivation and commitment in the organisations that they work in is critical for job performance. The same can be said for employees who are not satisfied with their work professions but their performance is not influenced negatively. Chan (2002) highlights that there is an evident link between motivation and job satisfaction, as the one influences the other. Teacher motivation refers to the pushing force behind behaviour in a specific context, while teacher job satisfaction is the outcome of that behaviour within the same context. This could lead to an improvement in job satisfaction and ultimately increases job performance.

Maniram (2009) states that there is a lack of evidence that indicates that job performance is the quotient to job satisfaction. The figure below shows that job performance leads to satisfaction and that rewards play a vital role in this relationship. A worker has an expectation to be rewarded accordingly and to be praised and recognised for their performance if the employee is not admissibly rewarded. This will lead to them feeling a level of dissatisfaction.

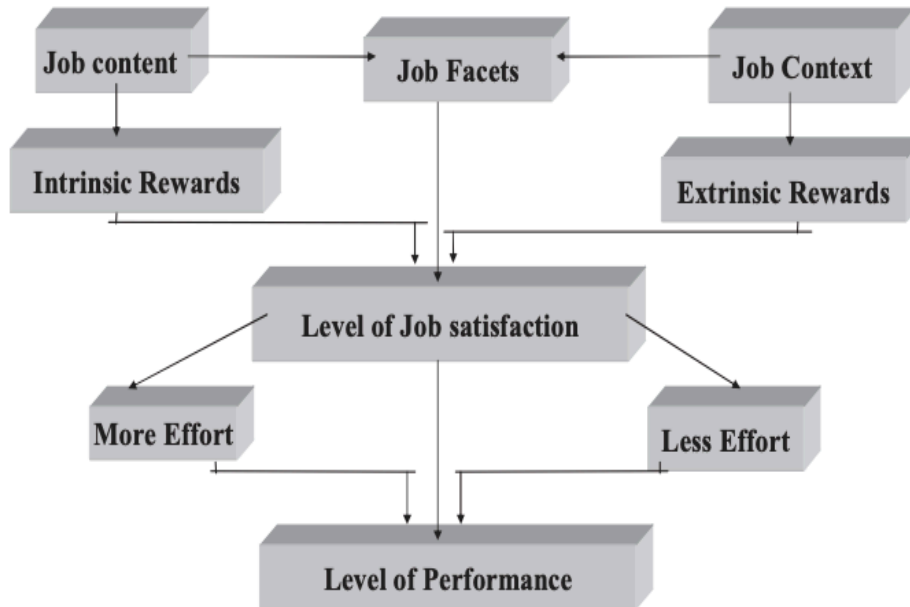


Figure 3: The relationship between performance and job satisfaction: (Pushpakumari, 2008).

Therefore, management in organisations need to show greater concern to job satisfaction, which results in improved performance, as the relationship between satisfaction and performance is important (Pushpakumari, 2008).

2.10 Job satisfaction and motivation and the relation to job performance

Job satisfaction, motivation and job performance are related and intertwined (Jalagat, 2016). Ololube (2006) investigated the relationships between teachers' job satisfaction, their motivation and teacher performance. Furthermore, Ololube (2006) clarifies that motivation and job satisfaction are important contributing factors in determining performance, but motivation and job satisfaction are often mixed up. Hitka et al. (2021) define job satisfaction as a part of the motivational process. The term motivation is a complex term and primarily relates to goal driven behaviour, whilst job satisfaction is described as the accomplishment an individual attains by experiencing different job tasks and rewards. According to Ololube (2006), it is possible that individuals may display poor motivation from the organisation's point of view, however they may enjoy every part of the job. Hassan et al. (2020) findings reveal that there is a relationship between motivation, job satisfaction and performance. Baluyos et al. (2019) note that the source of job satisfaction seems to have a more influential impact on job performance;

the reasoning for this was that when teachers' needs are satisfied, it increases their psychological well-being and allows for enhanced operation and performance. The findings of the study were limited to the use of self-report instruments for measuring participants' level of job satisfaction and dissatisfaction and their influence on their job performance. Informants' different perceptions could influence the study findings therefore limiting its generalisability (Ololube, 2006). According to Nur and Widhi (2019), leadership has a first-hand effect on teacher job performance and motivation within an organisation; leadership greatly influences performance when mediated by motivation in the work environment.

2.11 Factors that enhance teacher job performance

There are various factors that can enhance teacher job performance. The following will be discussed: managing staff turnover, empowerment, leadership practices, job enrichment and distributive leadership.

2.11.1 Managing staff turnover

Teacher turnover can be defined as the continuous movement of teachers out of the department/organisation (Xaba, 2003). Teacher turnover is a phenomenon that occurs globally. There is a shortage in teacher supply; the Minister of Basic Education stated that between 2005 and 2008, close to 25000 teachers left the profession. She further stated that the rate of producing teacher graduates does not match the number of teachers needed in the education system (Mbanjwa, 2010). A number of teachers who leave are relocating to overseas countries in the hope of better pay and working conditions (Mampane, 2012). The causes of teacher turnover in South Africa could be due to some of the following reasons: stagnancy in the work environment, poor working conditions, overcrowding in classrooms, poor salaries, job security reasons, personal reasons, changing of professions, job dissatisfaction and school management actions (Xaba, 2003).

Ingersoll (2001) states that the rate of teacher turnover is important as it has a vital link to the performance and effectiveness of an organisation. Shaw (1999) is in agreement with Xaba (2003), that if teachers do not feel a degree of job satisfaction, they will not feel motivated to remain within the school. It is definite that school management needs to develop a structure to

deter teacher turnover. Shaw (1999) highlights a model for developing an employee turnover and retention approach.

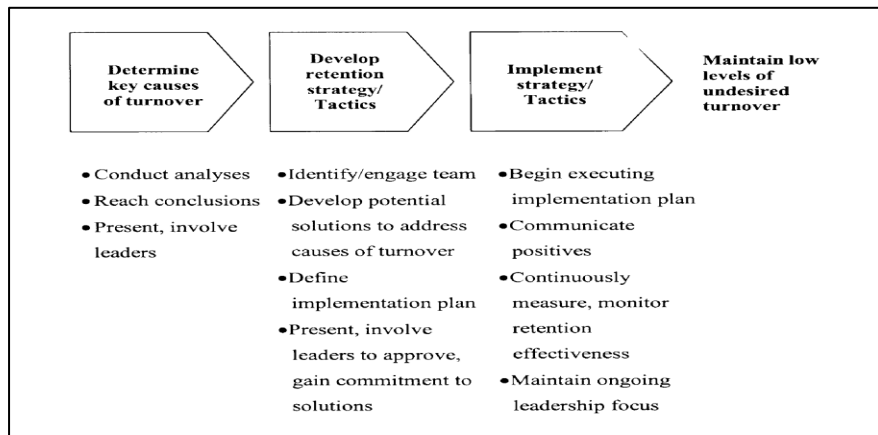


Figure 4: Managing turnover. (Shaw (1999))

There are three main steps to this model (Shaw, 1999). Firstly, to determine the key causes of turnover, managers should consider motivation and needs factors that staff require to feel fulfilled. Secondly, to develop retention strategies/tactics, management should look to create a conducive work environment for staff. Lastly, management should implement strategies to ensure commitment and retention within the organisation. It is evident that to manage teacher turnover necessitates a concerted effort from managers and stakeholders within the school. Managers need to be equipped to influence school organisations' characteristics in a positive manner, which fosters job satisfaction and commitment from staff (Xaba, 2003).

2.11.2 Empowerment

School can be regarded as a competitive environment. To assist in this, management should focus on encouraging and supporting teachers to use the skills, knowledge and abilities to achieve the school's goals, as teachers are considered the most vital factor in change in the school (Alimohammadi et al., 2019). Increasing the performance of employees by motivating them so that their performance is increased and supporting staff should be one of the first things that organisations and managers aim to do (Kiral, 2020). Zembylas and Papanastasiou (2005) conducted a study to investigate modelling, 'Teacher Empowerment: The role of job satisfaction'. The sample was 449 elementary and secondary teachers from Cyprus. The instrument was a questionnaire which consisted of 4 main areas: participants' general

backgrounds, factors that have influenced participants to follow the teaching profession, participants' level of satisfaction in relation to goal setting in the teaching profession, influence on students, success and attitudes, contributions to school and education system, working hours and salary, opportunities for growth, involvement in decision making, recognition, professional growth and hiring or transferring of teachers and lastly general questions about satisfaction, praise and recognition, financial well-being and stress. The results indicated that status, promotion, decision-making and personal growth all have an important effect on empowerment. An empowered staff believe that they are able to control and manage situations in an organised and confident manner; they perceive their work to be valuable because they can handle their job functions' responsibilities. The study was conducted at numerous schools and generated valuable information stating that a supportive environment is crucial in aiding teachers to be empowered which leads to better decision making, teachers who have positive job enrichment, healthy and fair promotions and growth, work effectively through challenges in the work environment, thus aiding in job satisfaction (Zembylas & Papanastasiou, 2005).

2.11.3 Leadership practices

Chikoko et al. (2015) investigated the school leadership practices that work in areas of multiple deprivation in South Africa, reporting on leadership practices that work in multiple deprived contexts. Five school principals participated in the study. A reoccurring factor was that functional leadership played a vital role in the performance of the school. The study highlighted that successful leadership is a blend of management and leadership functions and referred to servant leadership as a vital factor that contributed to the success of the school. Servant leadership is described as having a deep understanding of human nature and why people behave the way they do and its key concept is being committed to the growth of people and valuing them in building a community (Chikoko et al., 2015).

Working within a qualitative paradigm and using face-to-face interviews as a form of gathering data, the study revealed that the principals valued and placed a great sense of authority and trust in the HODs, providing them with a platform to lead teachers to deliver efficiently. Principals did not exclude themselves but spent time on the ground facilitating the success of the school, which is a typical concept of servant leadership. The school principals empowered leadership and staff to ensure success while sharing decision-making with staff and valuing

their contributions. A limitation to this study was that it only included five school principals and the findings cannot be generalised across the board as conditions may differ in other schools.

2.11.4 Job enrichment

Job enrichment can be described as an important part in attracting, motivating, and retaining a talented staff group. It is seen as a vital tool in management to improve motivation and organisational growth in employees (Choudhary, 2016). Job enrichment is seen as the development of employees' duties, allowing them to take on tasks and responsibilities usually done by supervisors; it usually allows for more freedom and control over the planning, assisting in the execution and evaluation of job tasks. The reasoning behind job enrichment is to motivate employees, eradicating the rigid structure which often results in boredom, low efficiency and low productivity (Choudhary, 2016). Both enrichment and empowerment play a complementary role (Kheiwapakdee, 2004).

2.11.5 Distributive leadership

Distributive leadership is a management style where managers share their influence with employees in the organisation in the decision-making process (Pardo-del-Val et al., 2012). Employees have more influence on decisions that affect their work as participative management has the potential to balance out the involvement of managers and subordinate staff in information processing, decision making and problem-solving processes (Wagner, 1994). Research in both the public and private sectors has shown that distributive leadership in management contributes positively to job satisfaction (Kim, 2002). Benoliel and Somech (2010) argue that teachers' personalities and traits have an effect on the outcomes of distributive leadership and may cause issues of strain and stress on employees introduced in the work environment, adding to occupational stress. According to Harris (2011), a distributive outlook on leadership suggests a change in leadership roles. It can be seen as a great change as the stereotypical role of leadership is changed to sharing decision-making and acknowledging the strengths and capabilities of others within the organisation. Distributive leadership is described as leadership within the school giving up their authority and power to a certain extent,

which is not an easy task. It ensures the sharing of roles, facilitating and supporting others within the school in innovation and change. To ensure successful distributive leadership is achieved, a new-found repertoire of skills and approaches is required that move towards collaboration (Murphy et al., 2009).

2.12 Theoretical framework

Lederman and Lederman (2015) define a theoretical framework as critically important for researchers to have valid theories to support and justify the importance of their study. A design that informs and brings together the chapters of the study to form a collective body of research (Koopmans & Statham, 2010). Grant and Osanloo (2014) agree with Lederman and Lederman (2015) and define a theoretical framework as the foundation from which all knowledge is constructed for the study; it serves as a base or anchor for the literature review and most importantly methods and analysis.

This study is underpinned by three motivational theories that were deemed most appropriate to analyse and understand teachers' experiences of the factors that influence their job performance in their work environment as well as to understand how these factors influence teacher job performance. The motivational theories form a framework for this study. This theoretical framework will concentrate on the content theories of motivation. This is also known as the need theory. Armstrong (2006) states that the primary principle of content theories is that motivation is vital in addressing actions to satisfy needs. Luthans (2002) confirms the above statement and adds that content theories assist with identifying needs that individuals have and how these needs are prioritised, which can be an aiding factor in the nature and extent of the relationship between school leadership and teacher job performance within the independent school. The focus of this framework will be mainly on three motivational theories, namely, Herzberg's Two-Factor Theory, McGregor's Theory X and Theory Y and McClelland's Learned Needs Theory. The purpose of using these three motivational theories is that they are the most appropriate in theorising data in this study.

