

**FACTORS THAT INFLUENCE EDUCATOR WORK PERFORMANCE IN  
FOUR PRIMARY SCHOOLS IN KWAZULU-NATAL**

by

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**Submitted in partial fulfilment of the Master of Education (MEd) degree in the  
discipline Education Leadership, Management and Policy, School of Education  
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**DATE SUBMITTED:** December 2009

## ABSTRACT

Effective schools are a pre-requisite for the transformation of society. However, for schools to function effectively, educators must work to their optimum levels, showing commitment, dedication and enhanced work performance. It is a challenge for school managers and policy implementers to ensure that educator's work performance is enhanced in the workplace.

In this study I undertook to investigate factors that influence educator work performance. The rationale for the study took into consideration the constant demands placed on educators. By illuminating the factors that affect educator work performance, it is hoped that educators would receive the necessary support, assistance and guidance from all stakeholders in education so that educators may face and overcome current challenges in education, thus promoting work performance. As a result, educators will be able to execute their roles and responsibilities effectively in a rapidly transforming education environment.

This study employed a qualitative research design. Through a process of random sampling, four Primary Schools from the Phoenix-West Ward of the Pinetown District in KwaZulu-Natal were chosen. The informants in this study comprised of eight level one educators. Two educators from each of the sampled schools were chosen through purposive sampling. The data was generated with the use of semi-structured interviews. The data gathered was received, coded and organized into themes, categories and sub-categories. Content analysis was used to analyze the data.

The findings revealed that many factors influence educator work performance. Factors such as a good salary and work that is challenging enhance work performance. Praise and recognition, as well as democratic leadership styles by SMT's, also have a positive influence on work performance. Factors associated with poor work performance included, heavy teacher workloads, curriculum uncertainty, stress, favouritism and a lack of teaching resources and equipment. In addition to this, being self-motivated created an inner drive in the informants to perform at optimum levels. School managers should play a fundamental role in offering support, guidance and in motivating educators in the workplace. The study also revealed that there should be a

strong bond between the Department of Education as the employer and educators as employees, whereby the Department of Education should implement motivation strategies to enhance educator work performance.

## DECLARATION

I, Shamitha Ramdan, declare that

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation has not been submitted for any degree 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:   
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Date: December 2009

08 August 2009



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Yours faithfully

A handwritten signature in black ink, appearing to read "D. Bhana", written over a horizontal line.

Professor D. Bhana  
Deputy Dean Postgraduate Studies and Research



## DEDICATION

This Research is dedicated firstly to my Higher Power, God Almighty, for endowing me with perseverance, ability, strength and hope during this journey of success. The second dedication goes out to my loving husband, Vickesh Ramparsad Ramdan, who constantly motivated me to beat all odds and uplifted my spirits during my darkest hours.

## ACKNOWLEDGEMENTS

My sincerest appreciation goes out to all those people that assisted, guided and encouraged me in the preparation and submission of this mini dissertation. Special thanks to the following people:

- My supervisor, Dr Inba Naicker (Faculty of Education: University of KwaZulu-Natal) for guiding, mentoring, assisting and encouraging me to complete this study.
- My husband for all his understanding, support, interest and wisdom.
- My darling son, Yasheel Ramdan, for all the sacrifices you have made for me, it has not gone unnoticed but it is truly appreciated.
- The Principals of the sampled schools for allowing me to conduct this research.
- To the educators or informants of this study, my heartfelt gratitude to you, for participating so willingly in my study.

## ABBREVIATIONS AND ACRONYMS

ACE: Advanced Certificate in Education

COLME: Collegial Leadership Model of Emancipation

HSRC: Human Sciences Research Council

SDT: Staff Development Team

SGB: School Governing Body

SMT: School Management Team

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## CHAPTER ONE

### BACKGROUND AND ORIENTATION TO THIS STUDY

#### 1.1 INTRODUCTION

There are a wide range of forces acting upon an organisation, which make change inevitable. Reddin (1987) explains that organisations embark on change programmes if they are faced with the following: when old ways of thinking and doing things become obsolete; the school management team has a clear idea of making the organisation better and change is made to move towards a new state; due to external forces, for example, new government legislation and technological innovation, which requires that schools keep abreast of the change developments.

The Report of The Task Team on Education Management Development (1996) is of the opinion that as these changes occur, they have an impact on the managers and educators within the organisation. They have to change in order to adapt to new ways of doing things. Dane (1990) is of the view that this includes changing how people think, their attitudes about work and generally to renew commitment and empowerment of educators and to create a stronger bond among educators.

Educationists would agree that the birth of a democratic South Africa has heralded major transformation in education policies, legislation, systems and practices for all schools. The National Department of Education prescribes ongoing changes and challenges, and school leaders are obliged to implement these changes effectively. The content of some of these changes are embodied in the:

- *South African Schools Act, 84 of 1996*
- *South African Council for Educators Act, 31 of 2000*
- *Education Labour Relations Council (ELRC) Collective Agreement 8 of 2003: IQMS (Integrated Quality Management System)*
- *National Curriculum Statement (2002)*
- *Foundations for Learning (2008)*

Over the last decade and a half, there have been several educational reforms in South African education. This has resulted in a redefinition of what constitutes teachers work. Curriculum reform requires teachers to become curriculum developers, new quality assurance genres requires educators to become record keepers, while new

frameworks for teacher education require educators to become an ‘all-rounder’ in terms of the seven roles<sup>1</sup> that he/she has to play within the context of schooling. Carnalls’ (1990) view sums up the argument that, if the change process is not managed effectively it will lead to negative attitudes amongst educators.

Currently, there are trends to overhaul or renew the definition of a teacher. Therefore, Gunter (2002, p.143) asserts that there is a new interest in modernising the teacher. Teachers are reprofessionalised through becoming ‘extended professionals through their increased orientation towards their clients.’ The table below outlines current trends in the teaching profession.

TABLE 1: Trends in the teaching profession

FROM	TO
Profession	Professional
Knowledge	Skill
Education	Training
Effectiveness	Efficiency
Conception	Delivery
Status	Contract
Clients	Consumers
Influence	Compliance
Responsibility	Accountability
Leadership	Management

Source: Gunter (2002, p.143)

These current and recurring trends create tensions, for educationalists find it difficult to conceptualise who they are and how to undertake their work. Their work standards are connected to a broader community and are being guided or directed through the workings of site-based and government-directed policies and mandates. Gunter (2002, p.143) is of the opinion that teachers are being ‘modernised’ in ways that they as teachers must meet the challenge of change alone. He avers that ‘the problems of the education system have been laid at the door of teachers, while their capacity for

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1. seven roles: legislation requires an educator to serve as a learning mediator, interpreter and designer of learning programmes; leader, administrator and manager; a scholar/researcher; practise pastoral care and be an assessor.

finding solutions has been taken away.’ The focus has been on empowerment, participation and teams. But what is interesting to note about empowerment is how this restructuring of the roles of an educator, has led to teachers, often without additional payment or non-contact time, being given additional responsibilities. In these times of transformation, the staff begins to feel more apprehensive and become more defensive. They will bottle their fears and insecurities and instead portray a superficial attitude of confidence and competence, rather than being transparent about their levels of job satisfaction (Dubinsky, 2004).

These are some of the reform agendas that are infiltrating schooling leading to two substantial questions about teaching. The first being, ‘what is expected of educators in their refined role as educators?’ and the second being, ‘What factors are influencing educators’ work performance?’

## **1.2 FOCUS OF THIS STUDY**

This is a qualitative study that focuses on an investigation into the factors that impact on educator work performance. Educators’ work is a focus of a growing body of literature that attempts to understand contextually what educators are expected to do as professionals within particular contexts. There appears to be, at present, no consensus on what constitutes educators’ work as contextual factors influence, to a large extent, what educators do. For this study, teachers work will not be the central focus of the study. Rather, the focus would be on the performance of teachers work and to establish the factors that may influence how well a teacher performs his or her work within the context of the ongoing educational change in South Africa.

## **1.3 PURPOSE OF THIS STUDY**

The researcher understood that there may be various factors associated with the motivation and de-motivation of primary school educators which may vary from person to person and may even change over time. It was, however, hoped that the findings from this study would be of vital importance to the school managers in their efforts at improving performance and work attitudes of school-based educators. By identifying these factors, school managers can implement and execute effective strategies to ensure that educators work in a conducive environment that would promote optimum work performance.

#### **1.4 RESEARCH AIMS**

The fundamental aims of conducting this study were as follows:

- To identify factors impacting on educator work performance.
- Examine selected motivation theories and their managerial implications in this context.
- Explore and describe sampled educators' experiences relating to the factors that motivate and de-motivate them in their jobs.
- To unpack sampled educator's perceptions of the role of school leaders in motivating educators.
- Explore the implications of the findings emanating from this study, for recommendations to be made to school managers and leaders on the possible strategies / techniques that they could utilise to motivate educators.

#### **1.5 MOTIVATION AND RATIONALE FOR THIS STUDY**

I have been teaching for the past fifteen years. I am aware that there are many daily dilemmas that threaten the physical, emotional and intellectual welfare of educators. We face constant changes in our political, family and work environment. Thus I have a personal interest in this research, to unpack all the factors that would influence a teachers' work performance, as it would contribute to my professional development and it would possibly allow me to manage these factors in my work situation.

Reform demands on schools and educators are being made continually over the last decade and a half. These demands are under constant surveillance through the reviews, reports and research, thus further demands are accordingly placed on educators and the school. The extent to which these demands affect teacher performance is as yet unknown to the full extent. The literature (HSRC, 2005) suggests that educator morale is being affected by a range of factors which, in turn, affects educator performance. This study will allow for in depth understanding of the extent to which reform demands on schools and educators, impact on the performance of educators work. The researcher is of the opinion that by researching the factors that influence teachers work performance and the impact thereof, this will contribute to organizational development.

## **1.6 KEY RESEARCH QUESTIONS**

This study seeks to answer the following key questions:

- What are the factors that influence the work performance of educators?
- How do these factors influence educators' work performance?
- What support programmes are in place to enhance educators' work performance in schools?

## **1.7 DEFINITION OF TERMS**

In order to facilitate a common understanding, broad definitions of key terms used in this study are provided.

### **1.7.1 EDUCATOR WORK PERFORMANCE**

According to the Business Dictionary (n.d.) work or job performance refers to the quantity and quality of work expected from each individual. These standards form the basis for performance reviews.

The researcher is of the opinion that work performance falls under the broad umbrella of performance management. This is so because performance management is a whole work system, in which jobs are defined as needed. It ends when an individual leaves the organization (Heathfield, n.d.).

Campbell, McCloy, Oppler and Sager (1993) are of the opinion that work performance refers to whether a person performs his or her job well. Performance is an extremely important criterion that relates to organizational outcomes and success. These researchers further add that work performance is a multi-dimensional construct consisting of more than one kind of behaviour. Campbell et al. (1993) explains this by referring to some dimensions of work performance:

- The first factor being that work performance includes those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.
- Secondly, it includes task specific behaviours which entail those behaviours that the individual is required to undertake which do not pertain only to a particular job. For example, an educator fulfilling the role as a mentor in a school to assist new teachers.