2.13 Motivation theories

Education in South Africa is continuously striving to improve. The growing pressure on teachers to improve their effectiveness means an increased effect on teacher motivation (Ferreira , 2005) . Including motivational theories into the management and support of teachers can lead to a more engaged, satisfied, and effective teaching staff, ultimately benefiting the entire educational ecosystem. The term motivation can differ from one individual to another. Motivation is vital to improve work performance and the attitudes of teachers as it influences human behaviour (Han & Yin, 2016). Thus, motivational theories form the basis for this study. To encourage the optimal performance of teachers, it is important to understand the factors that motivate them and to inform managers in assisting teacher performance (Börü, 2018). In an endeavour to understand the complexity of the concept of motivation, researchers have put forth numerous theories of motivation. Motivation can be grouped into three main categories. These include content theories, process theories and reinforcement theories. Each category provided a different view of motivation (Armstrong, 2006).

2.13.1 Herzberg's Two-factor Theory

Herzberg (1959) suggests that the Two-Factor theory as understanding the behaviour of individuals in their jobs; two sets of needs are described; the first factor, hygiene factors, stems from an individual's need to fulfil basic biological needs. Factors that are extrinsic to the job include: company administration and policy, interpersonal relationships, working conditions, salary, supervision, status and security (Kotze, 2024). If these factors are absent, they may cause demotivation and dissatisfaction, but do not ultimately contribute to job satisfaction. The second set of needs are growth or motivation factors that relate to the uniquely human characteristics and the ability to achieve and by attaining achieving enhanced growth (Ihensekien & Joel, 2023). Factors that are extrinsic to the job include: achievement, recognition for achievement, the work itself, responsibility and growth (Herzberg ,1959). According to Alshmemri et al. (2017), the main concept of the Herzberg two-factor theory is the difference between motivation and hygiene factors. These two factors divide job satisfaction into two different categories. Motivation factors are considered to be more important to job satisfaction than hygiene factors. Alshmemri et al. (2017) goes on to say that motivation factors lead to job satisfaction as an individual has a need for self-actualisation and

self-growth. Hygiene factors are related to an individual's needs to avoid unpleasantness. This theory is one of the most commonly used theories related to job satisfaction research (Dion, 2006). This study intends to use Herzberg's motivational theory as the main element of the theoretical framework.

Motivation Factors	Hygiene Factors
Advancement	Interpersonal relationship
Work itself	Salary
Possibility of growth	Policies and administration
Responsibility	Supervision
Recognition	Working conditions
Achievement	

Figure 5: A Summary of the factors in Herzberg's Theory. (Alshmemri et al. 2017).

Herzberg's Two-Factor Theory of motivation highlights a link between motivation and performance in work-related tasks (Bakker & Bal, 2010). Herzberg's Two-Factor Theory differentiates between two sets of factors as one that causes job satisfaction and other factors that cause job dissatisfaction. Hygiene factors are present in the work environment impact job dissatisfaction, such as salary, security and status within the school, organisational policies and administration, supervision from management, interpersonal relationships and working conditions (Herzberg et al., 1959). As stated in Herzberg's theory, motivators present themselves in the work environment and affect job satisfaction, such as growth, advancement, recognition, achievement, responsibility, and the work itself (Schermerhorn et al., 2002). These are some of the factors that influence teachers' performance and satisfaction within the school.

Drawing from the literature, work performance is greatly influenced where there is a high level of job satisfaction and where there are poor performance factors that affect job satisfaction negatively, they should be removed. Herzberg's two-factor theory assisted me in attaining a deeper understanding of the various negative or positive factors that influence teachers' job performance. This theory is deemed appropriate for the study as it assists in outlining relevant questions in the data generation process. Research questions enabled me to attain a deeper understanding and unpack the details of teachers' perspectives and understanding of factors

that influence job performance. Key concepts in the theoretical framework emerge and can be linked to job satisfaction, motivators and de-motivators

According to Mullins Lc et al. (1988), Herzberg’s theory believes that job enrichment should encourage employees to utilise their talents and abilities and practice sensible self-control in their jobs. The work environment should be a place of learning and growth. Thus, it provides an undeviating link between motivation, job satisfaction, and performance (Mullins 1988). However, a noted weakness of this theory is that it does not take into consideration the differences between individuals and cultural differences.

	Motivation Factors	Hygiene Factors
Absent	The outcome is no satisfaction	The outcome is dissatisfaction
Present	The outcome is satisfaction	The outcome is no dissatisfaction
Herzberg described	Intrinsic to the job	Extrinsic to the job
Important to job satisfaction	Strong	Poor

Figure 6: A comparison between the Two Factors of Herzberg’s Theory: (Alshmemri et al., 2017).

2.13.2 McGregor’s Theory X and Theory Y Framework

McGregor’s Theory X and Theory Y have different and opposing assumptions about individuals towards their work. The cognition of this theory assisted in obtaining a comprehensive picture of how management in schools can adopt conducive leadership styles and motivating dynamics that will influence individuals. Theory X and Theory Y project differing assumptions about employees. Theory X assumes that individuals dislike work and will avert or delay it if possible; these individuals seek security above all (McGregor, 1960). Drawing from Theory X, individuals would normally have to be coerced, directed, and threatened with punishment in order for them to work and achieve goals. These employees prefer to be directed, have little to no responsibility and avert responsibility. Individuals’ main motivations are physiological and security needs (Aithal & Kumar, 2016). According to

McGregor (1960), Theory Y on the other hand, assumes that individuals like to do work and they display the capacity to be innovative and problem solvers. Aithal and Kumar (2016) state that employees are responsible and gain their motivation through higher-level needs such as esteem and self-actualisation. These employees are in control and have direction in achieving goals, which they have agreed to. They are of the view that work is natural and can be enjoyable (Aithal & Kumar, 2016).

When applying this theory to an educational setting, it is evident that a leader who subscribes to Theory X may have poor motivation disposition and a lack of creativity due to the fact that she or he will adopt a negative attitude towards workers, which may result in teachers becoming demotivated and consequently, a high turnover may be the ultimate outcome. Management may assert control and firm supervision over teachers. Theory Y, lends itself to a more positive orientation towards people, and this may put school leaders and managers in an advantageous position to encourage teachers to participate in making decisions; they would create opportunities for development and growth within staff groups, which creates a trusting and supportive environment (Lawter et al., 2015). According to Wangdi and Tobgay (2022), this is likely to lead to job satisfaction and increased motivation within staff. Wangdi and Tobgay (2022) further state that the work environment creates a balance between these approaches based on individual needs, which can help increase motivation and develop an effective work environment for teachers (Wangdi & Tobgay, 2022). Abdul'aziz Inusa et al. (2024) is of the opinion that McGregor's theory has challenges and criticism, stating that the theories oversimplify human behaviours, not considering individual differences and contextual factors. Ultimately, the use of McGregor's theories in the education setting requires a deep understanding of context, culture, and individual needs. By recognising the potentials and challenges associated with Theory X and Theory Y, management can adopt an appropriate leadership approach that encourages and fosters teacher motivation, growth and effectiveness within the school (Abdul'aziz Inusa et al., 2024).

2.13.3 McClelland's Learned Needs Theory

McClelland's theory suggests that we develop a specific set of needs from our culture and society, and there are three main needs that are identified and they differ according to the individual (Osemeke & Adegboyega 2017). The need for achievement is described as the need

to excel and achieve the norm standard in the work environment. Individuals seek to improve their performance and add to their body of knowledge, and this need stands out from the rest (Baptista et al., 2021). According to McClelland (1965), people participate in actions to achieve results; they are not motivated by money itself but use money as a contributing factor for measuring the level of their accomplishments. The need for power is described as the need to have control and power to excel and lead others; individuals with this need are looking to build their reputations, positions and authority (Baptista et al., 2021). McClelland and Boyatzis (1982) identify the importance of the need for power as it reveals the individual's aspiration for power over others. From the viewpoint of making key decisions, a stunted need for affiliation is supported as it is accompanied by a nominal concern about being liked. The need for affiliation is described as the desire to form close and personal relationships and be accepted by others. These individuals take the initiative and submerge themselves in the workplace, interacting with their co-workers as they have a strong desire to be liked and accepted (Baptista et al., 2021). These individuals are considered to be team players in a work environment and favour accommodating work situations in which they can interact with others (Moberg & Leasher, 2011).

McClelland's theory provides management with guidelines on attaining effectiveness within a school. School management should strive to satisfy the three needs of teachers: the need for achievement, the need for power and the need for affiliation. School management should provide adequate opportunities for success. Acquah (2017) recommends that the role of achievement of motivation cannot be done without the aid of management, and they should be trained in satisfying these needs effectively; by doing this, managers will be able to identify the needs within themselves and their co-workers, creating a work environment that attends to those needs. McClelland's theory proposes that if individuals are motivated within the workplace, their performance will improve and contribute positively to the effectiveness of the organisation (Baptista et al., 2021).

2.14 An overview of the motivational theories

The three content theories, Herzberg's Two Factor theory, McGregor's X and Y Theories and McClelland's Learned Needs theory, provide information about an individual's need for motivation in comparison to needs and nature. These content theories incarnate a basis for understanding human needs, which have an influence on individuals' behaviour. An important

aspect remains: What are the driving factors that lead individuals to feel fulfilled and have a sense of achievement in the workplace that encourages performance? According to Kanya et al. (2021), the success of achieving effective teacher performance is not only influenced by motivation but by the leadership of the school, organisational culture, empowerment, a sense of personal accomplishment, building positive relationships with management and norms of the climate of the school. These are all contributing factors to encourage teacher job performance.

2.15 Summary

This chapter framed the literature review regarding factors that impact job performance, reinforced relationships between concepts such as job satisfaction, motivation, the influence on job performance, support programmes to improve teachers' job performance and the important role management plays in teacher job performance tying in together the theoretical framework of the study. Chapter three will discuss the research design and methodology used for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter Two discussed the literature review using key research questions in Chapter One to guide the theoretical framework of this study. The focus of Chapter Three is to discuss the research paradigm, research design and methodology while addressing the following research questions of this study.

- What are the factors that influence teacher job performance in an independent school in the uMlazi District?
- How do the factors that influence teacher job performance, influence their job performance?
- What is the nature and extent of the relationship between school leadership and teacher job performance in an independent school in the uMlazi District?

In this chapter, the methodological approach was used for this study and will outline concepts such as the research methods, research participants of this study, techniques used in the analysis of the study, methods of data collection, as well as issues of trustworthiness, limitations of the study and ethical issues were discussed.

3.2 Research paradigm

Creswell and Creswell (2018) define a paradigm as an approach to seeing the world as composed of philosophical assumptions that pilot direct thinking and action. Cohen et al. (2018) as well as Rule and John (2011) share similar views that there are four main paradigms or views in research, and these are transformative, interpretivist, positivist and pragmatic and each of these paradigms have their own statements and differences. In this study, I believe that interpretivist is the most appropriate research paradigm to underpin this study. This study sought to explore teachers' perspectives of teacher job performance at an independent school. Therefore, the study adopted an interpretive research paradigm. Interpretive research paradigm

is a philosophical approach that underlines the understanding of human experiences using a subjective perspective (Pryce et al., 2014). In seeking profound and valid information for this study, I focused on the experiences of the participants to construct and interpret my understanding from the data that is generated.

This research paradigm aids in understanding the participants' behaviour, opinions, attitudes, beliefs, perceptions, and experiences (Alharahsheh & Pius, 2020). This means the epistemology of interpretivism has a subjective meaning; to ensure better understanding of the participants' views and experiences. In view of this paradigm, I derived the meaning of the data from the participants' own perspectives. The meanings that the participants attached to their actions and experiences were constructed in a social setting within their natural work setting (Tracy, 2020). Therefore, ontologically, the nature of the world is derived from their own individual perspectives.

3.2.1 Ontological perspective

As indicated in the opening section of the paradigm discussion, each paradigm has its own ontological assumptions which suggests its position relating to what the nature of reality is. Therefore, ontology has to do with how people view the social world and what they perceive reality to be (Wahyuni, 2012). According to Lincoln and Guba (1985), reality is subjective and because of that it differs from one person to the other. Therefore, social reality depends on how social beings construct it and how they relate to it. Wahyuni (2012) argues that social phenomenon is a result of the perceptions and the behaviour of each social being as a social actor. In the context of this study, I understand and acknowledge the fact that different teachers in the independent school where the study was conducted create their own meanings of the factors that influenced their job performance. Of course, that would be based on their experiences working in that school.

3.2.2 Epistemological perspectives

Each research paradigm has its own ontological and epistemological orientation which makes it different from other paradigms. Epistemology refers to the relationship between a researcher,

research participants, as well as the kind of knowledge that is constructed in the research process (Wahyuni, 2012). According to Maree (2012), there is interdependence between the social world and the human knowledge, and these two phenomena affect the human behaviour. It is argued that reality is constructed through social interactions among human beings (Cohen et al., 2011). The aim of this study was to understand how teachers at an independent school understood and constructed their meaning of what influenced their job performance within their work environment.

3..2.3 Methodological perspectives

Methodology refers to an approach adopted in the research process (Wahyuni, 2012). Maree (2012) defines methodology as a strategy used by a researcher in producing data. In this study I adopted a qualitative research approach to generate and analyse data. Qualitative research methodology is used by researchers who intend to get an in-depth understanding and be able to give a detailed description of a phenomenon in a context (Maree, 2012). Qualitative research methodology was used in the interpretivist paradigm because it was relevant as they both shared the same perspective that truths are many and there are multiple realities constructed through human interactions in their context (Cassell et al., 2009).