- An individual's performance can be assessed in terms of their effort, for example, when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to work tasks.
- Fourthly, performance may include the degree to which a person helps out the group and his or her colleagues. This might include acting as a good role model, coaching, helping maintain group goals and so on.
- Many jobs have a supervisory or leadership component. Thus the individual is responsible for meting out rewards and punishments.

Campbell (1990) suggests the following as the nature or determinants of performance components:

- Declarative knowledge: this refers to knowledge about facts, principles and things. Thus it represents the knowledge of a given task's requirements.
- Procedural knowledge: it involves cognitive skill, interpersonal skill and so on, knowing how to do the work.
- Motivation: this reflects direction, intensity and persistence of behaviours. Maximum motivation of an educator will result in maximum performance of the individual.

Important aspects that define clearly the meaning of educator work performance, is embodied in Campbell's et al. (1993) view. Thus, this definition informs this study.

### **1.7.2 SUPPORT PROGRAMMES**

Support programmes could be defined as all activities which increase the capacity of a school to respond to diversity. Providing support to individuals is only one way of attempting to make lessons accessible to all learners. It involves a problem-solving and planning process through collaboration and consultation. It refers to a group of colleagues who are available to assist the classroom educator with problems which may be difficult to solve alone (Calitz, 2000, p.16).

### **1.7.3 JOB SATISFACTION**

While De Nobile (2003) and Faragher, Cass and Copper (2005) define job satisfaction as the extent to which a staff member has favourable or positive feelings about work or the work environment, Furnham (1997) and Locke (1976) define it as positive

attitudes or emotional dispositions people may gain from work or through aspects of work.

#### **1.7.4 JOB DISSATISFACTION**

Herzberg, Mausner and Snyderman (1959) describe job dissatisfaction as the physical working conditions that are seen to be or experienced as frustrating and unpleasant. These physical working conditions can be regarded as “dissatisfiers”.

#### **1.7.5 COMPETENCE**

Tomlinson (1995, p.170) expresses the view that competence or skill ‘signifies the consistent ability of an individual to realise particular sorts of purposes, with the intent to achieve desired outcomes’. Competence thus describes an action, behaviour or outcome in the form that is capable of demonstration, observation and assessment. Fraser (2001) dissects this definition further by adding that there are two types of competence. Occupational competence refers to the ability to perform the activities within an occupation to the standards expected in employment. Functional competence is something a person is or should be able to do and is therefore the expression of competence in reality.

### **1.8 REVIEW OF LITERATURE**

There are two main reasons for conducting a review of relevant literature. Firstly, it is to generate and refine the research ideas. The second is to demonstrate the researchers awareness of the current state of knowledge of the subject and its limitations (Saunders, Lewis & Thornhill, 2003).

The purpose of the literature review in this study was to present issues from previous literature and research studies, relating to the development of a better understanding of the factors that influences educators’ work performance and the impact of it on educators work performance. Secondly, it also seeks to establish what studies have currently been done in terms of educator work performance. The researcher had engaged in a comprehensive search of various national and international databases on current and completed research. The majority of the books and journal articles consulted were obtained from the library at the University of Kwazulu-Natal. Internet sources were also used in this study.

## **1.9 RESEARCH DESIGN AND METHODOLOGY**

A summary of the research methodology employed in this study is presented.

### **1.9.1 METHODOLOGICAL APPROACH**

This research study uses the qualitative approach with the intention of exploring and examining the factors as perceived by the educators that impact on their work performance. According to Henning (2004, p.3) this method involves collecting textual or verbal data, that is, data which cannot be counted. The variables in the study are usually not controlled because it is exactly this freedom and natural development of action and representation that the researcher wishes to capture. Smit (2006) adds that in qualitative research, the epistemological foundations are based on values and value judgements and not on facts.

### **1.9.2 SAMPLING**

According to Blanche, Durrheim and Painter (2006) sampling involves making decisions about which people, settings, events or behaviour to observe. In selecting the schools, the researcher employed random sampling. The informants however, were selected using purposive sampling which means that she made specific choices about which people to include in the sample. The targeted population comprised educators at Primary schools, in the Phoenix-West Ward in the Pinetown District of KwaZulu-Natal with educators from four schools comprising the sample. The informants in this study comprised two Level One-educators<sup>2</sup> from each of the sample schools, who were employed by the Department of Education.

### **1.9.3 METHODS AND TECHNIQUES**

The researcher chose semi-structured interviews because it allowed her to get closer to the interviewed informants as she wanted to know their beliefs, opinions, experiences and interpretations, regarding the stated focus of her study. The choosing of semi-structured interviews were persuaded by this methods capacity to provide freedom and flexibility in terms of the order in which questions are presented and worded (Maree, 2007). Another advantage of using this method for data collection, is that it enabled the researcher to 'prompt and probe' responses from the informants (Neuman, 2000).

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2. A level one educator is a classroom-based educator who has limited *de jure* management responsibilities.

#### **1.9.4 DATA ANALYSIS**

This refers to the application of logic and reason to refine collected data (Zikmund, 2003, pp.374-375). The audio taped semi-structured interviews were transcribed. The data gathered through these interviews were reviewed, coded and organized into themes and categories in order to get meanings and interpretations. Coding is the process of dividing the data into parts by a classification system (Schumacher and McMillan, 1993).

#### **1.9.5 ETHICAL CONSIDERATIONS**

Ethical practice was evident through several steps as the researcher conducted this study. Permission was sought from the Principals of the four selected schools, to conduct the study. There was informed consent: informants received a clear explanation of what the research process entailed and they were assured of voluntary participation, with withdrawal at any time. Pseudonyms were used to protect the names of the schools and the teachers. The researcher was of the opinion that this study would be of benefit directly to the research participants, to other researchers and to society at large.

#### **1.10 LIMITATIONS OF THIS STUDY**

Firstly, a limitation to this study was that, it was conducted with a small sample and thus the findings cannot be generalized to other primary schools, where there could be other factors influencing teachers' work performance. Secondly, only one research instrument namely, interviews was used in this study.

#### **1.11 DELIMITATIONS OF THIS STUDY**

This study is delimited to Primary Schools in the Phoenix-West Ward of the Pinetown District of KwaZulu-Natal.

#### **1.12 CHAPTER DEMARCATION**

This research study is divided into five chapters.

**Chapter One** provides a general background and overview of the key aspects of this study. The study is introduced by pointing out the current trends and complexities of the education system. The focus of this study, the purpose of this study and the motivation and rationale for pursuing this study are presented. The key research

questions that inform this study are listed followed by the definition of key terms used. A brief outline of the methodology employed in this study brings this chapter to conclusion.

**Chapter Two** focuses on the literature reviewed with regard to the key research questions. The review commences firstly with a discussion of the factors impacting on work performance of educators; understanding the link between job satisfaction, job dissatisfaction, motivation and work performance. This is followed by the support programmes to enhance work performance of individuals and finally the theoretical framework of this study.

**Chapter Three** focuses on the research design and methodology of this study. After presenting a brief discussion on the methodological approach to this study, the method used to gather data is presented. The research instrument, sampling techniques and ethical issues pertinent to this study are then presented. A brief narrative on the research informants then follow.

**Chapter Four** focuses on the presentation, analysis, findings and discussion of the data gathered from the interviews. The data is first presented. Thereafter the emerging and patterns from the data are discussed.

**Chapter Five** presents the conclusions of the research. Thereafter, some recommendations are presented.

### **1.13 SUMMARY**

This chapter has outlined a general background and overview of the key aspects of this study. The focus, purpose, motivation and rationale for this study, were presented. The key research questions were outlined as well as the research design and methodology. This chapter then concluded with an overview of the chapters of this research report.

The next chapter outlines the literature reviewed with regard to this study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The previous chapter outlined the background and introduction to this study. This chapter focuses on the literature reviewed with regard to the key research questions formulated in chapter one.

This chapter brings together a review of some existing primary and secondary information about factors that tend to motivate and de-motivate educators in their work. It focuses on key issues namely: highlighting factors impacting on work performance of educators; understanding the link between job satisfaction, job dissatisfaction, motivation and work performance; support programmes to enhance work performance of individuals and finally the theoretical orientation of this study.

#### **2.2 FACTORS IMPACTING ON WORK PERFORMANCE**

Researchers are in agreement that the state of education in South Africa is in crisis. Bloch (n.d.) asserts that 'ten years beyond the advent of democracy, the schooling system has failed to meet its promise'. He supports this assertion by referring to the low morale of educators, policy overload, poor educator support, curriculum complexity and the change in school governance and leadership, all of which he postulates will impact negatively on the work performance of educators, resulting in 'poor delivery in the classroom.' Mead (2005) concurs with Bloch (n.d.) and offers more reasons of the causes of the decline of the teaching profession namely, the poor salary of educators, decline of their working conditions and poor student behaviour. Further, Mead (2005) also links educator aptitude to work performance by stating that educators who possess strong verbal and intellectual skills, with high test scores contribute to quality teaching and improved work performance.

Bresler and Latta (2008, p.2) unpack a powerful metaphor, 'teacher as performer' to explain the current situation in education. Teaching or pedagogy involves four great spheres, intertwined processes of entertainment (that refers to aesthetic engagement); healing (involving therapeutic practices) and ritual (which are cross-cultural practices) that are incorporated with education (which involves curriculum and pedagogy). Through critical lenses, it allows us to see the many roles an educator has

to perform which are created, constructed and coded for very specific socio-political purposes.

Finding out what exactly makes people feel satisfied about their work, can become a multi-faceted issue. Moreover, some individuals may be satisfied with some aspects of their work but dissatisfied with all other aspects (Mullins, 2002, pp.645-646). For example, an educator could report that he or she is satisfied with the holidays and the working hours, but is dissatisfied with the work itself and with supervision policies at school.

The factors affecting job satisfaction can be categorised as factors related to the work itself and factors related to the work environment. In addition to this the literature review will cover support programmes to educators.

### **2.3.1 FACTORS RELATED TO THE WORK ITSELF**

Some factors pertaining to the work itself that may influence the work performance of educators, will now be addressed.

#### **2.3.1.1 PAY, THE WORK ITSELF, PROMOTIONS**

It is true that monetary rewards play an influential role in determining job satisfaction. Man has many needs and money provides one with the means to satisfy these needs. Chung (1977, p.23) reminds one that if salaries are not market related, this can lead to dissatisfaction and discontent. Educators will become aggrieved if the salaries that they earn are not consistent to their experience and qualifications. Secondly, the 'work itself' plays a critical role in determining how satisfied an individual is with his or her job. Many do not enjoy work that is tedious and less stimulating. Thus individuals should be entrusted to carry out tasks that are challenging. There should be opportunities created for self actualisation and recognition. Thirdly, promotions in the work environment, is a positive motivating tool because it results in positive changes such as pay, autonomy and supervision (Maniram, 2007 and Alzaidi, n.d.). However, Hoy and Miskel (1991, p.114) warns that 'top achievers promoted too quickly can result in dissatisfaction amongst loyal, intelligent but less creative senior workers.'

#### **2.3.1.2 CURRICULAR FACTORS AND TEACHING RESOURCES**

Educators have to fulfil two curricular roles, that is to manage the curriculum and teach, which would involve planning their lessons and also to stimulate curriculum

development. If an educator experiences difficulty in managing these tasks, it will result in the work place becoming a less welcoming area (Sikhwivhilu, 2003).

In South Africa, Outcomes Based Education (OBE) which focuses on continuous assessment has resulted in some dissatisfaction amongst educators, since educators were inadequately trained to cope with the demands. The introduction of constant change in education involving testing, appraisal, policy formulation, auditing and so on, may impact negatively on educators (Sikhwivhilu, 2003, p.9).

Another major problem in South Africa is the fact that there is a shortage of teaching resources to facilitate learning. The majority of schools rely solely on school fee recovery to purchase much needed resources to keep them in operation. However, due to the socio-economic backgrounds of parents, many of them are unable to pay fees or to purchase books. Managing a school without textbooks, appropriate teaching resources like computers, television, microscopes and so on, can present serious problems. Frustration is bound to be experienced when there is a lack of resources (Sikhwivhilu, 2003, p.13).

#### **2.3.1.3 PRAISE, RECOGNITION AND SUPPORT**

Praise, recognition and support seem to impact on educator work performance. Naidoo (2005) found that praise and recognition served as a stimulus that drove educators to put more effort into their work. Secondly, educators preferred working in teams, rather than working as separate entities. They believed that 'more gets done in a team.' In addition to this, she suggests that school managers should adopt a developmental approach, instead of being judgemental of educators. The lack of support can result in an individual feeling unsure, vulnerable and frustrated and which will impact negatively on their work performance.

#### **2.3.1.4 STRESS IN THE WORKPLACE**

Younghusband (2005), Steyn and Van Niekerk (2007, pp.161-162) and Paulse (2005) discuss in detail stress as a major factor contributing towards job dissatisfaction, job related illness and poor work performance of teachers. Steyn and Van Niekerk (2007) further elaborate on the two types of stress: **eustress**, which can be viewed as a motivator to teachers work performance and **distress**, which could lead to reduced or poor work performance in an individual. The researcher is of the opinion that an understanding of distress and eustress will offer more clarity on the positive and

negative impacts of educator stress, being one of the factors influencing teachers work performance. Paulse (2005) discusses the sources of stress with reference to inclusive education. There has been an increase in the number of learners with special educational needs included into mainstream classes in South Africa. However, teachers have not been adequately trained to deal with learners with emotional and behavioural disorders. This can be seen as a source of stress that impacts negatively on the work performance of an educator (Paulse, 2005, p.42).

The Treasury Managed Fund (2005) conducted an assessment of 100 high cost psychological claims of educators in the Department of Education and Training. The focus of this case study was to gain insight into the prevalent factors contributing to psychological injury of teachers. What is interesting to note from this study, is that the factors evident within the claims information that contributed to psychological injury, matches some factors found in the study by Youngusband (2005) and the study conducted by Jackson and Rothmann (2006) on factors that increase negative work related outcomes, job dissatisfaction and low productivity of teachers. The common factors in all the above studies were: constant organizational change, a lack of resources, a lack of opportunities for professional development, student behaviour and inadequate collegial support.

Nickols (2003, pp.1-3) concurs with Tomlinson (2004) and also comments on the factors affecting positive or negative performance of an individual in the workplace, but these researchers highlight other important factors that were not mentioned by the above writers. These factors were:

- **goal clarity:** individuals must have a clear picture of the goals to be achieved and assess constantly progress towards achieving it;
- **repertoire:** individuals must engage in behaviours to obtain the set goals;
- **knowledge of structures:** this will allow people to say how the actions they take will lead to the result they seek;
- **feedback:** this will inform progress, enable corrections and signals attainment of an objective and
- **mental models:** when individuals must use internally held views, or what is appropriate to a situation to achieve a task.

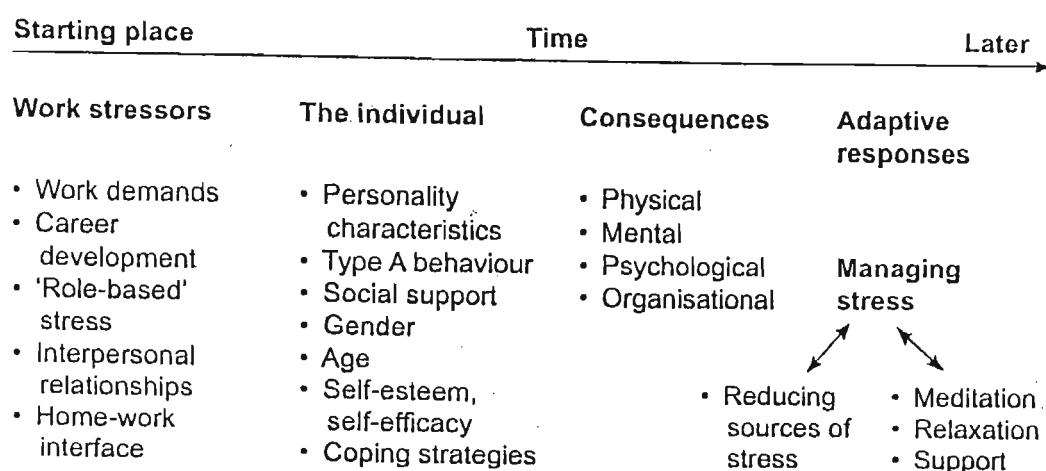
Motivation can affect an individuals performance, thus self satisfaction and incentives serve as two great motivators. Finally, performance might not occur if the

environmental conditions are unsuitable, if there are insurmountable barriers to performance.

Another source of stress experienced by educators could be related to gender roles and responsibilities. Women are often expected to meet domestic commitments, conflicting work and family demands, which may add to their stress. Some researchers report that married female educators in particular, experience high levels of stress, due to the fact that they have to be the homemaker, a supportive wife and mother and a competent professional educator (Steyn & Kamper, 2006).

In addition to this information, Steyn and Kamper (2006) present the figure below to explain the process and other factors of occupational stress. However, they caution that further stress coping research should adopt a holistic approach that considers the totality of the educator's life space rather than simply assessing one domain in isolation from others. An important recommendation presented by these researchers, is that researchers must continuously identify new sources of stress to update data on this phenomenon and to explore developments and changes in the education system. New studies may also be helpful in identifying changes in schools that create high levels of stress.

Figure 1: A Presentation of occupational stress



Source: Steyn and Kamper (2006)

Steyn and Kamper (2006) cite Rout and Rout (2002) who claim age may play a moderating role on the perception of stress. The 'mid life' crisis for example, has the potential to increase a person's sensitivity to stress, regardless of occupation. Jona's

study (2001) reports that the group of educators younger than 30 years indicated higher levels of stress. This is in contrast to the study of Jacobsson, Pousette and Thylefors (2001) who found that increased age was related to increased work demands, which explains why experienced educators perceived higher work demands.

Controlling and disciplining learners is another critical factor in the classroom, which can also be viewed as a source of stress. Olivier and Venter (2003) state that studies reveal that learner behaviour and poor discipline are important predictors of educator stress. This includes disruptive behaviour, negative attitudes towards work, aggression and violence against educators. Educators will experience excessive stress because they may be dealing with learners with emotional or behavioural difficulties.

Contrary to this, Jacobsson, Pousette and Thylefors (2001) report that learner misbehaviour is not related to educator's feelings of mastery stress. In their view, learner misbehaviour provokes stress reactions because it disrupts teaching, but it does not affect the educator's perception of their own professional competence, since they are performing their work according to their job description.

### **2.3.2 FACTORS RELATED TO THE WORK ENVIRONMENT**

There are many important factors linked to the work environment itself that may have an influence on the performance of an educator. These factors will be discussed in the following paragraphs.

#### **2.3.2.1 SUPERVISION**

Educators often complain that there is poor supervision due to the fact that their seniors lack human relations and supervisory skills. They also make mention of favouritism and inequities that exist at management level. Thus, these factors could result in educators with a lower level of job satisfaction. However, if superiors are fair, competent and sincere, the level of job satisfaction will be high (Baron & Greenberg, 2003, p.158).

#### **2.3.2.2 WORKING CONDITIONS**

Individuals would prefer a comfortable physical work environment which in turn would render a positive level of job satisfaction. Arnold and Feldman (1996, pp.90-91) assert that factors such as working hours, resources and hygiene all form part of the discussion of working conditions of individuals. School facilities may also play a

role here. In the South African school context, there are many rural schools that lack basic school facilities. Often educators and learners sit under a tree on a rock, on broken chairs or on the floor, trying to write and to complete some tasks. They are also faced with the lack of clean running water, poor ablution facilities and insufficient light or no electricity at all. These unbearable working conditions results in negative job performance and job attitudes (Sikhwivhilu, 2003, p.10).

### **2.3.2.3 SCHOOL ORGANISATION**

Lawer (1994, p.142) is of the opinion that if an organisation's work environment is well designed, making jobs more interesting, this will encourage the formation of cohesive groups and allows greater flexibility for individuals, in designing work programmes, which will impact positively on individuals and improve their work performance.

Bush (2006) made an interesting find, related to this aspect, in his study on job satisfaction of secondary school teachers in the United Kingdom. His findings revealed that the type of school does have a significant effect on satisfaction levels of educators. It also indicated differences in job satisfaction levels according to type of school and suggests that teachers in the privately managed and independent schools are more satisfied than those in church schools in England. This may be attributed to larger financial resources being available, greater freedom with the curriculum, less state-driven bureaucracy and so on. However, his research did not investigate the effect of other variables associated with 'kind of school' for example, the management style, learner population and the ethos of the school, which may well have considerable influence on job satisfaction as well.

### **2.3.2.4 WORKING RELATIONSHIPS**

A healthy working relationship between all stakeholders promotes work performance. Sikhwivhilu (2003) states that a positive environment with lines of communication is an essential component of organisational effectiveness. For overall job satisfaction, there must be good interpersonal relations between individuals in the organisation. Mercer (1997, p.59) reported on research undertaken with 195 Elementary and Junior High School Principals. It was found that the least satisfying job facets were conflict amongst colleagues or with SMT members, heavy workload, bureaucratic procedures, powerlessness and funding. However, the research found that satisfaction with job

facets such as relationship with staff members and learners, were of particular importance for overall job satisfaction.

Research undertaken by Maforah (2004) was based on the factors that promote the level of job satisfaction among school educators. The research was based on the Inner City Independent School of Johannesburg. In this research, it was found that educators derive most of their job satisfaction from interpersonal relationships. The reasons for dissatisfaction were mainly due to low salaries, low status, poor facilities and the lack of security at school.