Ontology can be briefly described as a philosophy about the nature of reality or existence (Alharahsheh & Pius, 2020). In this paradigm, realities are constructed socially (Grobler, 2018). This paradigm employs naturalistic methodology by generating data through interviews and analysis of documents, this case study will employ the same method (Cohen et al., 2011). These methods allow for researchers to understand and make sense of the context as importance is placed on the environment in which social actions occur. The researcher must consider the cultural, historical, and situational factors influencing human behaviour (Cohen et al., 2007).

This study explores teachers' perspectives of factors that influence job performance at an independent school in the uMlazi District. Using the interpretive paradigm, I was able to gain a holistic understanding of social phenomenon, recognising that human behaviour cannot be fully understood by breaking it down into isolated variables as it is the case in natural sciences. The interpretive paradigm allows for the development of new insights and understandings (Cohen et al., 2007).

3.3 Research design

This study sought to explore the teachers' perspectives regarding the factors that influence job performance. To obtain data from the teachers in the study, I adopted a qualitative research design. Qualitative research is an umbrella framework for various attitudes towards methods conducting inquiry. It is aimed at uncovering how people understand, experience, interpret and behave in the social world (Lewis-Beck et al., 2004). The research design seeks to draw meaning from the view of participants' experiences about a certain phenomenon (Creswell & Creswell, 2018). It must be noted that research methodological concepts are sometimes used differently by researchers. For instance, Creswell (2009) refers to the design, and research approaches interchangeably when referring to quantitative and qualitative approaches. I agree with Creswell (2009) and in the context of this study, I use both terms. According to Thanh and Thanh (2015), qualitative approaches often yield rich reports that are vital for interpretivists to fully understand contexts. Teacher satisfaction is experienced in a natural setting which affects many participants in the educational field as is it a human problem. I am interested in the perspectives of participants' experiences on satisfaction, how they evaluate their world and the value that they contribute to their experiences. For this reason, I believe that qualitative research design is appropriate for this study.

3.4 Research Methodology

In this study, I explored teachers' perspectives regarding factors that influence job performance at an independent school in the uMlazi District. I chose the case study methodology as it is suitable for an in-depth understanding of teachers' perspectives on the factors that influence teacher job performance. Case studies are appropriate for enhancing and comparing (Merriam & Tisdell, 2015). Yin (2009) agrees with Merriam and Tisdell (2015) and states that multiple case studies allow researchers to examine the differences between cases.

A case study refers to an empirical inquiry aiming at getting an in-depth understanding of a phenomenon within its naturalistic context (Yin, 2014). Furthermore, a case (phenomenon) is studied within a specific context; therefore, a boundary between a phenomenon and its context is not always clearly identifiable (Cohen et al., 2018; Yin, 2003). Gerring (2004) defines a case study as an in-depth study of a single phenomenon. On the other hand, Gillham (2000) refers

to a case study as an investigation undertaken to answer specific research questions in order to find different evidence from the case settings. According to Rule and John (2011), a case study refers to a systematic investigation of a phenomenon in its context in order to generate data.

Case study research is appropriate for this study because the study has adopted an interpretivist paradigm which is mainly used by researchers who want to get an in-depth understanding and meaningfully describe a phenomenon (Cassell et al., 2009). Furthermore, case study is a qualitative research approach which forms part of naturalistic research which is conducted in a real-life context (Cohen, et al., 2011; Creswell et al., 2007; Yin, 2003). Case study determines a cause and effect of a phenomenon by answering questions such as “why” and “how” in a real-life context (Cohen et al., 2011), which is referred to as an explanatory case study (Yin, 2009). Creswell et al. (2007) share the same view in that case study research explores a phenomenon as experienced by one or more cases within a context. The cases in this study are the six teachers’ experiences of working at an independent school. From their experiences, I was able to obtain in-depth understanding of what they regarded as factors that influenced their job satisfaction in their school environment.

3.5 Research population and sampling

Population in research is the total group of people who share one or multiple characteristics from which data can be generated and analysed (Simon & Goes, 2018). The target population of this study is teachers at an independent school. To select them I used both purposive and convenience sampling techniques or methods. Purposive sampling entails a researcher selecting the participants on the basis that they have rich information (Patton, 2015). Purposive sampling can also be described as a methodical choice of participants due to the characteristics surrounding them or that they possess (Suri, 2011). According to Cohen et al. (2007), purposive sampling is described as the way a researcher makes certain choices about which participants to include in the sample. By doing this the researcher targets a specific group, which excludes them from a wider population. In purposive sampling, the researcher decides what needs to be known based on the input of the participants, knowledge and experience (Etikan, 2016). This means that not all teachers at the independent school will have an equal chance of being selected as it is the case for example, in probability sampling methods such as random sampling.

I then used convenience sampling to select a school that was easier for me to put in the sample based on convenience. Convenience sampling is a type of non-random sampling where participants are selected by meeting the applicable criteria of the study (Given, 2008). Convenience sampling can also be described as involving those participants that are easily accessible to the researcher (Given, 2008). In the context of this study, I purposively selected a school that was an independent school (purposive sampling) and that was in the uMlazi District (Convenience sampling).

Six teachers in the school were selected. Three teachers from the Foundation phase and three teachers from the Senior and FET Phase. Only teachers who are permanently employed by the independent school were selected. The reason being non-permanent staff are usually in positions for a short period of time. Thus, they may not be in a position to provide the required information for the study and were therefore excluded from the sample.

3.6 Data generating methods

To generate qualitative data two methods or techniques were used, and these are semi-structured interviews and documents' reviews. Semi-structured interviews were conducted with teachers in a combined independent school that had both primary and secondary school in one, the interviews were conducted for a duration of an hour. As I indicated in the sampling section, three teachers belonged to the Foundation Phase and the other three belonged to Senior and FET Phases. These techniques are explained below.

3.6.1 Semi-structured interviews

An interview can broadly be described as an exchange of views about a phenomenon of mutual interest between an interviewer and interviewee (Cohen et al., 2018). Three types of interviews exist, and these are structured interviews, unstructured interviews and semi-structured interviews. As the name suggests, structured interviews have a structure that is followed in asking the same questions to all the participants without any deviation. There is no opportunity to probe and the same sequence of questions is followed (Roberts, 2020). In the unstructured interviews, there is no format of questions that is followed and the researcher can start the conversation anyhow, and there is no interview schedule that is followed (Roberts, 2020). Semi-structured interviews combine both approaches in one. According to Cohen et al. (2018),

semi-structured interviews allow a researcher to generate more descriptive data. In addition, Yin (2003) argues that interviews are guided conversation between a participant and a researcher. Semi-structured interviews enabled the participating teachers to respond to the questions posed more freely with guidance from the researcher (Longhurst, 2003). Using this method allowed me to go beyond the original questions in the interview schedule through probes and follow-up questions. The main idea is to allow the participants to feel comfortable in their natural settings and be able to contribute credible data for the study. I used the interview schedule to guide the interviews. It is also important that the conversation between researchers and the participants is not lost so that the analysis can be done. Therefore, a voice recording device was used to capture all the necessary information shared between me and the participants, accurately (Cohen et al., 2018).

3.6.2 Documents Reviews

Documents reviews technique was also used as a source of information about how teachers in the independent school viewed their performance. A valuable case study profits from generating data through multiple methods (Yin, 2012). As a complement to researching factors that influenced teacher job performance and the nature and extent of the relationship between school leadership and teacher job performance, the analysis of certain school documents within the independent school was done to assist leadership who are at the forefront of reviewing policies in further understanding teachers and the factors that influence their job performance and relationship with leadership. Analysing policy documents is a well-established and valuable qualitative research method, particularly for postgraduate students in educational leadership and policy studies, as these documents provide essential background insights for understanding educational issues in both research and practical contexts (Cardno, 2018). The review of school policies that apply to all teachers within the school was reviewed to provide a greater in-depth understanding of what is required from teachers within the independent school in terms of roles, duties and responsibilities. The following policies were reviewed: staff general contracts issued to teachers employed at the independent school, employment equity policy, development and training policy, ethics policy and hours of work policy. The review of documents is an important source of data in qualitative research and can assist in forming meaning, developing understanding and revealing information that is important to the research problem (Merriam & Tisdell, 2015).

3.7 Data analysis

Thorne (2000) defines data analysis as the process of creating meaning from data generated in a logical and structured way. Through deep analysis, data can display the intricacy of human behaviour, inform interventions, and give a voice to participants' experiences (Raskind et al., 2019). Qualitative research is ongoing and is achieved through data analysis by following the steps of compiling, disassembling, reassembling, interpreting and concluding the data-generating process (Castleberry & Nolen, 2018). According to Dörnyei (2007), a 'good' qualitative interview has two key features: "(a) it flows naturally, and (b) it is rich in detail" (p. 140). To ensure interviews that are rich in data are produced, I tape-recorded the proceedings of the interviews and later transcribed the interviews.

To analyse the data, I used thematic analysis to provide core information that would contribute to the research topic. A thematic analysis is an accessible and theoretically flexible interpretative approach to qualitative data analysis. Thematic analysis is flexible, analytical, and reports patterns within a given data set (Braun & Clarke, 2006). Braun and Clarke (2006) present a six-phase approach to achieve thematic analysis. The phases of thematic analysis use a logical, sequential structure to analyse data. As a researcher, I was aware of the fact that data analysis does not move from one stage to another in a single series of steps. Analysis requires constant moving back and forth through the phases as required (Braun & Clarke, 2006).

The first phase is to familiarise yourself with data. This entailed reading and re-reading the transcripts of the recorded and transcribed data in order to become familiar with the data before engaging in analysis. The second phase is generating initial codes; this is beneficial to construct themes. I then worked methodically through the data set and identified any important aspects that may provide information towards developing themes. The third phase involved creating themes after coding in the second phase. In this phase, I reviewed and analysed how these codes could be tied together according to association to form themes and sub-themes. The fourth phase entailed reviewing possible themes. In this phase, it may start to become clear that some codes that make up themes are unrelated and do not address the research question and, therefore, are reviewed (Braun & Clarke, 2006). The fifth phase entailed defining and creating names of themes. This means that I gave each theme a name and I managed to generate text that elaborate on what the participants said during our conversation. Therefore, I produced a detailed analysis

of the thematic framework. The themes and sub-themes were then correlated to the research questions and data set. The final phase is report writing of the what emerged from the analysis regarding the experiences of teachers' perspectives of the factors that influence teacher job performance.

3.8 Issues of trustworthiness

A crucial factor of qualitative research occurs when trust in the study has to be determined. In this study, I used Lincoln and Guba's (1985) framework of ensuring that the findings were trustworthy. In qualitative research, trustworthiness of the findings is enhanced through the use of credibility, transferability, dependability and confirmability in order to strengthen the quality of research (Noble & Smith, 2015). Lincoln and Guba (1985) put forward the following constructs as suitable for establishing trustworthiness in qualitative research: credibility, transferability, dependability, and confirmability. Each of these criteria is discussed in the paragraphs that follow.

Credibility can be defined as the accepted truth of the generated data. This can be validated by process of engagements, member-checking as well as peer debriefing (Lincoln & Guba, 1985). In this study, the participants were given sufficient time to go over and confirm transcripts making sure that transcripts have been correctly captured. This assisted in strengthening the credibility of my interpretations. A concept that is coming through as an alternative to triangulation is crystallisation. Denzin and Lincoln (2000) indicated that crystallisation provides a deep and complex understanding and is made to reveal multiple perspectives. This type of understanding takes place due to the fact that crystallisation allows researchers to use multiple approaches to make sense of data and build a resonant record of phenomena (Morgan, 2024). Crystallisation enhanced the trustworthiness of the data in this study. A detailed description of teachers' work experiences was produced from the participants, which gave a better understanding and description of the opinions, experiences, and viewpoints of teachers, taking into account the factors that influence teachers' work performance.

Transferability refers to the applicability of the study's findings. Transferability is the extent to which the study's results can be applied beyond the specific context of the investigation (Lincoln & Guba, 1985). I made certain that I provided a clear and detailed description of all

steps of this study. This is done to assist future researchers in the steps of the investigation. Therefore, I ensured sufficient contextualisation of all vital concepts of the study.

Dependability can be described as a grading of the quality of unified processes: data generation, data analysis and theory generation (Lincoln & Guba, 1985). To strengthen the dependability of the study, I reviewed the interviews transcripts against the documents that support participants' contributions to the study. The main objective of dependability is to “minimize errors and biases in a study” (Yin, 2014, pp. 49–52). By carefully inspecting the integrity of the study, I was able provide dependability and ensure that other researchers would reach the same outcomes if the same research processes were used.

Confirmability ties into the study's neutrality, particularly in assessing the extent to which the data generated supports the findings (Lincoln & Guba, 1985). I ensured confirmability by discussing transcripts with participants after the interviews so that they can confirm if the information is true. I also ensured that my interpretation had an equal level of consistency in each participant. This technique is referred to as member- checking (Lincoln & Guba, 1985). This means that during the interview, I would check if I understood what the participants was saying by restating my understanding of what she was saying. As a result of that, the participant would confirm if my interpretation was accurate or not, and they would further clarify their point if there was something that I had missed.