### **2.3.2.5 LEADERSHIP AT SCHOOL**

Leadership practices at a school seem to impact on work performance. Motjoli (2004) conducted a case study of factors promoting high teacher turnover at a school. The objective was to ascertain why educators left this school at a very high rate and the researcher found it imperative that the challenge of teacher turnover be conquered because high teacher turnover will definitely impact negatively on a school, due to the fact that a school is unlikely to be able to sustain its efforts relating to effective learning and teaching unless it is able to retain its staff members.

The respondents to this study were the Principal, Deputy Principal, educators, members of the governing body, some governmental and non-governmental agencies, who are all stakeholders in the school. The data collection methods were interviews, observations and document analysis. The findings revealed that one of the core issues was the nature of leadership within the school. This study found that the Principal lacked leadership skills, she did not involve the teachers in the allocation of resources, did not communicate effectively with educators and she did not motivate them enough. The Principal did not practise delegation of duties. Participatory decision making was also lacking in the school. Therefore, this contributed to high teacher turnover in the school. However, this study is not without some criticism. It was a single case study thus these results may not be generalizable, except where other researchers see their application.

The researcher sees a link between the findings of the above study (Motjoli, 2004) and Pillay (2005). Pillay's (2005) challenge was a study which set out to elicit the relationship between educator's perceptions on change management and the educator's attitudes towards change. The study aimed to investigate whether change

was well communicated to all organisational members. Thirty educators were surveyed through a questionnaire and by structured interviews. The findings revealed that due to the frequent absence of the Principal from school and a lack of opportunities for educators to participate in decision making, the respondents claimed that this led to educators feeling dissatisfied resulting in high teacher turnover at the school. Most of the respondents also stated that the SMT should adopt a transformational approach and act as change agents to assist to drive the change process, to meet the challenges of transformation. However, this study was limited due to it being a case study, thus its findings cannot be generalised to happenings in other schools.

### **2.3.3 OTHER FACTORS**

A valuable study was done by Stobart, Sammons, Kington, Gu, Smees and Mujtaba (2006) on the factors contributing to variations in teachers' effectiveness at different phases of their careers, working in a range of schools in different contexts. The core message of this study was that educator effectiveness is not simply a consequence of age or experience. It postulates that educators go through six professional life phases that influence their effectiveness in their work. Educator's capacities to be effective are also influenced by variations in their work, lives and identities.

The study found that in each of the phases (see table 2, page 20) there are many challenges that individuals will be faced with, but people have to develop the capacity to manage work life tensions, through a supportive school culture, motivation and close interactions with stakeholders, which will help to develop effective teachers, increasing the levels of commitment and improved work performance. This knowledge of the six professional life phases of an educator will assist the researcher to determine the phases and experiences research participants in this study are functioning at.

Contextual variables may also have a temporary impact on a person's job performance within a specific time span. These variables may result from personal experiences that include for example, death in the family, long term illness, change in family structure or any other traumatic life experiences. This may lower a person's job performance for a period of time. They also include leadership and supervisory practices, decision making policies at school, support services and working relations. However, researchers warn that one must not allow contextual factors to become an

excuse for poor performance that may have been unrelated to these factors (Bernardin, Hagan, Kane & Villanova, 1998).

Table 2: The six professional life phases of an educator

<b>AGE</b>	<b>ASPECT</b>	<b>ELLABORATION</b>
<b>0-3 years</b>	<b>Commitment, support and challenge</b>	This is a phase of high commitment from educators. A crucial factor required for the success of this phase, is the support of school and department leaders. Educators in this professional life phase have either a developing sense of efficacy or a reduced sense of efficacy.
<b>4-7 years</b>	<b>Identity and efficacy in the classroom</b>	There is increased confidence in educators about being effective teachers. Many educators will take on additional responsibilities, which further strengthens their emerging identities.
<b>8-15 years</b>	<b>Managing changes in role and identity: growing tensions and transitions</b>	This phase can be seen as a watershed in teachers' professional development. Some may have additional responsibilities, some may make progression in their career, for some individuals, there may be loss of motivation or signs showing detachment.
<b>16-23 years</b>	<b>Work Life tensions: challenges to motivation and commitment</b>	Many individuals will face additional demands outside school (health issues, careers, children or from partners) as well as additional responsibilities in school, thus making a work life balance become a key concern. The struggle for balance can have a negative impact.
<b>24-30 years</b>	<b>Challenges to sustaining motivation</b>	Maintaining motivation in the face of external policies and initiatives, becomes the core struggle for many educators. Teachers in this phase were categorised as either sustaining a strong sense of motivation and commitment or holding on but losing motivation.
<b>31 years +</b>	<b>Sustaining motivation, coping with change, looking to retire</b>	For the majority of educators, this phase is a phase of high commitment. Teachers will either maintain commitment or feel a sense of being tired or trapped.

Source: (Stobart et al, 2006, pp.x-xi)

This is seen in a case study conducted by Bernardin et al, (1998). A second grade educator with 15 years of teaching experience in a large urban school was notorious for her inability to teach reading. Her supervisor recommended certain changes in her preparation and teaching activities. Although she was transferred to a new school, she continued to teach as before and other educators complained to the Principal that learners coming from the second grade were far behind in reading than they should have been.

The findings of this case study revealed that due to circumstances in the school, for example, high absenteeism of learners, learners disrespect for educators and school property and so on, the Principal did not make the recommendation for the dismissal of the educator. In this case study the Principal erred by ignoring the poor performance of the educator, because of the difficult school situation. The Principal should not have allowed environmental factors to become an excuse for poor performance and the failure to meet the needs of students. Instead, he should have helped to identify and maintain the educator's strong points and to address her weakness through appropriate development in the area of reading (Bernardin et al, 1998).

#### **2.4 LINK BETWEEN JOB SATISFACTION / DISSATISFACTION AND WORK PERFORMANCE**

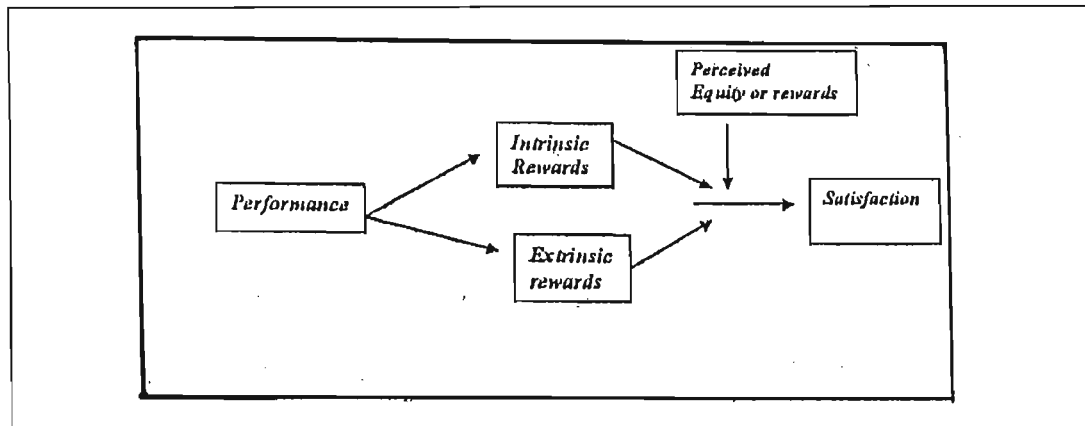
In today's competitive environment, organizations such as a school thrive to survive on their human resources. The values, attitudes, perceptions and behaviour of individuals will influence teachers' work performance. According to Citeman Network (n.d.) work performance is linked to individuals self motivation and job satisfaction. Job satisfaction refers to one's attitude towards his or her job. Job satisfaction leads to higher performance levels in individuals and efficiency in work performance. Thus, it is evident that there exists a link between job satisfaction and work performance of an individual. It is further stated that motivation and recognition of teachers could enhance job satisfaction levels, thus increasing the work performance of teachers (Citeman Network, n.d.).

Sikhwivhilu (2003) responds to the above argument by stating that the relationship between educator satisfaction and performance is a complex one. While satisfaction may foster improved performance, the inverse may also be true. In the same light,

performance may suffer if there is job dissatisfaction. Job dissatisfaction has been found to have a variety of effects on the individual and the organisation.

Maniram (2007) asserts that there is sufficient evidence to indicate that work performance results in job satisfaction. The model below illustrates that performance leads to satisfaction and rewards play a pivotal role in this relationship.

Figure 2: The relationship between performance and job satisfaction



Source: Adapted from Lawler & Porter (1967).

The above illustration indicates that an individual will expect to be rewarded accordingly, and to be recognised for his or her outstanding efforts and performance, both intrinsically and extrinsically. If he or she is not justifiably rewarded, this will leave the individual feeling a sense of dissatisfaction.

## 2.5 UNDERSTANDING JOB SATISFACTION / MOTIVATION AND WORK PERFORMANCE

The concepts job satisfaction, motivation and work performance are interwoven. Ololube (n.d) conducted a study to assess the differences and relationships between the level of educators' job satisfaction, motivation and their teaching performance. He explains that whilst job satisfaction and motivation are essential in determining success in performance, the concepts of motivation and job satisfaction are often confused with one another. He elaborates that job satisfaction is one part of the motivational process. Whilst motivation is concerned with goal directed behaviour, job satisfaction refers to the fulfilment acquired by experiencing various job activities and rewards.

It is possible that an individual may display low motivation from the organizations perspective, yet enjoy every aspect of the job. Ololube's (n.d) study revealed that there exists a relationship between job satisfaction, motivation and job performance. Also interesting to note was that sources of job satisfaction seem to have a greater impact on job performance. The explanation is that when educators' needs are satisfied, it promotes their psychological well being and enables optimal functioning and performance.

However, one weakness of the above mentioned study, is that the findings were limited by the use of self report instruments to measure informants levels of job satisfaction and job dissatisfaction, and how it influenced their job performance. Differences in informants perception could influence the study's findings, thereby limiting its generalizability (Ololube, n.d).

## **2.6 SUPPORT PROGRAMMES TO ENHANCE WORK PERFORMANCE**

A range of support programmes can be implemented to enhance the work performance of educators. They include empowerment, managing educator turnover, leadership practices, job enrichment and participative management.

### **2.6.1 EMPOWERMENT**

In a competitive, changing and challenging environment like that of a school, the focus should be on supporting individuals to use their abilities, skills, knowledge and competence for achieving organizational goals. To facilitate this, many researchers believe that empowerment is the way to increase power and authority to help people handle their tasks freely by themselves. Kanter (1979) as cited in Pakkawan (2005) calls this structural power, which helps people to access support, opportunities and resources to help individuals achieve rewards, success and recognition in an organization.

Sangduenchai and Prasert (n.d.) conducted a study to investigate the direct or indirect influence of empowerment on job performance through organisational commitment and job satisfaction. The sample was 110 government officers of a university. The instrument was a questionnaire which consisted of four parts: empowerment, work performance, organisational commitment and job satisfaction. The results revealed that empowerment affected job performance and organisational commitment. Empowered people believe that they can manage and control events and situations;

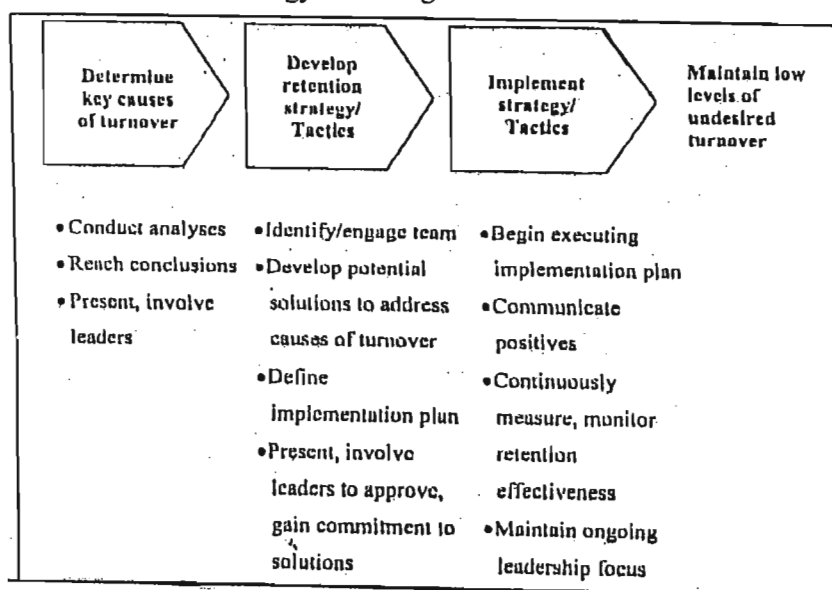
they feel their work is valued because they have the freedom to handle their tasks responsibly. Although this research should be examined in the context of a school, one can draw valuable knowledge from this study, for example, schools should create a supportive environment to empower educators through job enrichment and promotion, to work effectively and confidently in spite of ongoing changes and challenges.

### 2.6.2 AN APPROACH TO MANAGE EDUCATOR TURNOVER

Xaba (2003) states that turnover can be described as the constant movement of educators out of the organisation. Concerns of educator turnover have been reported as a global phenomenon. This is due to the fact that it leads to shortages in educator supply, costs in training and mentoring, poor learner performance due to the disruption of planning programmes and continuity, as well as over crowded classes. The causes of educator turnover could be some of the following: poor working conditions, family or personal reasons, pursuit of other jobs, school staffing action, salaries, job dissatisfaction, and poor salaries.

Researchers, Xaba (2003) and Shaw (1999) believe that if individuals do not feel a sense of job satisfaction, they will not be motivated to stay on in the school. It thus becomes clear that school managers need some kind of assistance as to how to manage or prevent educator turnover at their school. In light of this, Shaw (1999) outlines a model for developing a turnover and retention strategy.

Figure 3: A retention strategy to manage educator turnover



Source: Shaw (1999)

To simplify an understanding of this model, it has been divided into the following steps:

- **Determine the key causes of the educator turnover:** Shaw (1999) recommends that managers consider both hygiene and motivation factors, the individual's needs from the physical to self fulfilment needs.
- **Develop solutions to address the problem:** this may include allowing autonomy in work responsibilities, providing career opportunities, creating a work environment that is preferred by all members and so on.
- **Implement the strategies:** A team should be established to develop possible solutions, define implementation plans and regain commitment of individuals in the organisation.

It is a challenge to manage educator turnover and this will require a concerted effort from all stakeholders in the education system. Thus school managers must be well equipped to create conditions that instil intrinsic motivation for educators.

### **2.6.3 LEADERSHIP PRACTICES**

Singh (2003) investigated the relevance of the Collegial Leadership Model of Emancipation (COLME). This model is used to transform traditional management practices in schools. It emphasizes the principles of collaboration and participation of all members and facilitates collegial leadership practices to flourish in an environment. This means creating an enabling environment in which all stakeholders can participate as partners in joint decision making. In a collegial climate, schools make decisions and policies through the processes of discussion and consensus in lieu of their shared vision. Thus there is power sharing amongst all members of the school, who understand the objectives of the school.

Working within a qualitative paradigm and using interviews to collect data, this study revealed that much of the current leadership crisis in many schools is based on the old fashioned top-down bureaucratic style of management. The Principals of the sample schools admitted that much has still to be done in order to espouse the values of leadership presented in the COLME. The Principals did state that much of their time was spent on administrative tasks instead of focusing on the leadership aspects of their school. The findings of this study strongly supported the application of the COLME to transform leadership in schools (Singh, 2003).

Although Singh (2003) did reveal that a limitation to this study was that because no investigator observed the interviews, the issue of reliability is immensely difficult. However, in this study undertaken by the researcher, various techniques were used to corroborate the findings for the purpose of reliability, for example, tape recording the interviews, allowing the respondents to verify the data obtained. Although the study focused on Secondary schools, researchers can still draw important knowledge from this study. The motivation to develop the COLME in schools is based on the fact that it gets rid the traditional system of rewards and punishments, control and scrutiny and paves the way for innovation, individual character and the courage of convictions in educators. This is because it focuses on the following pillars:

- **Devolution of power:** there is power sharing amongst all members of the school.
- **Empowerment:** In order for all stakeholders to play an active role in governing human resources of a school, they need to be empowered to fulfil their functions.
- **Shared decision making:** Decision making must be participative and individuals must take responsibility and be accountable for the decisions that they make
- **Shared Leadership:** There is a utilisation of a variety of leaders and opportunities for leadership development to enhance shared accountability and shared decision making.

#### **2.6.4 JOB ENRICHMENT**

A system to reduce conflict in an organization is the redesign of work, known as job enrichment. This is an attempt to produce a better 'fit' between the individual and the organization. Job enrichment is also seen as a means to motivate individuals. Thus, this entails giving the individual more freedom and authority; more accountability; more feedback; more challenge and the use of more skills. This will enrich 'dull jobs' (Bolman & Deal, 1990, pp.84-85).

#### **2.6.5 PARTICIPATIVE MANAGEMENT**

A common problem is that organizations create a world that allows individuals to be highly dependent on their leaders and managers whereby, people have little control over their work situations. But Bolman and Deal (1990, pp.86-87) suggest

participative management be practised by organizations. This would entail giving individuals more opportunities to influence decisions that affect their work. In this way there is power sharing between all members. These researchers claim that when individuals make valuable suggestions, participate in discussions and make decisions, the morale and productivity of the organization can increase.

## **2.7 THEORETICAL FRAMEWORK**

A theoretical framework positions a research in the discipline or subject in which the researcher is working (Henning, 2004). Owing to the fact that this study is located in the Human Resource Management area, which is concerned with the total development of human resources within organizations (Makanya, 2004), the specific framework informing this study is motivational theory with the interpretivist paradigm as an overarching framework.

### **2.7.1 THE INTERPRETIVIST PARADIGM**

According to Blanche, Durrheim and Painter (2006, p.40) and Popkewitz (1984) paradigms are systems of interrelated ontological, epistemological and methodological assumptions. A paradigm informs the researcher to make assumptions about the form of knowledge, the ways in which knowledge can be attained and communicated to others, who is the knower and what criteria must be involved to establish the knowledge (being the research design). The researcher must ensure that there is coherence that means that the research question and methods must fit logically within the paradigm in which the researcher is working. In order to ensure this coherence, the interpretive paradigm frames this research. This paradigm is useful to understand the participant's behaviour, attitudes, opinions, experiences, beliefs and perceptions. These are things that cannot be easily measured. The researchers intention was to examine and make sense of the situation from the viewpoint of the participants in the research (Cohen, Manion & Morrison, 2007 and Blanche et al., 2006).

Maree (2008) adds to this knowledge of the interpretative paradigm by stating that researchers in the social sciences use this paradigm to research people's behaviour, attitudes, beliefs and perceptions, which cannot always be easily measured. The researcher understands that the world is changeable and it is people who define the meaning of a particular situation. Thus through the interpretative approach, the researcher would begin to experience how people make sense of the contexts in which

they live and work. This approach allows the researcher to understand that people's behaviour can be a response to external stimuli, which is determined by their previous experiences and by the context they are in.

## **2.8 MOTIVATION THEORIES**

Motivation comprises complex forces, incentives, needs, tensions and other mechanisms that energise channel and sustain human behaviour.

### **2.8.1 RATIONALE FOR USING THE MOTIVATION THEORY**

A very valuable asset in any organisation is human resources. Recent trends in education have placed great emphasis on the improvement and effectiveness of organisations, thus there has been increased focus on human resources. The expanding pressure on educators' demands increased effective educator motivation. This is because schools are dependent on the optimum level of performance by educators. Motivation becomes a key operative function in human resource management for schools (Riches, 1994).

Although the concept of motivation is a complex one which changes over time and varies from person to person, motivation is necessary to enhance the work performance and the work attitudes of school educators. Secondly, motivation influences human action or behaviour, ultimately, influencing their work performance, thus the motivation theories form the basis of this study. Swanepoel, Erasmus, Wyk and Schenk (2003) maintain that to elicit the best performance from an individual, it is essential to understand what motivates them in general and more particularly, what the implications are for managers.

In an attempt to understand the complex concept of motivation, scholars have put forth differing approaches or theories of motivation. Motivation theories can be categorised into three categories. These include the content theories, process theories and the reinforcement theory. Each group of theories provides a different perspective of motivation (Martin & Armstrong, 2001).

This study will focus on the content theories of motivation. The content theories are also referred to as need theories. The researcher's reason for choosing the content theories of motivation, is supported by Armstrong (2001) who claims that the underlying principle of content theories is that motivation is essentially about taking

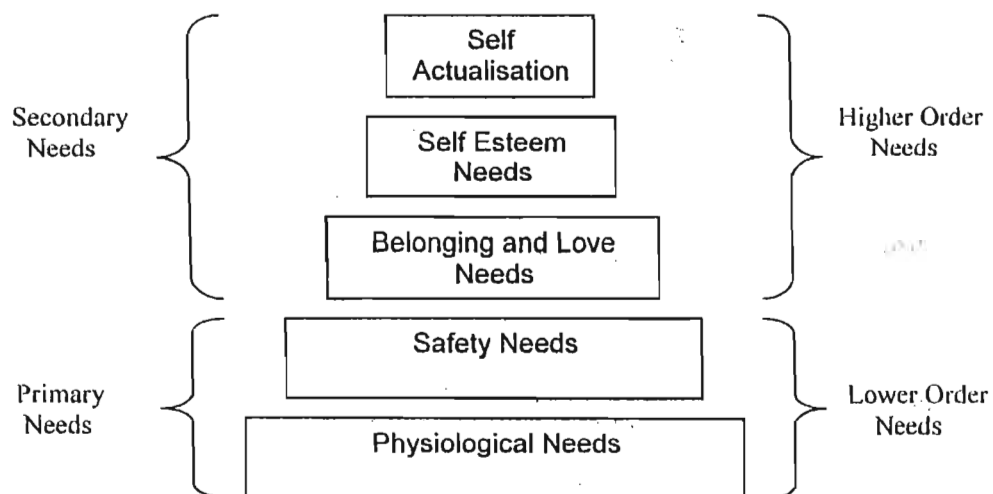
action to satisfy needs. Luthans (1998) affirms the above statement by adding that the content theories are concerned with identifying the needs that people have and how these needs are prioritised.