3.9 Ethical issues

To be ethical is to adhere to acceptable professional practices in research. As this is a qualitative study, I was required to interact with the participants. During the course of this study my conduct was guided by ethical values and procedures. This began with obtaining gatekeepers permission before applying for ethical clearance, as per university protocols. This ensured that I was operating within recognised and accepted practices when dealing with the participants of this study. As a researcher, I am aware of teacher involvement in peer evaluation on teacher professionalism being a controversial topic (Peterson et al., 2002). I am obliged to protect all participants involved in the study from any form of emotional, physical and concrete harm (De Vos et al., 2011). For the purpose of this study and to avoid ethical issues in my research, I

attended to all research ethics protocols. That included ensuring that I applied for ethical clearance from the College of Humanities structure, called, Human and Social Sciences Research Ethics Committee. That Committee ensures that my conduct throughout the study complied with ethical standards as specified by the University. Other ethical considerations that I followed include the following. I sought and obtained permission to conduct the study from the Department of Basic Education in the KwaZulu-Natal province, the independent school itself and all the participants involved. It is considered unethical to generate data in a study with participants without the knowledge and willingness of participants (Kumar, 2011). Therefore, I ensured that I received the signed informed consent forms from each research participant. There are other important ethical principles that must be followed and I had to observe them as well in this study, and these include the principle of anonymity and confidentiality.

The anonymity and confidentiality of the participants are preserved by not revealing participants' names and identities in the data generation, analysis and reporting of information (Roshaidai & Arifin, 2018). I explained anonymity and confidentiality to the participants and respected these terms throughout the study. The participants were assigned *nom de plumes* to avoid revealing their identities and the school they work at (Bertram & Christiansen, 2014). In addition, I tried my best to ensure that accurate data was generated and reported. To report inaccurate data that is changed or slanted to serve your own or someone else's interest is unethical. True and unbiased reporting of the findings are important characteristics of ethical research practice (Kumar, 1999, 2011). I ensured that I discussed all ethical considerations with the participants before beginning the research. The participants were made aware that their participation was voluntary, and therefore that, they were free to withdraw from the study at any time, without any explanation or judgement (Shenton, 2004). To further ensure confidentiality was attained participants were assured that all transcripts would be securely stored on a password-protected laptop and that all study-related data would be permanently deleted from all cell phones and hard drives once the study was completed. I also ensured that I adhered to honesty in the analysis of data to ensure that the interpretation of data was a true reflection of what transpired during the interviews.

3.10 Limitations of the study

Firstly, the study was conducted within a small sample and the findings cannot be generalised to other independent schools, where there could be a different set of influencing factors that influence teachers job performance. Secondly, two research methods were used, namely, interviews and document analysis, were used to collect data in this study.

3.11 Chapter summary

This chapter has highlighted how the research for this study was framed and executed. A detailed description of the methodological approach, methods of generating data, and sampling process was discussed, ending with the limitations of the design and methodology. The following chapter will address the presentation of the data, the analysis of the findings, and the discussion of the data in the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The focus of Chapter Three was the research design and methodology of the study. This chapter focuses on the data presentation and discussion of findings. The data is presented using themes generated from the interviews. To ensure that the participants' voices are not lost, *verbatim* quotations are used in the presentation of data. Using thematic analysis, emerging trends and patterns are identified in the data. Important findings of the study are highlighted by the research questions in Chapter One. The theoretical and conceptual tools presented in Chapter Two are outlined.

4.2 Profile of participants

Case studies can provide rich insights into particular situations, events, organisations, classrooms or even persons (Rule & John, 2011). This is a case study of teachers' perspectives on factors that influence teacher job performance at a school within the Umlazi school district. The six research participants were allocated *nom de plumes* in order to protect their identities. A brief profile and narrative of each participant is presented.

Participant One: Apple

This participant is currently a teacher in the Senior and FET Phase and has 37 years of experience. She is a permanent staff member at the Independent School and has worked at the school for two years. She is considered a master teacher within the school due to her number of years as a teacher. She manages examinations and mentors younger staff although she is not part of the management team at the Independent school.

Participant Two: Fig

Fig is a teacher in the Senior and FET Phase and has 6 years of teaching experience. She is permanently employed, and her additional responsibilities include the co-ordination of prefects at the school, even though she is not part of the management team at the Independent School.

Participant Three: Plum

This participant is a permanent teacher in the Senior and FET Phase; she has been teaching for 7 years and is considered a Senior teacher at the Independent School. Her additional responsibilities include set-up and planning for Grade 8 up to Grade 11 examinations. She also mentors newly qualified teachers in her department. She is not part of the management at the Independent School.

Participant Four: Cherry

Cherry is teaching in the Foundation Phase at the Independent School. She has a total of 8 years of teaching experience and is considered a Master teacher. She has experience as an Acting HOD for the Foundation Phase when her HOD was on maternity leave. She is not part of the management team at the Independent School.

Participant Five: Peach

This participant is a permanent teacher at the Independent School; she has a total of 5 years of teaching experience in the Foundation Phase. She does not have any additional responsibilities at the Independent School.

Participant Six: Pear

Pear is a teacher in the Foundation Phase. She has 4 years of teaching experience, and she is a permanent teacher at the Independent School. Pear does not have any additional responsibilities within the school.

4.3 Data presentation and discussion

The data generated from the semi-structured interviews with the six participants were analysed to identify key themes that characterise their experiences. Eleven themes emerged from the analysis, these themes were built around and aligned with the main research question and sub-questions in the study. These themes are (a) Experiences of teachers working at an independent school; (b) Factors that contribute positively towards teacher job performance; (c) Factors that contribute negatively towards teacher job satisfaction; (d) Teachers' perspectives about their job performance; (e) Teachers' views about the factors that could enhance their job satisfaction; (f) The challenges that teachers encounter at the independent school; (g) Teachers views about the support they receive from School Management Team members; (h) Teachers' views about school management teams leadership styles and approaches and how it affected their job performance; (i) The coping strategies that teachers employed to overcome the challenges they encounter; (j) Teachers views about how their good performance is being recognised by school management; (k) Teachers views about changes that can enhance their job performance.

4.3.1 Experiences of teachers working at an Independent school

The data analysis generated three different discourses. The first is about the focus of the school on marketing issues as a strategy to raise funds and the dynamics of the organisation. The second concerns the freedom at an Independent school and the resources available to teachers. The third focus is on class size and how easy or difficult it is to work under such conditions. However, it seems to me that there is no agreement about the issue of class size. The participants made mention of the school placing little focus on academic excellence and the main focus is on marketing as the Independent school funds itself. Apple held this view:

The dynamics of the organisation is totally different, in a sense that this is a school that funds itself, so marketing plays a bigger role, I would think, in instead of academics'

Plum and Fig agreed about the dynamics of the organisation and described their work environment as having no clear structure and being chaotic due to the fact of high staff turnover, Plum mentions:

I feel like it can be a bit chaotic at times, because our school is new, we still do not have good structures put in place. Standard Operating Systems change all the time because staff turnover is so bad, we constantly have people leaving. So, there's new management putting in rules all the time which are not always followed, because there's new staff as well. So, working here is difficult because you're continuously adjusting to new people and new things, and not all those are followed.

Cherry, Pear and Peach work in the Foundation Phase and expressed joy in the freedom that they had in their classrooms, as well as the resources that were made available to them, Cherry mentions:

I find that you have a lot of freedom as long as you follow your CAPS guidelines and your CAPS documents, you have the freedom to teach how you want to teach and also how to teach the kids according to their level.

Pear agreed and mentioned the freedom in class and resources giving her the ability to do more with learners:

I think, Well, for me, I like it because I think it's fun, and I also think we have leeway. We are free to do more in the classroom. So, you are given freedom to do more with your classroom, with your curriculum. You can use other sources or resources to expand the content that you want to teach so you are not limited.

Peach went on to mention the freedom within her class to use technology freely while teaching as well as the smaller learner numbers:

In the Independent School, I think first of all, freedom... freedom to showcase your talents, to go beyond what you need to do, the smaller classes or the smaller numbers make it easier to try anything you want to try in the classroom, as compared to the department schools, where there's a lot of learners in the classroom. So, for me, I'd say it's the freedom to just try and the smaller numbers. And also, you use more technology here, so you can try whatever you want, even to finish a lesson on a short video. You can try what you want to make the learners do something different. Sometimes you have resources. Sometimes you bring it to yourself. But yeah, I'd say you're free to just do things that are out of the box. You're not only doing what you need to do. You can do so much more with the learners.

Contrary to the views and experiences expressed above, Fig teaches in the Senior Phase class, where the numbers range from 30 – 35 learners in a class. Fig expressed her experiences as follows:

Working at an independent school is very challenging, as it's a bit difficult. I think any school strives to thrive for academic excellence. So, it's a bit difficult to balance the issue of numbers, because you expect that independent schools should have less numbers than public schools, but sometimes you find that you have such a high number, and the expectation is still just as high, just like you'd have in any other school where they have less numbers. So, that's what I find challenging in the environment as well.

The data from this study suggests that teachers enjoy having freedom within their classrooms with small learner numbers and adequate resources provided. This can be stimulating and challenging, having a positive effect on teachers being satisfied with their work. Herzberg relates working conditions to hygiene factors, which can raise productivity within an organisation. Both variables of hygiene and motivators play a role in increasing motivation in a work environment (Bexheti & Bexheti, 2019). The findings in this study agree with a study by Akyem (2010), which exposed that the productivity and efficiency of teachers are directly affected by the teaching resources that they have available to them, which increases their performance. Looking at the experiences of participants in relation to their responses it is clear that there are differences. Three out of six participants enjoy the freedom in their classrooms as well as the smaller learner numbers, while some participants experience high learner numbers in their phase. Participants in the Senior and FET Phase struggle with there being no clear structure and little emphasise placed on academics when it comes to events carried out in the school. According to Brunetti (2001), teachers enjoy freedom and flexibility in their classrooms. It is a highly important element that contributes to teachers' satisfaction and the decision to remain in the profession. The professional autonomy of teachers is seen as an enhancing tool in school efficiency and effectiveness; with new autonomy, teachers are given the opportunity to think and act freely (Ozturk, 2011). According to Thaba-Nkadimene (2020), adequately resourced schools improve the school environment, building relationships between teachers and learners and enhancing productivity and academic performance amongst learners. Effectiveness and satisfaction in teachers can be enhanced by implementing a clear structure and improving the educational system for both learners and teachers (Stronge, 2018).

4.3.2 Factors that contribute positively towards teacher job performance

The analysis of data has generated three different discourses. The first is about support, trust and respect of teachers. The second discourse is about learners' attitudes towards learning and parental support. The final issue is about the resources that the teachers have available to them. All participants view support from management as a factor that contributed positively towards their job performance. For instance, Fig mentioned the support she received from her HOD this way:

I think support, uhm if from in my department, for example, I get the support that I need if I'm confused in any way. I do get the advice and encouragement that I need from my HOD. So, that helps a lot, and my HODs approach is very consultative, like she will consult. Do you think we must do this? Is this a good idea? Can you offer suggestions and so on? So, I think the support that I get from my HOD, to be specific, is what contributes positively towards my performance in my school and my colleagues as well in my department.

Peach mentioned learners' attitudes towards their work as being a driving factor for her in her job:

Their positive attitude towards learning is the drive for me to continue. So, the more they show me that we want to learn, the more I am pushing to try and find different things to show them and different ways to instil what I want them to know.

Pear mentioned parental support received from parents within the Foundation Phase at the Independent School as being a positive factor towards job performance. This is how she put it:

It also contributes positively if parents are supportive. So most of the parents in the foundation phase are supportive, so you get support from home as well. So that contributes positively to your work. Because you know that when I send homework, it's going to be done, if I send out a project, it's going to be done, the teacher, parent relationship also contributes positively.

Cherry emphasised the issue of the resources available at the independent school as a positive factor that contributed to her job performance. She expressed her views this way:

We have the equipment that we need, because in some schools, they don't have equipment. So, we quite lucky. I'm quite lucky at my school to have, like a projector able to project, to show learners.

The study revealed that parental support was given mainly in the Foundation Phase with the younger learners in the school and this dwindled in the higher grades. The relationship between parents and teachers was pivotal for their enhanced job performance. This point is also highlighted in literature. Interpersonal skills are focused on teacher communication with others; support and relationships with other teachers, management and parents are key elements of interpersonal skills (Petani & Krajinović, 2019). The supervision and support from management and parents within the school could be considered as an integral part of interpersonal skills to teachers. The issue of resources is also considered as an element of M-H Theory of Herzberg. Resources available to teachers have an influence on their working conditions. Herzberg (1959), defines interpersonal skills and working conditions as a hygiene factor and makes mention of the fulfilment of hygiene factors having an influence on satisfaction, affecting satisfaction in a positive manner (Amzat et al., 2017). Shortages of basic resources and equipment within a school provide hindrances and the potential of the school (Munje & Maarman, 2017). In addition, the presence of supportive interpersonal relationships between learners and support in school can aid in teacher performance. The theory highlights how leaders in the organisation have the ability to nurture hygiene factors and improve performance (Shikalepo, 2020).

4.3.3 Factors that contribute negatively towards teacher job satisfaction

The study revealed two main discourses, the first being salary and incentives and the second being communication in the school. All 6 participants made mention of salary and incentives having a negative effect on their job performance. Apple mentioned salary as a negative factor that impacted on her job satisfaction:

We can talk finances; we can start with good income, the amount of money that teachers earn as salaries. It doesn't do justice to the work they expect you to do. So, that I feel is a de-motivator, that is one of your private schools, in particular this school too, takes advantage of the situation, and so they know that you are desperate for the job, and so they have a bargaining tool so they can choose how much they are prepared to give you. So, that's number one, that is a negative impact on teacher performance.