Hence, one needs the knowledge of the rich variety of motivation theories which adds to the plethora of knowledge on this concept. However, for the purpose of this study, the focus will be on the four motivation theories, namely, Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory, McGregor's X and Y Theories and McClelland's Learned Needs Theory. The researcher felt that these four theories are most appropriate to theorise data in this study.

### 2.8.2 MASLOW'S HIERARCHY OF NEEDS THEORY

Maslow in his theory of human needs, distinguishes five needs which he postulates are inherent in every individual. These range from lower order to higher order needs, as represented in figure 4. However, it must be pointed out that according to this theory a need does not have to be totally satisfied before the next need is considered (Maslow, 1954).

Figure 4: A schematic representation of Maslow's Hierarchy of Needs Theory



Source: Steyn & Van Niekerk (2002, p.144)

The lowest order of human needs are the physiological needs which include the basic human needs like air, water, food and shelter. These can be acquired if money and employment are available to an educator. Once these needs are satisfied, even partially, the next level of needs become dominant which is, safety needs. These needs refer to job security, financial security and freedom from physical threats and

danger. Maslow (1970, p.43) claims that the initial two needs, physiological and safety needs are essential to human existence. 'If these needs are fairly well gratified, there will emerge the love, affection and belonging needs.' These needs are also referred to as social needs which emphasize affective relationships and the need to belong to a group, family and so on. If individuals receive feedback from group members, this will help to confirm their sense of belonging, contributing to job satisfaction (Maslow, 1954).

The next level, which is the need for esteem, represents progression into higher order needs. According to Alberts and Motlatla (1998) internal esteem factors such as self-respect, autonomy and achievement are crucial for the fulfilment of needs at this level of the hierarchy. Whilst external esteem factors such as status, recognition, prestige and attention from others also need to be acquired. Steyn (2002, p.144) suggests that educators who feel that their status and self-esteem needs are not being fulfilled in the work situation can become discouraged because they want to be recognized for their accomplishments.

Finally, self-actualisation which is the ultimate human goal, involves the development of an individual's capability to the fullest potential. Steyn (2002, pp.144-145) suggests that school managers must provide challenging tasks, to prevent boredom and encourage creativity of educators to develop these needs and to boost the performance of individuals in the workplace.

Maslow's theory is valuable to this study for it provides education managers with insight into motivation and the diverse needs of individuals, that are required to improve their work performance. Martin (2001) affirms this by stating that Maslow's theory assists managers in getting basics in order before attempting complex motivational strategies. Armstrong (2001) asserts that Maslow's higher order needs for esteem and self-fulfilment provide the greatest impetus for motivation, therefore, school managers must devise strategies to make jobs more challenging and meaningful to educators to promote job satisfaction and improve work performance.

However, Maslow's hierarchy of needs theory has not been without criticism. It has been criticised for its rigidity because 'different people may have different priorities and it is difficult to accept that people's needs progress steadily up the hierarchy'

(Armstrong, 2001, p.160). Quick (1982) argues that Maslow suggested that when one need was achieved (even partially), the individual moves on to the next higher one. However, the assumption is that most individuals are probably working on more than one need at a time. In spite of some of the aforementioned limitations of Maslow's theory, it still remains a dominant motivation theory for it promotes the fulfilment of needs of individuals to school managers enhancing work performance.

### **2.8.3 HERZBERG'S TWO FACTOR THEORY**

O' Keefe (2007) refers to Herzberg's two factor theory where he considers motivation as an important factor that could lead to job satisfaction and ultimately improve the work performance of an educator. Du Preez (2003, pp. 23-24) and Gawel (1997, pp.1-5) concur with O' Keefe (2007) on the benefits of Herzberg's theory in unpacking peoples attitudes about their work. This study intends using Herzberg's motivational theory as the main component of the theoretical framework.

Herzberg's two factor theory is also termed the motivator – hygiene theory (see table 3, page 33). This theory distinguishes between two sets of factors, factors that cause job satisfaction and those that cause job dissatisfaction. The first set of factors relates to the actual execution of the work. These factors are termed motivators or intrinsic factors such as recognition, responsibility and achievement. These factors are associated with long term positive effects in job performance. The second set of factors relates to the work environment and he called them extrinsic or hygiene factors. These are de-motivators which include the physical working environment, job security and interpersonal relationships. These de-motivators could contribute to job dissatisfaction, negative work outcomes and poor work performance of an individual (Du Preez, 2003, pp.23-24 and Herzberg, Mausner & Snyderman, 1959).

Drawing from the knowledge of Herzberg's theory, the researcher is of the opinion that opportunities be created where job satisfaction amongst educators, be increased and factors causing job dissatisfaction be removed in an effort to increase educator work performance. Secondly, knowledge of Herzbergs' two factor theory will assist the researcher to get a deeper understanding of what factors influences teachers positively and negatively towards their work performance. This theory is appropriate and relevant to this study for it will assist in framing appropriate questions in the data collection process. The research questions will allow the researcher to unpack, in greater detail, educators understanding of the intrinsic and extrinsic factors related to

their work performance. Within this theoretical framework, certain main concepts emerge upon which the research findings can be linked to and they are: job satisfaction, motivators and de-motivators.

Herzberg (Bolman & Deal, 1990) through his theory emphasised job enrichment as an effort to prevent work becoming too narrow, fragmented and restrictive. Job enrichment entails giving the individual more freedom and authority, more accountability, more feedback, more challenge and the use of more skills.

However, a weakness of this theory is that it ignores individual differences as well as cultural differences. Additionally, although Herzberg's model has contributed very positively towards research, critics have indicated that the model does not specify how motivators and hygiene factors can be measured (Daft & Noe, 2001).

Table 3: Differences between hygiene factors and motivators

<b>Hygiene factors</b>	<b>Motivators</b>
Present in the work environment Affects job dissatisfaction	Present in work itself Affects job satisfaction
1. Salary 2. Working conditions 3. Organisational policies and administration 4. Supervision 5. Interpersonal relationships 6. Security 7. Status	1. Achievement 2. Recognition 3. Work itself 4. Responsibility 5. Advancement 6. Growth

Adapted from Schermerhorn, Hunt & Osborn (2003, p.114)

#### **2.8.4 MCGREGOR'S X AND Y THEORIES**

McGregor (1960) proposed two conflicting assumptions about the relationship of an individual to his work. The researcher is of the opinion that knowledge of this theory will assist one in determining the management or leadership style to be adopted to motivate people. According to McGregor's (1960) theory X, individuals have a dislike to work and will avoid it if possible. Furthermore, employees have no ambition

and avoid responsibility. Bisschoff, Govender and Oosthuizen (2004, pp61-62) contribute to this theory by affirming that it is for these reasons that individuals must be continually supervised, controlled and threatened with punishment towards the achievement of a task. Theory X stresses domination by a leader and dependence in work relationships. Thus, the potential of an individual might be unrealised and it might cause discontent for those educators who prefer autonomy or freedom.

Contrary to this, exists Theory Y. McGregor (1960) claims that the average person does not resent work. This means that if an individual is committed to a specific goal, he or she will act responsibly and will exercise self direction and self control. Naidoo (2005, p.21) maintains that Theory Y suggests that people can be self directed and creative at work, if properly led. The researcher believes that knowledge of Theory Y allows one to understand that each educator is a valuable asset to an organisation, with the potential for growth and development.

McGregor through his theory, postulated participative management. This researcher claims that organizations force individuals to be highly dependent on their bosses and they are given very little control over their work situations. A way to solve this problem, is to allow individuals more opportunity to influence decisions that affect their work. Bolman and Deal (1990) make reference to a case study involving manual workers who were employed in a toy factory. Although to their employers the job was fairly simple, production was low and morale among the workers were also poor. However, after several meetings and discussions with their employers, the workers had suggested certain changes to their work and their work environment. Reluctantly, their supervisors agreed and the changes were made. To their surprise, as a result of participation, moral and production shot up.

The following is a weakness of Theory Y: in a project, co-ordination is essential and each team member cannot proceed on their own, as suggested in theory Y. Thus the success of Theory Y depends on mature individuals, who are not always present in all project teams (Bisschoff et al, 2004, pp.61-62).

Information is provided by Bischoff et al. (2004, p.62) on Theory Z, which they claim is an extension of Theory Y. In this theory, 'there is the participative approach to decision making, which encourages free flow of information between team members.

It also emphasises a need for consensus, personal commitment and the humanisation of work activities.'

### **2.8.5 McCLELLAND'S LEARNED NEEDS THEORY**

Another popular need theory of motivation was proposed by David C. McClelland. According to Schultz, Bergraim, Potgieter, Viedge and Werner (2003) McClelland's theory suggests that we are not born with a specific set of needs. Instead, we learn particular needs from our culture or society. Thus McClelland's theory is referred to as the learned needs theory. McClelland (1961) identified three different set of needs as the basis of motivation. He concluded that different needs predominate in different people.

These three needs are explained in Naidoo (2005, p.22) as follows:

1. *The need for achievement*: This is a need to excel, to be successful or to exceed a set standard.
2. *Need for power*: This involves being influential, to control others or to make others behave in a way they would not otherwise behave.
3. *Need for affiliation*: this includes the need for warm and close interpersonal relationships and to be liked and accepted by others.

McClelland's theory provides numerous managerial implications, for example, an educator with a high need for achievement will require challenging tasks whereas an educator with a high need for affiliation will prefer working in a team. Also managers who want to motivate employees who have a high achievement level, should ensure that they are provided with regular and meaningful feedback on their performances. McClelland's theory suggests that if individuals are adequately motivated, they can improve their performances and contribute to the realisation of the goals of the organisation (Naidoo, 2005, p.22).

### **2.9 AN OVERVIEW OF THE MOTIVATIONAL THEORIES**

The four content theories attempt to provide explanations about motivation in relation to the needs and the nature of people. These significant content theories form the foundation of our understanding of human needs which determines people's behaviour.

But the question that needs to be addressed is, 'What drives people to work so that they would feel fulfilled in the achievement of desired goals?' To try and answer this question, Dalin (1998, p.380) states that once the accepted view was that rewards and promotion were the only motivation for effort. But now researchers have begun to discover that factors like relationship to management, feeling a sense of personal accomplishment, climate and group norms, were factors just as important for productivity.

## **2.10 SUMMARY**

This Chapter outlined the literature reviewed with regard to the factors impacting on work performance, established the relationship between concepts like job satisfaction, job dissatisfaction, motivation and their link to work performance, support programmes to enhance educator work performance and the theoretical framework of this study.

The next chapter will elaborate on the research design and the methodology adopted for this study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTON**

The previous chapter focused on the literature reviewed around the critical questions formulated in chapter one and the theoretical framework that informs this study. The focus of this chapter is on a discussion of the research design and methodology employed to address the following research questions generated in chapter 1.

- What are the factors that influence the work performance of educators?
- How do these factors influence educators' work performance?
- What support programmes are in place to enhance educator work performance in schools?

In this chapter the methodological approach to this study is outlined with specific reference to the research methods, research participants, the techniques deployed in the analysis of the data, the limitations of the research methods and the research instruments used.

#### **3.2 RESEARCH DESIGN**

To elaborate on the term research design, Le Compte and Preissle (1993, p.30) maintain that research design focuses on what the research purpose and questions will be, 'what information will most appropriately answer specific research questions and which strategies are most effective for obtaining it.' Following the same line of thought, Wiersma (1991) refers to research design as a plan or strategy for conducting the research and as such, it focuses on various issues which include the selection of participants for the research and the analysis of data obtained.

In this study the qualitative research approach was used to explore factors associated with educator work performance. Cohen, Manion and Morrison (2008) explain that qualitative methods are methods which involve collecting textual or verbal data, data which cannot be counted. The reason for choosing this research method to conduct this study, was to provide an in depth description of the work experiences of the informants. This enabled the researcher to develop a better understanding of the

experiences, opinions and perceptions of educators with reference to the factors that influence their motivation to work.

To further substantiate the decision for the use of the qualitative research approach, reference is made to McRoy (1995) as cited by Fouche and Delport (2002, p.79) who argue that 'the qualitative research paradigm in its broadest sense refers to research that elicits participant's accounts of meaning, experience or perceptions.' In other words the key purpose was to understand the phenomenon from the informant's experience. This statement aptly describes the purpose of this research, which was to explore the educator's experience and perceptions of the factors that have an impact on their work performance.

### **3.3 METHODS OF DATA COLLECTION**

Data was generated for this study with the use of interviews. Cohen, Manion and Morrison (1994, pp.252-253) define interviews as:

'... an interpersonal encounter with people are more likely to disclose aspects of themselves, their thoughts, their feelings and values, than they would in a less human situation. At least for some purposes, it is necessary to generate a kind of conversation in which the informant feels at ease. In other words, the distinctively human element in the interview is necessary to its validity.'

#### **3.3.1 RATIONALE FOR THE USE OF INTERVIEWS**

In order to seek greater depth to the issues surrounding factors that impact on educator work performance, the researcher considered interviews to be the ideal data gathering tool. Gilham (2000, p.10) contends that the positive feature of interviews is the richness and vividness of the data that it turns up. It enables one to 'see' and to understand what is reflected rather than more abstractly in other kinds of data such as statistical summaries.

The researcher was of the view that by posing open-ended questions to selected informants, the informants could be encouraged to express their opinions on the questions. Further, by asking supplementary questions (probes), informants could clarify or extend their responses.

The interview situation enables exploratory discussions, thus greater in-depth information was acquired as compared to a questionnaire. Interviews are thus conducted to gain a deeper understanding of the reasons for some of the responses, which the informant may not have otherwise revealed, for example in a questionnaire (Behr, 1983).

### 3.3.2 NATURE OF THE INTERVIEWS

In terms of interviews the main dimension of difference is the extent to which the interview is structured and the degree to which the interviewer is allowed to 'lead' the content of the interview. The researcher was of the view that a structured interview would be too restrictive in the sense that one has to adhere rigidly to a pre-planned interview schedule without having the freedom to prompt and probe further or encourage the informant to elaborate or reformulate a given response. Given this limitation, the researcher opted for semi-structured interviews as a data gathering tool because of the latitude it offered the researcher in the use of probes and prompts in order to obtain depth into the issues of educator work performance.

The interview consisted of open-ended questions. It was designed for the informants to express their ideas and feelings about specific issues related to their work performance, as outlined in the research questions. It was the researcher's intention for the interview to provide 'rich, first hand information' to enhance the findings of this study. Each interview was approximately 60 minutes in duration. The interviews were conducted in a classroom away from the busy and noisy administration blocks and the staffroom, so as to avoid any disruptions. Informants were given prior notice of the date, time and venue of the interviews. The interviews were recorded on tape.

The researcher was of the opinion that tape recording was convenient and it allowed the interviewer to capture *verbatim* words of the informant. Furthermore, interviews recorded on tape may be replayed as often as necessary for complete and objective analysis at a later time (Best & Kahn, 1989). In other words reliability checks can be facilitated.

### **3.3.3 THE INTERVIEW SCHEDULE**

The construction and design of the interview schedule went through several drafts. Thus there was time for refinement until the final research instrument was formulated. Ten questions appeared on the interview schedule (see Appendix E, pages 99-100). The ten questions centred around three themes.

**THEME 1** required answers from the informants about the factors that motivate and challenge educator work performance.

**THEME 2** required the informants to indicate how the above mentioned factors influence educator work performance.

**THEME 3** centred on the support educators received from the School Management Team. The aim was to determine whether the School Management Team offered support and motivation and whether this support was sufficient and effective to motivate educators.

### **3.3.4 LIMITATIONS OF INTERVIEWS**

In order to evaluate the study's findings and conclusions, the potential methodological limitations must be considered. The limitation of data collection methods have possible consequences on the interpretation and results and this should be acknowledged. Further, efforts must be made to minimize their effects. One of the major disadvantages of a face to face interview is that it can be time consuming. In this study, each interview conducted took approximately one hour. Secondly, it is possible that during the interview, the interviewer may have had misinterpreted what the interviewee was saying, therefore to minimise this, each interview was tape recorded. Clearly, face to face interviews are obviously limited to the spoken word and to the inferences made by the interviewer (Cohen et al., 2001). Thirdly, there is always the danger of bias creeping into interviews, largely because interviewers are human beings and their manner may have an effect on the informants. Interviewing can be a challenge since many researchers have not found it easy to strike a balance between complete objectivity and trying to put the interviewee at ease (Bell, 1993).

### **3.3.5 SAMPLING**

It is not always possible or practical to elicit information from all the members in a given population, therefore sampling is used. 'The purpose of sampling is to use a relatively small number of cases (the sample) to find out about a much larger number (being the population)' (Gorard, 2001, p.10). Terre Blanche (1999, p.133) adds to the concept of sampling by stating that the 'process of selecting cases to observe, is called sampling.'

#### **3.3.5.1 SELECTION OF SCHOOLS**

Four Primary schools were selected from the Phoenix-West Ward of the Pinetown District in KwaZulu-Natal for this research. These four schools were chosen through a process of random sampling. In 'random sampling, not only does each element of the sampling frame have a known probability of being selected, but they each have the same probability of selection' (Van Vuuren & Maree, 1997, pp.276-277). Thus the use of random sampling reduced the risk of bias in this study. The sampling process involved writing the names of all the Primary Schools in the Phoenix West Ward, on pieces of paper and then placing them in a box. Four of these pieces of paper with the names of the schools were picked out. These four schools thus formed the sample schools. It needs to be pointed out that the sensitivity of research warrants the decision for the names of the sample schools to be withheld. This is to ensure anonymity of both the informants and the schools. For the purposes of reporting *nom de plumes* were used for the names of the schools namely, Manchester United Primary; Liverpool Primary; Chelsea Primary and Real Madrid Primary.

#### **3.3.5.2 THE SELECTION OF INFORMANTS**

The informants in this study comprised eight level one educators. Two educators per school were chosen as informants. One educator from the Foundation Phase and one educator from the Intermediate Phase were chosen. Only educators employed by the Department of Education were selected. The reason being, educators employed by the school governing bodies are in positions that are temporary and often of short duration. Thus, they may not be in a position to provide the required information and therefore they were excluded from the educator sample.

The researcher selected the two senior educators from each phase namely, the Foundation phase and the Intermediate phase, in the sampled schools, based on their number of years of teaching experience. The researcher was of the opinion that the

senior educators would have much more information to share in this study, due to their experiences and expertise in the organization, compared to that of a new incumbent in the organization. Thus in the selection of informants purposive sampling was done. According to Cohen et al. (2008) purposive sampling means that the researcher makes specific choices about which people to include in the sample. Thus the researcher targets a specific group, knowing that the group does not represent the wider population, it simply represents itself.

#### **3.4.6 PERMISSION FROM THE DEPARTMENT OF EDUCATION**

The researcher wrote to the Head Office of the KZN Department of Education (see Appendix A, page 93) requesting permission to conduct research at four Primary Schools in the Phoenix West Ward of the Pinetown District. Permission was granted by the Research, Strategy, Policy Development and ECMIS Directorate (see Appendix G, pages 102-105).

#### **3.4.7 PILOT STUDY**

A pilot study was conducted prior to the actual data collection. Dane (1990, p.42) provides a definition of a pilot study as ‘an abbreviated version of the research project in which the researcher practices or tests the procedures to be used in the subsequent project.’ The interview schedule was piloted amongst two senior educators in the researcher’s school.

This pre-test was necessary to correct and to modify the research instruments because what seems perfectly clear to the researcher could have been confusing to the informant. The basic purpose of the pilot study was that it determined how the design of the study could be improved and it identified flaws in the measuring instrument (Bell, 1993). It also assisted in eliminating ambiguities in the wording of questions and in the choice of words. Improvements were made to the questions, from comments, suggestions and queries made by the informants. Piloting of the interview schedule also helped to determine the amount of time it took to complete each interview.

In addition to the above advantages of the pilot study, this exercise enabled the researcher to:

- Get some sort of feel for the interview process.
- Determine which questions were key questions.
- Ascertain questions that needed rethinking.
- Make decisions as to questions that need to be omitted.

### **3.5 ETHICAL CONSIDERATIONS**

Ethical clearance was obtained from the University of KwaZulu-Natal (see page iv). On receiving ethical clearance from the University, the researcher proceeded to contact the Principals of the sample schools to obtain their permission and support to undertake this research project.

The researcher then met with each Principal and discussed the aims and value of the study. Each Principal was also given an official letter asking for permission to pursue the research at their school (see Annexure B, pages 94-95). Written permission was obtained from all four Principals of the sample schools.

Prior to the commencement of the semi-structured interviews, permission was received from the informants (see Appendix C, pages 96-97). The informants were briefed on the purpose of the study and were assured that any information furnished by them would be used solely for the purposes of research, and that all information disclosed will be treated in the strictest of confidence. Further, they were assured that neither their names nor the names of their schools would be quoted. According to Cavan (1977), as cited by Cohen et al. (2000, p.56), ethics can be defined as 'a matter of principled sensitivity to the rights of others.' What this means is that in the pursuit of knowledge and truth, the researcher must respect the dignity and confidentiality of the informants and this will take precedence in the study. 'The essence of anonymity is that, information provided by participants should in no way reveal their identity' (Cohen et al. 1995, p.366). For this reason, the names of the schools, Principals of the sample schools and the informants were not revealed in this study.

### **3.6 THE RESEARCH INFORMANTS**

The eight research informants were allocated *nom de plumes* in order to protect their identities. A brief narrative on the biography of each informant is presented.