Fig discussed the discipline required from a teacher to excel in performance without receiving an adequate salary. This is how she put it:

It takes a lot of discipline to be able to still do what you need to do, go above and beyond, and not be not feeling like you are being paid enough to do so. So, it does. It does 100% contribute negatively to teacher job performance.

The study revealed that salary played a crucial role in influencing job satisfaction. For example, 3 out of 6 participants mentioned not receiving a bonus from the time they started. All participants were not satisfied with their salary and also indicated that there was a lack of benefits or incentives at the school. In the study, 4 out of 6 participants expressed negative feeling of being exploited, as their salaries were not on par with other similar institutions. Furthermore, they expressed a belief that their salaries should be commensurate with the heavy workloads and extra duties that they carried out on daily basis. Plum mentioned that satisfaction would improve if staff were compensated fairly:

If salaries are reviewed and people are getting compensated adequately for the job that they're doing, obviously they're going to be happy. If they are motivated, encouraged, incentivised, then they are going to be much happier.

Communication was mentioned by all 6 of the participants as an aspect within the school that needs improvement. Teachers mentioned that poor communication often caused confusion and resulted in clarity issues between the management of the school and teachers. This is what Apple said in this regard:

*For me, that is lacking. There is no communication. One of the biggest downfalls at ***** is lacking communication. The principal makes decisions with individuals, without consulting. Then you get a shock that is decision was made that we don't know anything about this.*

According to Abu Hassan Asaari et al. (2019), salaries are important factors in the satisfaction and motivation of employees, directly linking the increase of salary to the increase of work performance. Abu Hassan Asaari et al. (2019) further state that salary is often a benchmark that staff use to decide their contribution towards the workplace, as they hold it in high regard. Herzberg's- two-factor motivation theory categorises salary as a hygiene factor as well as a grading to satisfaction (Galanakis & Peramatzis, 2022). A critical analysis of the effects of salaries on teachers found that a salary is one of the major aspects contributing to workplace satisfaction (Khaliq, 2021). Thus, a fair salary will aid in increasing teacher satisfaction and work performance.

With regards to communication, Mukoro (2013) argues that it is an important aspect in an organisation as it creates an environment of trust, harmony and proficiency. In Herzberg's Two-Factor Theory, communication is defined as a motivator as it is linked to the work itself and responsibility (Abdulhamidova, 2021). Open communication allows teachers to provide input, making their work more meaningful. Transparent communication allows for delegation and trust in the workplace. Effective communication is one of the basic aspects of an organisation, resulting in employee satisfaction (Mukoro, 2013). Having the support of colleagues is important to job satisfaction but having the support and co-operation of management presents a higher level of impact on job satisfaction (Iwu et al., 2013).

4.3.4 Teachers' perspectives about their job performance

All six participants mentioned their passion for the job, as they found certain aspects of their job interesting, and they were not happy with some aspects of the job, such as salary and workload. Plum had this to say in this regard:

I do love my job. I do love my job, and obviously we try to do the best for our kids and get involved and make the school a better place. Because, one, we're trying to keep our job safe, because if the school is not running well, eventually it's going to fall apart. And two, you just want to give the kids the best experience, because we know that they are paying a lot of school fees being at a private school, so you want them to have a good experience.

Pear acknowledged the impact and responsibility that teachers have on learners within the school, and said:

My role as a teacher is to teach, support, encourage, and to be honest, you are everything to those kids. When you're a teacher, you parent them, you nurse them. So, I can't limit my role to one thing. I basically do everything. So that what makes my job interesting? Because you are everything to these kids. So, you teach, you encourage, you become a parent to them. So that's what I like, and that's what is interesting about the job.

Peach talked about her job as a teacher being interesting and motivating. This is how she expressed her views:

Yes, I have my days as a teacher, and I have my days. Sometimes it's interesting, you know, when you're just doing this topic and the learners are

engaging, you can tell that it's so fun, they want to learn more, and you end up just discussing it more and more. And they're engaging, you know? And it's exciting. So, it becomes interesting.

Fig compared her salary to her workload, and discussed the impact of a heavy work load as a contributor towards demotivation. She said:

And again, I touch on the salary aspect as well. You are forced to do extra this, extra that, extra-curricular, participate in sports, participate in extra classes, do this, do that, but then the salary does not match what I bring to the table, so that can also be demotivating.

Plum highlighted that there was no balance between the workload that each staff member carried and what other staff carried. She said:

There's no balance. Some teachers have extremely high workload, while others have a really small workload. Some teachers are teaching like me, are teaching from Grade 8 to Grade 12, while others are only teaching Grade 12. So, it's not really even, and there's no discussion that is had. And when you bring up, there's no joy with terms of being up to the managers. There's no feedback. They just say they'll get back to nothing that's done.

Data from this study suggests that the job's actual functions were enjoyed and seen as interesting and stimulating by participants. This is defined as an intrinsic motivator in Herzberg's Two-Factor Theory (Herzberg et al., 1959). There are factors that cause dissatisfaction in relation to teacher work in the school, such as the unequal workloads amongst teachers. According to Boncori et al. (2020), workload allocation models can be used as a tool to shift responsibility from the individual to the organisation, in order to achieve a fair distribution of workload amongst staff, and to ensure that no discrimination against individuals takes place, for example, individuals required to more than their fair share of work. Warr et al. (1979) define intrinsic motivation as the limit to which an individual wants to work well in their organisation to achieve intrinsic satisfaction.

4.3.5 Teachers' views about the factors that could enhance their job satisfaction

The data suggested three main discourses, the first being recognition from management in the independent school. The second is about resources that are needed in classrooms. The final discourse relates to the allocated responsibilities and the task aligned to their strengths by management. All the participants mentioned recognition and support as contributing factors

towards their satisfaction. There seemed to be a discord in the participants' experiences of being recognised. Some participants had been recognised, and saw it as a motivator, and other participants would like to be recognised by the school management. Fig mentioned her views about being recognised, and said:

I was once recognised for last year I was recognised for getting, I think it was above 80% pass rates for break top alone. And then this year again, I was recognised for getting 100% pass for last year's Grade 12s. And also, I have been, I have been recognised, and it did motivate me.

In contrast, Pear spoke mainly on the effects of not being recognised. This is what she said in this regard:

I'm sure everyone wants to be in an environment where they are seen, where they are recognised. So, if you're working in the environment, and they don't see you, they don't recognise you, that will make you sad, that will demotivate you. So, even if you want to do more, we'll be like, but then they won't even recognise me. So, it demotivates you, and it prevents you from doing more of what you want to do.

In the study, 4 out of 6 participants mentioned resources as a factor that would enhance satisfaction, Cherry mentioned purchasing resources to use in her classroom with her own funds, and complained as follows:

The main one for me is definitely resources, because my main thing is like, I enjoy doing art with my kids, and that's one of the resources where I would have to purchase quite a bit of stuff, especially paint, and that there, yes, the kids come with their paint palette, but there's sometimes where you need other colours that you need to mix and stuff, or you need like resources, like cotton wool. So, then I would go and purchase those little nitty gritty things for the art, the googly eyes and stuff. So, with that, I would say especially resources, if I would have the right resources for my classroom that were able to enhance my job satisfaction.

Pear expressed a starkly opposite experience, saying that she received resources that had been asked for, and regarded that as a positive contributor to her work performance:

The resources we have, resources and the support, speaking from my phase, so you have been supported to do whatever you want. So, you go to your HOD and ask, I want to do this with my IsiZulu lessons, but I need this, this and that, and then they will give it to you, whether you want to buy something,

they will take from our own kitty and give it to you. So, I think that contributes positively, because you know that anytime I want to expand my content. I always have support, and I'm free to do so as long as I stick to the curriculum, but I can do whatever I want.

Fig mentioned being given tasks that were aligned with their strengths as a factor that could contribute towards job satisfaction. This is how she put it:

If everyone could be aligned with something that is their strength. I feel like it would enhance job satisfaction to any teacher.

Herzberg's Two Factor Theory categorises curriculum factors such as workload and recognition as intrinsic factors or motivators that can cause job satisfaction and resources as a hygiene factor (Mamo, 2011). Therefore, managers should be aware of teachers' strengths regarding curriculum factors and extra-curricular tasks so that they are able to support teachers who lack experience in certain extra-curricular tasks or curriculum. This must be done to avoid factors that cause dissatisfaction such as an overload in workload and unequal workloads. The SMT members are able to then guide and motivate their teachers adequately. There is bound to be frustration when teachers are not equipped with adequate resources to aid in classrooms, mismanagement or lack of resources may cause dissatisfaction (Sikhwivhilu, 2003).

4.3.6 The challenges that teachers encounter at the independent school

The participants discussed the challenges they encountered in school and referred to different challenges that impacted their job performance. These included learner discipline, parental support, language barriers and favouritism from Management. All 6 participants mentioned learner discipline as a challenge they faced in their job as teachers. Apple and Cherry mentioned learner discipline as a challenge that they face. Apple mentioned:

I feel academics, learner discipline, learners reflect the poor organisation, what we see of how learners behave and how they Buck the system is because there's no strong leadership and there's no respect for rules and regulations and conflict. And that is a negative.

Cherry agreed with the views shared by the participant above and discussed the entitlement of children within the Independent School:

Behaviour is one, and I can say behaviour from foundation phase because some kids do feel entitled, and then some kids they'll have the sweetest manners. So, that is a challenge, and it does affect performance, because

when you having a kid who's back chatting you or throwing things at you, which I've had previously.

Fig highlighted the issue of learners who had poor discipline as negatively affecting learners that were usually well-behaved. This is how she put it:

Even the good learners end up doing things that they shouldn't be doing because they can see they can easily get away with it.

The participants above spoke of poor learner discipline that teachers experienced with learners within the school. The study confirms that teachers experienced difficulty regarding learner discipline, learners' interest in school work and the effects on other learners who want to work, as well as learner disrespect. Discipline policies within the school would aid in learner behaviour, and SMT should support teachers with poorly disciplined learners. The strained relationship between learners and teachers could affected the teachers' interpersonal relationships and this was viewed as a dissatisfier in Herzberg's Two Factor Theory. The Theory suggests that when dissatisfiers are removed, opportunities for creating satisfaction can be gained (Lamaro & Okello, 2024). McClelland's Theory of needs agrees with this view and describes the need for affiliation, thus, a healthy and positive relationship between learners and teachers is necessary for job satisfaction. Teachers are unable to fulfil lesson outcomes in an ill-disciplined classroom (Firman et al., 2020).

According to Faheema (2009), learners do experience social difficulties with regards to their family structure, abuse, drug abuse and economic influence. Due to these social issues, learners behave in an unruly manner and show a lack of interest in school. These issues have a negative effect on the morale of teachers leaving them feeling demotivated. The study revealed that, 4 out of 6 participants discussed parental involvement and the challenges they faced. Pear mentioned parental support and the challenge of learners living in numerous households. She said:

Challenges that I face in the school, yeah, I think it's the support from parents not being involved. You get a lot of kids that don't stay with their parents, or kids they don't live there with their parents. So, it's a lot. It's a lot because you can't do your job. Well, you send something at home, and the child said, I live. I left it in my dad and I was in my mom's house and I didn't do the homework or the work got lost. So, those are the challenges that I face.

Cherry agreed with the views expressed by Pear above and added the following:

I would also say support from parents that could also affect your job performance, because I mean you as a person, you're trying, your hardest, especially with your learners who have difficulties, and those parents aren't coming to the party, now that does affect your performance.

Data from the study revealed that teachers in the Independent school experienced poor parental support. The relationship between parents and teachers is an interpersonal relationship and is deemed as a de-motivator according to Herzberg's Two Factor Theory. According to Chung et al. (2019), parental involvement contributes to the increased academic performance of learners, which in turn aids in teachers' satisfaction and ability to perform in the school environment. Learners recognise the importance of school when they see that school is important to their parents (Amponsah et al., 2018). Parents and teachers need to work closely together for the best interests of learners. In the study, 3 out of 6 participants mentioned language barriers as a contributing factor. Plum mentioned the issue of learners not being able to read and understand English content as another challenge. This is how she expressed this view:

They lack understanding. Do learners do English as a home language, but a lot of them don't understand English to that level. So, this is why they struggle with my subject, because English is very much like history, but you have sources you read. Kids do not understand the questions, and that's why they don't do well sometimes because the lack of understanding.

Cherry mentioned learners not being able to understand basic concepts in English, and had this to say in that regard:

Being in a school where their home language is Zulu, but our school, my school, starts with its home language is English, and the first additional is IsiZulu. So, it is quite challenging, because we are getting and receiving quite a lot of learners who speaking Zulu, and they're not understanding English. So, there is a language barrier, which is a bit difficult with the kids, especially with the grade that I teach, you will expect a more comprehensive understanding of vocabulary and reading and recognition of words, but we still find that there are some challenges there where kids don't even understand the basic vocab.

The participants in this study experienced language barriers between the teacher and the learners, leading to difficulty in the classroom environment as learners sometimes have difficulty understanding the content and communicating effectively with teachers. The teachers became demotivated by the lack of response in the classroom and poor work ethic due to a high amount

of incomplete or poor work done. This will impact negatively on teacher performance. Communication with learners can be regarded as an interpersonal relationship; defined in Herzberg's Two Factor Theory, it is seen as a de-motivator. The improvement of student-teacher communication is vital in the independent school. Once meaningful learning takes place, it improves the teaching and learning process (Amtu et al., 2020). This will aid in improving teacher performance.

Favouritism is another contributory factor to job dissatisfaction within the work environment. Three out of 6 participants mentioned this issue. Pear stated that:

Well, this challenge is not really about academic, but I do face challenges, like when we are discussing something as a phase, but then it changed. So, we discuss something and then we stick to it, but then it is changed without us knowing, just because other people have decided.

Agreeing with the view expressed above, Pear elaborated on how favouritism featured in the school; she said:

So, like, maybe we'll decide that we want to have.. an example; an excursion next week, Thursday, and then we say, oh, okay, yeah sure. And then the next day, our HOD will come and say, No, me andtalked. And then we think that it's better if we do it on Friday, but we all agree there's a team. Why now are you coming and saying, me and so and so talked separately, aren't we supposed to discuss everything as a team? Or if you need to buy something, agree as a team. Don't come back and say, Oh, we've got this. But when we were doing the fundraising, we were all together, or some were there. But then when you decide to do something, you don't involve us.

Fig also mentioned the issue of ageism as an example of favouritism and said:

A situation as simple as invigilation, like an older teacher won't come and we're supposed to relieve you or will arrive, 15- 20 minutes late, and ,and you have this inferior thing of not feeling like you can ask, why are you late, right? But also, they not one to apologise as well, to say I got delayed because of this, because of that, but if other people were to be late, it would be something that would be addressed to the whole staff. So, there is, there is an element of ageism in our school.

This study found that the HOD members, in some cases, practised favouritism towards particular staff members. Some teachers were given special rights in terms of making decisions

in phases, and other teachers are often overlooked when slacking in duties. McClelland's Need Theory describes the need for affiliation as the desire to seek warm and friendly personal relationships with others, thus favouritism can hinder this need (Daud & Tumin, 2013). Favouritism damages the balance in the workplace environment. It can also affect the professionalism of teachers and decrease their motivation to work affecting their performance negatively (Sakçak et al., 2021). This can lead to a decrease in the overall organisational commitment of teachers, as they may feel no motivation to contribute towards the school's objectives. It is vital for school management to be aware of the effects of favouritism and aim to create a fair and inclusive work environment to maintain high motivation levels and commitment from teachers (Modupe, 2024). Fulfilment of this need can result in improved job performance.

4.3.7 Teachers views about the support they receive from School Management team members

Support from the school management team was viewed as a positive contributing factor towards teacher job performance at the independent school. Not all the participants agreed on the support that they received from management. The study revealed that the support received by HODs was different from the support received from the Executive Head at the Independent school. In the study, 3 out of 6 participants mentioned the support received from their HOD as positive. Cherry mentioned:

We just have one HOD and one for foundation phase, and I find that they are very supportive. When we ask questions, they take it to their leader, and they're able to get answers, even though their leader might take a few days getting back to them. They are quick to say, look, guys, I did ask this, give me some time waiting for feedback. Like I feel like they're very supportive, even if it even if it's not even work wise, and it's home life being personal, and it's affecting my job performance, I find that they're very understanding, especially if having a bad day or something's happened with home, and they're able to give you that little leeway to say, look, we here we here to support you.

Fig mentioned feedback from her HOD as a factor that improved her job performance, and said the following in that regard:

At least you know you have that psychological support because the job is quite draining, so having that person to lean on helps a lot. And then again, I'll probably repeat what I've said already about my HOD, who I'm able to go to if I'm experiencing difficulties, specifically with the subject and with some learners as well. To say, I've told this child time and time again, I've spoken to the parents. I've done this, I've done that, and nothing has happened. So, I do get that support from my HOD, and that does improve job performance. And perhaps I'll add here that even when our HODs come for class visits, that feedback that you get, maybe try this does go a long way in improving my job performance as well.

Pear viewed the lack of training with the independent school as a lack of support from management. This is how she explained this point:

Hai, we don't, I don't think they support us, because we don't get training, we don't go to workshops, we don't get those team building to help us to be a team, to help us to get to know each other more, to help us work well together, then obviously the work is going to be good and perfect. So, we don't get that, at other schools, they have training, you find that teachers are taken to certain workshops. Teachers are taken to different types of training to make you a better teacher within the school.

Plum described the lack of support in the school from her managers, and explained:

No, they're just saying they don't offer support, or much support, to try and help like you. Everywhere, if you're a new teacher, you have to try and familiarise yourself with the operations of the school by finding out from other people. Because of this, I can tell you from experience talking to other teachers that HODs don't give support in trying to help somebody fit in or support with teaching, and you have to fend for yourself.

Apple viewed support received from the managers as unequal and elaborated on this point as follows:

Not all managers support, we're not getting the same treatment for all our managers. Some are advantaged some are disadvantaged.

Data from this study indicated that in some cases, HODs support their staff, and in other cases, there was very little or no support received. The aspect of support received from management can be connected to McClelland's Learned Need Theory and teachers' need for affiliation,

which includes the need to experience interpersonal relationships in the work environment, which creates increased job performance. The school management team should provide sufficient support to ensure healthy interpersonal relationships are achieved, increasing job performance. According to Osemeke and Adegboyega (2017), the type of motivation that individuals are driven by, differs according to the individual's life experiences and the opinion of their culture. Individuals with a high need for achievement look for challenging tasks while individuals with a need for affiliation prefer companionship and working as a united group. According to Sinha (2014), individuals who acquire a particular need behave differently from those who do not have the same need. Clear and open communication with staff is vital for success as it allows for management to pick up their staff's motivational needs (Arogundade & Akpa, 2023). The satisfaction for the need for affiliation exerts a positive influence on staff's job performance (Arnolds & Boshoff, 2003). Teachers within the school need to have a sense of purpose and direction provided by the school's management so that staff are aware of their roles within the school. Teachers should feel supported and valued by management within the organisation to ensure a sense of belonging and improvement in teacher performance.

4.3.8 Teachers' views about School Management teams leadership styles and approaches and how it affects their job performance

The participants spoke of how they perceived the different types of leadership styles and experiences at the independent school. All participants mentioned a laissez-faire style of leadership practiced by the Executive head. Apple mentioned that:

Laissez- Faire, where you can stand at a staff meeting and talk more about trying to get the adjective for the day or to do the countdown for the year. If you're a manager, you will not be talking about when you're going to close, because there's tons of things that needs to be done. You are like saying, don't forget these deadlines, you know. So, I think we have a Laissez-Faire manager.

Plum stated that:

The principal is also very, very laid back. Although she is understanding and we can communicate with her, she also does not have that authoritative leadership style, which also gets her run over by a lot of people who take advantage.

The participants perceive HODs in a different light, 4 out of 6 participants view their HODs as hands-on and describe a Democratic Coaching type of leadership style, and some participants viewed their HODs as very hands-off. In this regard, Peach mentioned:

we are given the freedom to think and also to vote, and that type of leadership, it does affect my job performance positively, since, since she's the type of leader that you can express yourself and you can have ideas. I'm free to think. I'm free to now I'm always pushed to try and think of something so I can go in and tell her, this is what I think. Since you said we should think about this, this is what I think we should do. Yeah, so I think it affects my job positively, because I grow as I'm thinking about these ideas, I'm growing. I'm pushing myself as well to try and do more. She also gives us a lot of tasks. She gives us a lot of tasks. And she says, come to me once you've seen that you've tried and you can't do it.

In contrast, Plum expressed a different view, saying:

Okay I'll start with the HOD then go to the principal, like she doesn't ever put her foot down for something, or she's not authoritative. I'm using the right word with not just me, but other staff members would not take advantage of that fact.

While Fig viewed the management as a mixture of both positive and negative aspects. This is how she argued her point:

The senior management team in our high school, team in Our high school phase, sorry, there is a hands-on approach to a certain degree, but there is also a hands-off approach to a certain degree.

From this study, it is evident that there are two types of leadership styles practised by HODs at Independent schools, namely, a democratic and a laissez-faire style. All the participants viewed the Executive Head's leadership style as laissez-faire. According to Ulfathmi et al. (2021), there are many factors that influence teacher performance. A vital factor is the leadership within the school. According to Pardosi and Utari (2022), an effective leader must work towards a goal-orientated teaching environment, resulting in improved teacher performance. Herzberg's Theory of motivation views supervision as a dissatisfier, which is illuminated by transactional and laissez-faire leadership styles, both styles have a negative impact on job satisfaction (Herzberg et al., 1959). Leadership styles such as participative or democratic leadership promote and encourage teamwork, collegiality and create a feeling of belonging to the organisation, enhancing self-esteem needs and leading to job satisfaction (Steyn & Niekerk, 2012).

According to Pateman (2016), the democratic leadership style is implemented by management to involve staff in managerial tasks, providing guidance and support; is also a leadership style that allows staff to present their own ideas and opinions freely in the work environment. According to Knight Abowitz (2019), leaders who use a democratic leadership style tend to foster more motivated and enthusiastic teachers by giving equal rights to every teacher, enabling innovation, supporting teachers in their work, and nurturing teacher participation and problem-solving. Miroj et al. (2020) stated that a democratic leadership style is seen as the ideal style for developing schools, as a democratic leader is seen as a catalyst to speed up the process to achieve objectives in the way that best flatters the conditions of staff. Leaders use a democratic style of leadership in managing schools as it gives freedom while protecting staff, resulting in improved teacher performance (Raupu et al., 2021).

The study indicated that the participants viewed the management as having a laissez-faire style of leadership. A lack of adequate leadership may create frustration and confusion within the work environment, which may result in personal tension and higher conflict levels (Tafvelin et al., 2022). According to Hoy and Miskel (2005), laissez-faire leaders do not take care of their staff's needs and developments; they reject responsibility, delay decisions and provide poor or very little feedback. There are very few efforts made to satisfy the needs of staff. There is a negative relationship between job satisfaction, performance and motivation when Laisser-Faire leadership is practised within organisations (Rowold & Wolff Schlotz, 2009). The independent school is operational for its sixth year and has had five principals during this time. The current executive head has been appointed for less than a year. Most participants view the executive head as laid back and practising a Laisser-faire type of leadership. The school is expected to experience a high turnover rate as teachers become dissatisfied, demotivated and estranged as they do not feel a part of the decision-making process within the school due to the lack of communication. A lack of effective leadership may result in a high staff turnover rate (Sun & Wang, 2016).

4.3.9 The coping strategies that teachers employ to overcome the challenges they encounter

The participants referred to motivation in terms of self-motivation, motivation received from management within the school and peer motivation. The majority of participants discussed self-

motivation as a form of improving their performance. Plum highlighted that whatever they did at school was meant to resolve the issues at hand. This is how she put it:

I always emphasise to the colleagues, what we do is try and basically sort issues out by ourselves instead of going to management, instead of relaying the messages to them, just handle whatever situation on our own, in our own capacity within our class.

A similar view was expressed by Pear who explained how she coped with challenges by dealing with it on her own and not seeking aid from her HOD. She said:

So, I deal with it on my own. I've never spoken to my HOD about the challenges. I deal with it by talking to myself. I remind myself why I'm here, remind myself of the job I'm here to do, and then come back the next day ready to do it all over again.

Fig mentioned the Executive Head as being approachable and this was an aspect that she appreciated:

Support from the executive head, to some degree, her door is always open. So, there is that element of you can always feel free to come in and share what you need to share, and to share whatever advice she has with you for whatever issue that you have. So, I think we do have a positive working environment to a certain extent.

Fig further mentioned the support received by her HOD and colleagues as a motivator to overcome challenges in her job:

I get the support that I need if I'm confused in any way. I do get the advice and encouragement that I need from my HOD. So, that helps a lot, and my HODs approach is very consultative, like she will consult. Do you think we must do this? Is this a good idea? Can you offer suggestions and so on. So, I think the support that I get from my HOD, to be specific, is what contributes positively towards my performance in my school and my colleagues as well in my department, specifically, if I'm not sure about anything, or if I need a different approach of how to teach a particular topic, if it's literature essays, for example, I could easily go to teacher A and teacher A will say, this is how I do it with my class, maybe try this approach or vice versa. So, I think the right support from my manager, and then the right support from my colleagues, is what contributes to my performance at my school.

The study found that participants usually used self-motivation as a form of motivation as they generally had love and passion for their jobs. Participants did, however, welcome motivation from other colleagues and management as an additional form of enhancing satisfaction and adding to performance towards their jobs. Information in this study suggests that all of the participants appreciated motivation from management, and this encouraged them to improve their performance. School managers are tasked with the duty to find out what motivates their staff in order to achieve optimal performance and a better understanding of the individuals within their staff group (Forson et al., 2021). According to Koceva and Nikola Projkov (2024), McGregor's Theory Y suggests that staff are not inherently lazy but have the potential to be truly committed to the organisation's goals. Theory Y principles focus on decentralising authority, granting staff more autonomy and freedom over their work, individually or in groups. Individuals are still held responsible for their work while the manager's role shifts from rigid control to a facilitator, providing the necessary support and guidance to ensure that teachers attain their tasks (Koceva & Nikola Projkov, 2024). If individuals are self-motivated, there is a degree of job satisfaction and ultimately increase their job performance.

A study conducted by Bennell (2004), suggested that the private sector in education has diversified the teaching role and improved their recognition. Teachers in the private sector are often viewed in a positive light by parents as they are seen as harder working while being less well paid and still achieving better learner outcomes. Bennell (2004) further notes that the private sector is growing at a rapid rate and there is a strong intrinsic motivation in regard to the various pressures on teachers. A motivated teacher will endeavour to accomplish school goals and complete tasks on time. Competence, motivation and the learning environment can either have a positive or negative influence on the quality of teacher performance (Kumari & Kumar, 2023). School management should ensure a structured and conducive environment for teachers to enhance motivation through intrinsic motivation and peer motivation while mentoring to improve the quality of job performance (Onjoro et al., 2015). Onjoro et al. (2015) further state that motivation and performance are vital factors in terms of an organisation's success and achievements.

4.3.10 Teachers views about how their good performance is being recognised by school management

All the participants agreed that praise and recognition did play a vital role towards motivation in the workplace. Praise and recognition in the school was not consistent and varied from each teacher and department. Pear elaborated on how being recognised by management motivated her to do more, and thus enhance her performance. This is how she expressed this point:

I'm sure everyone wants to be in an environment where they are seen, where they are recognised. So, if you're working in the environment, and they don't see you, they don't recognise you, that will make you sad, that will demotivate you. So, even if you want to do more, we'll be like, but then they won't even recognise me. So, it demotivates you, and it prevents you from doing more of what you want to do.

In addition to the views expressed above, Pear discussed the issue of not being acknowledged individually, and said:

*When you are doing something, let's say we're doing something as a phase. You shouldn't say thank you to Mrs, ***** and her team, but you don't know who put everything behind the scenes, so every time it's either one person who's recognised or not at all, but find out who did this. When did they start? And then thank you, a simple thank you. That's what I want, a simple thank you. Oh, wow, you did this. Thank you so much. You've really helped this and this something like that. So, we don't get that, well, I haven't gotten that from this school.*

Fig mentioned the impact of being recognised, saying:

I was once recognised for last year I was recognised for getting, I think it was above 80% pass rates for Grade 12 alone. And then this year again, I was recognised for getting 100% pass for last year's Grade 12s. And also, I have been, I have been recognised, and it did motivate me.

The data from this study suggested that teachers require praise and recognition in their work environment to motivate them and enhance their performance positively. Herzberg's two-factor theory identifies, recognition as a motivating factor; the variability of recognition holds value in terms of job satisfaction and motivation (Tan & Waheed, 2011). Kirunda (2010) states that effective acknowledgement improves staff intrinsic motivation and productivity, ultimately

leading to improved performance within an organisation. Herzberg's theory's main premise is that individuals work for a reason and suggests that people perform better when they are provided with prospects for recognition and achievement (Odhiambo et al., 2023).

4.3.11 Teachers views about changes that can enhance their job performance

The participants were asked if they see the need for change within the school. All 6 participants stated that needs to be some sort of change within the independent school to improve the functions and teacher performance. Some of the changes mentioned were: proper monitoring systems, accountability from staff, structure put in place to reduce teacher turnover rate, united management team, clear communication from leadership and salary. Apple mentioned:

I think change is needed here for the betterment of the school. We need proper instruments in place and proper monitoring instruments. Policy needs to be adhered to. We need to have people that make us accountable because that is lacking. There is no consequence management. People got away with staying absent for a week, and when you come back, you don't have to do anything.

Cherry mentioned the high turnover rate within the school and proper structure. This is how she put it:

There needs to be some change within the structure of the rest of the school, because we do have, like, some time, obviously, some phases. We have a lot of teachers leaving and teachers coming and going. So, I feel like once we have a stable staff, things can run smoothly.

Furthermore, Fig mentioned the importance of the existence of unity amongst the SMT members, saying:

I think change is necessary at my school, change, I mean, I would say number one would be a united management team, because whether we like it or not, them not being united does affect the rest of the staff, and we all feel it. We all can sense it, and we all can see it. So, maybe if we had a united SMT, it would contribute a lot.

Pear mentioned the involvement of stakeholders in the school and clear communication being a vital factor for change, and said:

Changes are necessary. And firstly, I think the changes will be for the stakeholders to be involved in the school, involve us, teachers involvement, because sometimes you go to our principal and she tells you, I also don't know. I'm still waiting for an answer. So, I think the stakeholders need to have more communication, good communication with the principal, so that the principal can have good communication with the senior management, and then the senior management has good communication with us, because you go and ask your HOD, your HOD will say, I'll ask the principal, Principal say, I'm still waiting for an answer. So, necessary change is needed. And I think the first is communication.

Plum mentioned salaries as a factor that needs to be changed within the Independent school, and explained:

I think also salaries that need to be reviewed. And if they could implement some incentive or something to make teachers want to work for.

It is clear that all the participants viewed change as an important factor in improving the school environment and teacher performance. Frederick Herzberg views monitoring instruments, accountability, structure within the work environment, leadership, communication and salary as hygiene factors as well as dissatisfiers that could contribute to job dissatisfaction. In a strained work environment where teachers do not have control over such factors could lead to poor teacher performance. According to Ataliç et al. (2016), both hygiene and motivation factors are related to satisfaction. According to Borman and Dowling (2008), administrative support can be described as the school's capability to assist in supporting teachers regarding discipline, curriculum, and instructional methods, and to adjust the school environment. Leithwood and Jantzi (2006) state that effective administrative support plays a vital role in leadership, including four areas, i.e., development of specific goals, building the vision of the school, nurturing specific goals and priorities, offering support and development to individuals to build a collaborative school culture.

Conditions of work and administrative support play a part in the improvement of teacher performance and the retention of staff (Tehseen & Ul Hadi, 2015). School management needs to establish clear, legitimate messages from the school community and act on this information; even small actions could change the school environment in a big way (Taylor, 2009). All participants mentioned the poor salary and lack of benefits as a change that is needed within the school. Cissokho (2010) states that when teachers' salaries fail to keep up with their cost

of living, it reduces their morale, and they have a greater chance of searching for better-paying jobs, bringing down the quality of education within the school.

4.4 The review of documents findings

As part of the effort to triangulate findings and deepen insights into teachers' perspectives on their experiences and institutional expectations within the independent school, key themes central to the research questions and a document review of school policies were conducted. This method aimed to contextualise teachers' perceptions of their roles and responsibilities within the framework of formal school expectations. The policies reviewed included staff general contracts, the employment equity policy, the development and training policy, the ethics policy, and the hours of work policy. These documents clearly outline the school's expectations of teachers regarding job performance and conduct. However, a significant gap was identified between policy and practice: while these policies are accessible to all staff, they are not actively reviewed with them. Teachers, particularly new appointees, do not undergo an orientation process to familiarise themselves with these policies. This lack of structured engagement contributes to confusion about professional roles and responsibilities, which is an issue that directly aligns with the research's focus on institutional support and teacher role clarity.

Moreover, the documents that were reviewed also offer valuable insights for school management. It highlights areas where policy implementation and communication can be strengthened to improve staff understanding and cohesion. By identifying these gaps, school leadership can use the findings to enhance policy dissemination, initiate regular review sessions, and support teachers more effectively, thereby fostering a more coherent and supportive professional environment. Thus, this data source not only contributes to triangulating the research findings but also serves as a practical tool for institutional improvement within the independent school context.

4.5 Chapter Summary

In this chapter, the findings from the data obtained from interviews with the participants were presented under eleven themes. These themes emerged from the analysis of data. The next chapter will present conclusions that were arrived at after analysing the findings.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter Four dealt with the presentation, analysis and discussion of findings from the participants' viewpoints on teacher job performance within the Independent school. In this chapter, the main conclusions and recommendations are presented. After careful analysis of the data, clear conclusions emerged regarding the research questions formulated in Chapter One. Before conclusions and recommendations are made, a summary of the study is presented. Therefore, Chapter Five begins by giving a summary, followed by the presentation of conclusions that are made based on the findings outlined in Chapter Four. Research questions are used to frame the discussion on the conclusions; thereafter, based on the conclusions, recommendations are made, followed by implications of the study. The summary of the chapter draws the whole study to an end.

5.2 Study summary

The study explored teachers' perspectives on the factors that influence teacher job performance at an Independent school within the uMlazi School district in KwaZulu-Natal. The research was undertaken at an Independent school within the uMlazi School District, and six participants were selected (three Foundation phase and three Senior and FET phase teachers) in the study. Chapter one is an introduction to the study; I presented the background of the study, statement of the problem, purpose and rationale for the study, the significance of the study, the key research questions, clarification of key concepts as well as delimitations of the study and the outline of the study. The literature review is presented in Chapter Two, relating to teacher job performance and the theoretical framework of the study was provided. This framework is made up of motivational theories; Herzberg's Two-factor Theory, McGregor's X and Y Theories and McClelland's Learned Needs Theory. The study was a case of teachers' perspectives on the factors that influence job performance within the independent school in the uMlazi District. In Chapter Three, I discussed the research design and methodology that was used to conduct the study which includes research paradigms, research design, research methodology, population and sampling, data generation methods, selection of participants in the study, data analysis as

well as issues of trustworthiness and ethical issues. The chapter concluded with the limitations of the study. In Chapter Four, the presentation of the findings and discussion are carried out, using Chapter Two's literature and theoretical framework in order to enhance the analysis and discussion of findings. Chapter Five, the final chapter, includes the discussion of conclusions and recommendations made based on the conclusions made.

5.3 Conclusions

According to Cohen et al.(2011), conclusions offer a final assessment or outlook on a specific study. In the context of this study, this means that I, the researcher, would make my own judgement about what the findings mean, based on the findings and evidence supporting those findings. This final chapter discusses the conclusions drawn from the information provided in the former chapter. Subsequently based on the conclusions, recommendations are made. The three research questions that informed the study are restated to begin the process.

Research questions restated

The research questions are restated as follows:

- What are the factors that influence teacher job performance and the perspectives of teachers in an independent school in the uMlazi District?
- How do the factors that influence teacher job performance, influence their job performance?
- What is the nature and extent of the relationship between school leadership and teacher job performance in an independent school in the uMlazi District?

5.3.1 What are the factors that influence teacher job performance in an independent school in the uMlazi District?

The findings revealed that the participants identified factors that are positive contributors towards teacher job performance and factors that contribute negatively. Positive contributors from participants were small class numbers, resources available to teachers for them to enhance their work, freedom with content in class, support and communication from managers when received, and praise and recognition from management within the school and support from

managers when received these factors were described as positive contributors towards their job performance within the independent school. For a detailed discussion of these factors, refer to Section 4.3.2 of Chapter Four. The negative factors, from the participants' views, were marketing in the school sometimes superseding academic and teaching time, poor communication received from stakeholders and management, a lack of a clear structure within the school, high staff turnover rate in the school, making it difficult to create structure, a lack of or poor parental support, poor work ethic and behaviour of learners, salary and incentives received, as well as heavy workloads. A detailed discussion of these negative factors can be found in Section 4.3.3 of Chapter Four.

One conclusion to draw from these findings is that the experiences of Senior and FET participants differed from Foundation Phase participants in some cases. Paradigmatically, it is understood that individual participants would construct their own unique meanings about the factors that influenced their job performance. Therefore, I can conclude two main issues; first, it is evident that one phenomenon was experienced differently. For example, while some teachers spoke positively about the resources that they had, and also the classroom environment that provided independence and freedom, others complained about a lack of resources and heavy workloads as a result of overcrowded classrooms. The second conclusion is that all the participants, despite the challenges they experienced, demonstrated passion for teaching and acknowledged the great responsibility of mentoring and ensuring that the learners received the best from them. A detailed discussion of these important issues can be found in Section 4.3.4 of Chapter Four.

5.3.2 How do the factors that influence teacher job performance, influence performance?

The findings have shown that teachers identified various factors that positively and negatively impacted their job performance at their independent school. These factors were largely similar in some aspects, but also differed in others as perceived by individual teachers. Small classroom sizes were viewed as a positive aspect. However, some teachers viewed the classroom numbers as a negative factor as numbers of learners in those classes were perceived to be too high for a private school, according to some participants. Section 4.3.1 of Chapter Four has more information on this factor. Resources available in the school were also viewed as a positive contributor towards teacher job performance in the independent school. Teachers

enjoyed the resources that they were made available to them, and they believed that they (resources) aided in enhancing their job performance, which ultimately gave them more freedom to teach content in a creative way. Section 4.3.1 of Chapter Four has more information on this factor.

The participants viewed marketing as taking precedence over academics within the independent school, and that such a reality was a negative as it, sometimes, infringed on their classroom time, and there is poor communication of marketing events. Parental support and learners' attitudes towards the work was viewed as positive and negative contributors to teacher performance by the participants. The findings have shown that all the participants agreed that if parental support was visible, it would be easier for the teachers to overcome the issues experienced by the learners, thereby, improving learners' academic achievement. Such a reality of achievement, also had positive effects on teachers' job satisfaction. From these findings, it can be deduced that a combination of factors that may not be directly linked to teachers' job satisfaction, do have an effect, either positive or negative. Therefore, the lack of parental support negatively affected their job performance in this independent school. If there is no support, it becomes difficult to deal with barriers experienced by learners and this is a contributor to poor work ethic from learners.

In addition, the participants viewed the support and trust received from school management as a positive factor in their job performance as it was viewed as encouragement. All the participants viewed the salary and incentives received from the school as a negative contributor towards their job performance; teachers expressed their views of feeling overworked and underpaid or rewarded within the school, and the disappointment of salaries. Some teachers link the poor salaries and incentives within the school to the high staff turnover rate. The staff turnover rate is viewed as a negative as teachers feel there are always new staff and management coming into the school, which made it difficult to set up the structure and build relationships. Section 4.3.3 of Chapter Four has more information on this factor. Communication within the school is viewed as a negative contributor towards teacher job performance. Participants expressed the need to have clear communication from the SMT and stakeholders within the school as they often feel that the lack of clear communication creates confusion and frustration in the work environment. Section 4.3.3 of Chapter Four has more information on this factor. One conclusion to make from these findings is that the influence of each of the above factors can be viewed by participants as a negative and positive factor

towards their job performance; all participants may have similar factors, but they each have their own personal experiences on each factor. This is understandable as each individual makes meaning of their own reality through their experiences, and view factors that affects their job differently.

5.3.3 What is the nature and extent of the relationship between school leadership and teacher job performance in an independent school in the uMlazi District?

The findings have shown that teachers' relationships with leadership differ. Teachers discussed in detail the relationship between management and them as teachers. Most participants described the support and guidance received from their HOD as positive; however some participants expressed the need for there to be a more hands-on approach from the HODS. The participants described the Executive Head as being approachable and a leader who listens, but they also stressed the need for visibility and involvement, especially for there to be more control and guidance received from the Executive Head. The participants were seen as self-motivated, but also, it became evident that there was a great need for guidance and leadership that needed to be step up and offered to teachers at the Independent school. The participants discussed the need for unity from the management within the school and that it was visible to teachers when management is not united, and it does cause divisions within the work environment if managers are not professional enough to keep information and personal feelings of other teachers confidential. Teachers have stated that it does display a lack of professionalism.

One conclusion that can be drawn from the findings is that the teacher valued and sought guidance and support from the school management and stakeholders within the Independent school. There needs to be more support and guidance given from the SMT, Executive head and stakeholders. A presence around the school is appreciated by staff rather than management not being visible.

5.4 Recommendations

The following recommendations are made from the findings of the study and in relation to the research questions posed at the beginning of the study in order to assist or benefit stakeholders, the Executive Head, the School Management team and Teachers within the Independent school.

5.4.1 Recommendation One

Teachers were dissatisfied with their salaries and the lack of adequate incentives as compared to other similar schools. Although some discussion between staff and school management had been made in terms of fair increases in salaries and incentives, there were still no tangible and adequate results. Therefore, it is recommended that the participants should keep up the pressure on the school management and other relevant stakeholders so that a fair salary and incentive schemes can be put in place to improve teacher job performance.

5.4.2 Recommendation Two

Interpersonal relationships can enhance teacher job performance. Thus, the SMT must inspire and foster teamwork between teachers as teamwork results in collaboration and will positively impact towards achieving the goals of the school. Teamwork provides opportunities for collaboration and individual professional growth amongst teachers, sharing skills and talents. When teachers work together, they are able to problem solve and assist one another, increasing motivation and improving their performance.

5.4.3 Recommendation Three

It is recommended that teachers should engage with relevant stakeholders in the school to highlight their plights, including a lack of acknowledgement of their efforts by school management. This can be done in a cordial and collegial manner between the teaching staff and school management before the matter can be escalated to other key stakeholders that are responsible for the school governance.

5.4.4 Recommendation Four

Teachers should insist that they should be assisted in developing their skill set professionally, encouraging growth amongst staff and increasing in confidence in terms of professionalism and performance. Therefore, it is recommended that regular development workshops be carried out with staff. What is crucial in this regard is that it is the teachers themselves who should

drive this process, and should not wait for the school management to provide this kind of professional development support, as that may not happen at all.

5.4.5 Recommendation Five

Teachers become frustrated and confused when there is no clear communication received from SMT, the Executive Head and Stakeholders of the school. This leaves staff unaware of the school's expectations, duties and goals. Therefore, it is recommended that clear communication, be provided in order to aid in developing the work environment positively.

5.5 Chapter summary

The aim of this study was to seek an understanding of the factors that influence teacher job performance at the Independent School. It sought to obtain the views of experienced teachers within the school and their perspectives on job performance and views of leadership within the school. Literature deemed appropriate was reviewed to reveal what scholars discussed on this important topic. The theory in this study was contrasted and discussed, which I believe was vital to make sense of the findings from participants. The findings, conclusions and recommendations have been set out. This Chapter concludes the study.

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<https://doi.org/10.1177/1741143218814006>

LETTER OF APPROVAL FROM THE DEPARTMENT OF EDUCATION



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Mrs B.T. Ntuli

Ref.:2/4/8/7327

Mrs Venetia Chetty

Bluff
DURBAN
4052

Dear Mrs Chetty

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“EXPLORING TEACHER JOB PERFORMANCE AT AN INDEPENDENT SCHOOL WITHIN THE UMLAZI DISTRICT:”**, in the KwaZulu-Natal Department of Education institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from **15 August 2022 to 31 March 2025**.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

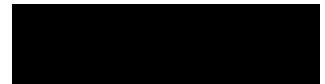

Head of Department: Education
Date: 15 August 2022

GROWING KWAZULU-NATAL TOGETHER

LETTER OF REQUEST TO THE DEPARTMENT OF EDUCATION



UNIVERSITY OF TM
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI



Bluff

Durban

4052

Attention: The Head of Department (Mr G. N. Ngcobo)

Department of Education

Province of KwaZulu-Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Venetia Chetty, a master's student at the University of KwaZulu-Natal. As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek your permission to conduct this research in your schools under your jurisdiction. The title of my study is: ***Teachers' Perspectives Regarding the Factors that Influence Job Performance at an Independent School in the uMlazi District.***

The study aims to explore teacher job performance within an independent school and how certain factors could influence teachers' job performance. Participants will be interviewed for approximately 40-60 minutes at times convenient to them, which will not disturb the schedules of the day. The interview will be voice-recorded. Documents review will also be done.

I would like to conduct research from August to November 2024. My project will involve interviews with selected teachers from the Foundation and Senior & Further Education and Training (FET) school phases. I intend to make the information obtained available to all involved in the study.

PLEASE TAKE NOTE THAT:

- Participants may accrue no financial benefits as a result of their participation in this research project.
- Participants' identities will not be divulged under any circumstance/s during and after the reporting process.
- All the responses and reviewed documents will be treated with strict confidentiality.
- Pseudonyms will be used to represent the school and the name of the participants.
- Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, anytime if they so wish, without incurring any penalties.
- All participants are purposively selected to participate in this study and will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact my supervisor, the Research Office or me should you have any queries or questions:

Supervisors:

Professor TT Bhengu

Tel. (+27)31 260 3534 (office)

E-mail: Bhengutt@ukzn.ac.za.

UKZN Research Office

HSSREC-Ethics

Email: HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated.

Yours Sincerely

Mrs Venetia Chetty

LETTER TO GATEKEEPER (PRINCIPAL)



Letter requesting permission from the principal (gate keeper) to conduct research in school

████████████████████
Bluff
Durban
4052

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

My name is Venetia Chetty, a master's student at the University of KwaZulu-Natal. As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct this research at your school. The title of my study is: ***Teachers' Perspectives Regarding the Factors that Influence Job Performance at an Independent School in the uMlazi District.***

The study aims to explore teacher job performance within an independent school and how certain factors could influence teachers' job performance. Participants will be interviewed for approximately 40-60 minutes at times convenient to them, which will not disturb the schedules of the day. The interview will be voice-recorded. Documents review will also be done.

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- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

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Supervisors:

Professor TT Bhengu

Tel. (+27)31 260 3534 (office)

E-mail: Bhengutt@ukzn.ac.za.

UKZN Research Office

HSSREC-Ethics

Email: HSSREC@ukzn.ac.za

If permission is granted, the permission letter must be presented as an official document bearing either a school stamp or letterhead. An electronic communication is accepted provided that a corresponding e-mail address is attached.

Best Regards

Mrs Venetia Chetty

Declaration

I..... (Full names of the principal) of ----
------(School name) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **Teachers’ Perspectives Regarding the Factors that Influence Job Performance at an Independent School in the uMlazi District**. I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily for the school to be part of the study. I understand that the school is at liberty to withdraw from research at any time should the school so desire.

Signature

Date



LETTER TO PARTICIPANTS



Dear Sir/ Madam

RE: REQUEST FOR PARTICIPATION IN THE RESEARCH

I am Venetia Chetty, student number: 221049183. I am conducting research as a requirement at the University of KwaZulu – Natal towards a Degree of Master of Education. The title of the research is:

Teachers' Perspectives Regarding the Factors that Influence Job Performance at an Independent School in the uMlazi District

I humbly request that you to participate in this study.

The objectives of the study are:

- To identify teachers' perspectives on factors that influence job performance in an independent school within the uMlazi school district
- To understand the factors that influence teacher job performance
- Explore the experiences of selected teachers' experiences relating to the factors that motivate and de-motivate them in their jobs in an independent school within the uMlazi school district.

The study will focus on Teacher's experiences and the factors that affect teacher job performance in an independent school. This letter intends to elucidate the purpose of the study and to request your participation in the study.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member's opinion.

- The interview may last for about 1 hour and may be split into two parts depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

You may contact my supervisor, the Research Office or me should you have any queries or questions:

I can be contacted at:

Email: [REDACTED]
[REDACTED]

My supervisor is Professor TT Bhengu who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:

Email: bhengutt@ukzn.ac.za

Phone: 0312603534

UKZN Research Office

HSSREC-Ethics

Email: HSSREC@ukzn.ac.za

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

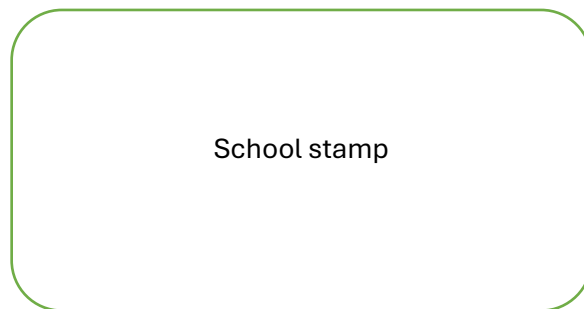
Mrs Venetia Chetty

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I _____ (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: ***Teachers' Perspectives regarding the Factors that Influence Job Performance at an Independent School in the uMlazi District***. I agree to participate in the study. I am also fully aware that I have the right to withdraw from the study at any point should I wish to do so without any negative or undesirable consequences. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I, therefore, understand the contents of this letter fully, and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

Signature

Date



DATA GENERATION TOOL (BIOGRAPHICAL DETAILS)



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INYUVESI
YAKWAZULU-NATALI

BIOGRAPHICAL DETAILS

Please respond to the following information. Data must be gathered to determine the informant's experience and expertise.

1. What is your present occupational rank as a Teacher?

Teacher	Senior Teacher	Master teacher
---------	----------------	----------------

2. What Phase do you teach at the school?

Foundation Phase	Senior & Further Education and Training (FET) Phase
------------------	---

3. Sex

Male	Female
------	--------

4. Age

21- 30	31- 39	40- 49	50- 59	60- 69
--------	--------	--------	--------	--------

5. Number of years working at present school

Joined recently(last 6 months)	1- 4 years	Over 4 years
--------------------------------	------------	--------------

6. Number of years teaching

7. Post

Permanent	Temporary
-----------	-----------

8. Kindly state your highest qualification

9. Are there any other additional responsibilities that you have at your school? (example: Head of Department, Head of grade, Mentor)

Yes	No
-----	----

10. If yes, please discuss them in detail.

DATA GENERATION TOOL (INTERVIEW SCHEDULE)



UNIVERSITY OF
KWAZULU-NATAL™
INYUVESI
YAKWAZULU-NATALI

INTERVIEW SCHEDULE:

1. How would you describe working at an independent school?
2. Drawing from your own experiences, what do you think are some of the factors that contribute positively towards increased teacher job performance in your school?
3. In your opinion, what do you think are some of the factors that contribute negatively to teacher job performance in your school?
4. Please describe your job as a teacher, would you say it is interesting, challenging, and de-motivating? Elaborate further, and explain the reasons for this. (What roles do you play?)
5. What are the factors, that you think can enhance your job satisfaction as a teacher?
6. In your opinion, what are some of the challenges that you face as a teacher at your school? Explain the impact of these challenges on your job performance?
7. In your opinion, how do you think the Senior Management Team/ stakeholders of your school offer support to staff, in terms of improving job performance?
8. Discuss the type of leadership displayed by the Senior Management Team at your school? Do you think this type of leadership affects your job performance?

9. What are some of the coping strategies employed by you/ your colleagues to manage the challenges you may have? Does this have an effect on your job performance?
10. Are teacher's accomplishments recognised at your school? If so, describe how teacher accomplishments are recognised. Explain how this system motivates or de-motivates you as a teacher?
11. Do you think change is necessary at your school? What do you think those changes would be to motivate all teachers to work towards improved job performance?
12. Is there any additional information that I may not have asked you, that would like to share with me?

[REDACTED]
KLOOF
3610

Phone 031 – 7075912
[REDACTED]
Fax 031 - 7110458
E-mail:
[REDACTED]

Dr Saths Govender

20 JANUARY 2025

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

**TEACHERS' PERSPECTIVES REGARDING THE FACTORS THAT
INFLUENCE JOB PERFORMANCE AT AN INDEPENDENT SCHOOL IN THE
UMLAZI DISTRICT, by VENETIA CHETTY, student no. 221049183.**

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



DR S. GOVENDER

B Paed. (Arts), B.A. (Hons), B Ed.

Cambridge Certificate for English Medium Teachers

MPA, D. Admin.(2003)

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