#### **Informant One: Daffodil**

This informant is currently teaching in the Foundation Phase at Manchester United Primary with 16 years teaching experience. She has acted as Head of Department for a period of 1 year. Daffodil has been awarded the District prize for excellence in early childhood development.

#### **Informant Two: Sweetpea**

Sweetpea is teaching for a period of 15 years as a Foundation Phase educator at Liverpool Primary. The learner enrolment of her school is 390 learners. Her staff consists of ten members. She has had a break in service due to illness, therefore she has not yet achieved Senior educator status.

#### **Informant Three: Rose**

Rose is teaching in the Senior Phase at Chelsea Primary school for a period of 22 years. He has achieved Senior teacher status. He has acted as Head of Department in the Senior Phase for three years. There are 5 Senior Phase educators in his Department.

#### **Informant Four: Tulip**

This informant is a Senior educator at Real Madrid Primary School. He has 20 years service with the Department of Education. He has acted as Head of Department for two terms. He presently teaches 5 learning areas from grades 4 to 7.

#### **Informant Five: Protea**

Protea is teaching for 23 years in the Foundation Phase Department at Chelsea Primary. She has acted as Head of Department for one year. Protea teaches for 23 hours per week. This informant has been coaching the code of mini-cricket for 21 years to promote this sport at the school.

### **Informant Six: Buttercup**

The informant is a Foundation Phase educator at Real Madrid Primary. She has been teaching for 23 years in this phase. Buttercup has been successful in achieving Senior educator status from the Department of Education.

### **Informant Seven: Sunflower**

Sunflower is a Senior Primary educator at Manchester United Primary. She has lecturing experience. This informant has been teaching for 15 years. Her highest teaching qualification is ACE Education Management. Her additional duties at this school include being the staff Union Representative, thus she has to be available all the times to deal with staff issues.

### **Informant Eight: Lilly**

This informant is currently teaching in the Senior Phase of Liverpool Primary School. She has been teaching for 22 years in the same school. She is a level one educator with Senior educator status. The informant has acted as Head of Department in the Senior Phase for a period of one year.

## **3.7 PROCESSING OF THE DATA**

Responses to the open-ended questions were addressed through content analysis. The taped interviews were transcribed *verbatim*. The method of member check was adopted, whereby once the data was transcribed, the informant was given the opportunity to read the data to confirm, add or to delete unwanted information. This process also contributed to validity in this study. After the transcription process; the researcher also had to engage in minor editing in order to increase the readability of the transcript. The transcripts were then subjected to qualitative content analysis by identifying key substantive points in the transcript and then grouping them into themes, categories and sub-categories. During the process of developing themes, categories and sub-categories emerged. The data was then coded and reviewed repeatedly. The data was then decoded for the actual interpretation. The data was coded for purposes of acquiring ideas and meanings. The actual 'voices' from the interviews were also included in the analysis so as to validate the interpretations.

Coding involved breaking up the data in ways that were analytically relevant (McMillan & Schumacher, 1997).

### **3.8 LIMITATIONS OF THE STUDY**

Limitations refer to the potential weakness (es) of the study. This investigation was constrained by the following factors:

- Although the study provided qualitative findings, the limited sample in this study makes it difficult to generalize the findings as representative of all schools in Phoenix. The results of this study are specific to findings in the sample schools. It would be of interest to compare the findings of the sample schools, against other schools in the area/region.
- As one is dealing with people, some information from the informants may be overloaded with bias and emotion. This may have affected the validity and reliability of the study, which are of crucial importance for a study to be authentic. According to Dane (1990) validity refers to the degree to which the research conclusions are sound and reliability refers to consistency. The researcher is of the opinion that although the informants were guaranteed of anonymity and confidentiality, some respondents hesitated to divulge certain information, fearing that they may be exposing sensitive information. Thus due to the respondents being over cautious, they may have not been totally honest and true in their responses, for the fear that this project would expose flaws in their schools.
- Thirdly, the factors influencing educator work performance differs from person to person, time to time and even situation to situation. However insight into these factors affecting educator work performance and motivation, will provide school managers with information on ways to improve performance and work attitudes of educators.

### **3.9 SUMMARY**

This chapter highlighted how the research was planned and executed. A detailed account with regard to the methodological approach, methods of collecting data, sampling procedures and a brief profile of the research informants were presented. The discussion also outlined the limitations of the design and methodology.

The next chapter deals with the presentation, analysis, findings and discussion of the data.

## CHAPTER 4

### DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSION

#### 4.1 INTRODUCTION

The previous chapter outlined the research design and methodology employed in this study. This chapter focuses on the presentation, analysis, findings and discussion of the data. The data is presented using themes and categories generated from the interviews. Further, in presenting the data, the researcher wanted to ensure that voices of the informants were not lost. Therefore, *verbatim* quotations are also used in the data presentation. The emerging trends and patterns from the presented data are then outlined. Pertinent findings of this study and a discussion thereof in terms of the research questions generated in chapter one and the theoretical and conceptual tools outlined in chapter two are then presented.

#### 4.2 PRESENTATION AND DISCUSSION OF THE DATA

The data from the semi-structured interviews were grouped into themes, categories and sub-categories.

##### 4.2.1 FACTORS RELATED TO THE WORK ITSELF

In terms of the theme, factors related to the work itself, the following categories emerged from the data: salary, the work itself, curriculum factors, teaching resources and equipment, praise and recognition, stress in the workplace, favouritism and motivation.

###### 4.2.1.1 SALARY

Responding to whether monetary rewards play an influential role in determining job satisfaction, 5 informants made mention of this aspect. Daffodil spoke of how her salary impacts on her standard of living:

*'After 15 years of service, the salary I take home is insufficient. It causes me to live inadequately to meet the rising costs of living.'*

Tulip compared her remuneration with other professions:

*'Educators do not earn enough for the job that they have to do. Other vocations pay more than the teaching profession and they also offer more perks for individuals. Due*

*to this reason, some educators just perform according to the mere salary that they earn.'*

Sunflower linked salary to motivation:

*'An increase in salary would be a motivator to stay on in this profession.'*

This study found that the majority of informants were dissatisfied with their current salary. They were of the opinion that salary increases will serve as a motivation for an individual to stay on in the teaching profession. A good salary allows one the means to satisfy one's needs. According to Steyn and Van Niekerk (2007, p.138-139), Herzberg distinguishes between two sets of work factors in his theory of motivation. Salary issues fall into the category of dissatisfiers or hygiene factors. These factors are demotivators that contribute to job dissatisfaction, negative work outcomes and poor work performance of an individual. According to a critical analysis of job satisfied teachers in Japan, amongst other factors, a good pay or material rewards were considered important for job satisfaction (Ninomiya & Okato, 1990, pp.252-253). Thus a good salary is a contributing factor to job satisfaction which will in turn enhance work performance.

#### **4.2.1.2 THE WORK ITSELF**

All the informants agreed that a stimulating, challenging and interesting job is a positive motivating tool and would keep an individual satisfied. However, 7 of the 8 informants responded favourably to this aspect.

Sweetpea stated that:

*'There is a diversity of learners which makes my job interesting. I become knowledgeable of the different cultures and traditions, due to the vast majority of learners belonging to different African cultures.'*

In addition to the above response, Rose stated the following:

*'It is interesting to network with educators from other neighbouring schools. I am not doing the same, boring job all the time. It is not stereotyped. Each day is full of something new.'*

Besides what was stated by the above informants, Lilly made the following remark:

*'I find my job very fulfilling. I see the fruits of my labour when learners perform extremely well and when they become successful. I impart valuable knowledge to mould them which will shape their future.'*

The data from this study suggests that a job being interesting, challenging and stimulating, keeps a person satisfied in their work. This falls into the category of intrinsic motivation. Herzberg et al. (1957, as cited by Armstrong, 2001, p.157) state that intrinsic motivation includes the 'self generated factors that influence people to behave in a particular way.' In other words, motivation lies within the individual, which produces an internal drive that motivates an individual. This idea is further developed by Mwamwenda (1999) and Lethoko (2002) who argue that intrinsic motivators are likely to have deeper and long term effects. From the above statement it would seem that the ultimate aim for school managers is to assist educators to achieve intrinsic motivation, by ensuring that the work itself is not dull and boring. Herzberg agrees that the meaningfulness and the challenge of the job (the work itself) serve as a motivating factor (Mwamwenda, 1999).

This aspect, being the work itself also finds support from Maslow's needs at the higher level of hierarchy which is the self-actualization needs. This would involve developing an individual to his or her fullest potential and this is possible by providing educators with challenging tasks as well as encouraging creativity to increase work performance and to promote job satisfaction (Naidoo, 2005, p.18). One of the implications of Maslow's theory is that the higher order needs for esteem and self-actualization provide the greatest impetus for motivation (Armstrong, 2001). Massie (1971, p.151) contends that where higher order needs are concerned, the work must be challenging and meaningful to individuals. Educators would not want to perform a job that is tedious and less stimulating because this would ultimately lead to job dissatisfaction. People prefer a job that is interesting and challenging because this would create opportunities for self-actualization and recognition (Nel, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2004, p.24).

#### **4.2.1.3 CURRICULUM FACTORS**

Getting to grips with ongoing changes in the curriculum and engaging in curriculum development becomes extremely onerous for educators. Daffodil stated that:

*'An educator is overburdened with high work loads. The new curriculum involves a lot of planning and preparation of lessons, which has to be done at home, due to the fact that there is not sufficient time at school to do the planning.'*

In addition to this, Rose stated that:

*'There are constant changes in the education system, from OBE (C2005) to RNCS to NCS. Because of this, lesson plans, time tables, assessments and work schedules have to keep changing from time to time.'*

Buttercup agreed with Rose by mentioning that:

*'Constant changes in the school curriculum leads to many problems because educators are not adequately trained to meet these demands. Educators have to adjust accordingly and cope on their own with the new tasks.'*

Herzberg's Two Factor Theory categorizes curriculum factors as intrinsic factors or motivators that cause job satisfaction (Andrews, 1998). Owing to this, education managers must know the capacity of their educators with regard to curriculum issues so that they can be supportive of educators who lack expertise in curriculum matters. For example, when a new programme is introduced into the curriculum, such as the inclusion of the HIV/AIDS programme at South African schools, officials from the District Office, Subject Advisor and SMT members should first be thoroughly trained in this programme before it can be implemented by educators in schools. This must be done so that when dissatisfiers such as the overload of policies and administration, are exhibited by educators in regard to the curriculum, the SMT members are in a position to guide and motivate their educators.

Ben-Peretz (2001, p.48) mentioned that teaching is an impossible task because what one is supposed to be doing as an educator is vague, ambiguous and fraught with uncertainties. In addition to this, he mentions that in South Africa, educators were found to be ill-prepared for curriculum development. Thus this would contribute to poor educator work performance.

What is happening in South Africa in relation to Outcomes Based Education can be compared to happenings in the United Kingdom and Australia (Scott, Cox and Dinham, 1999, pp.290-291). When the new curriculum and assessment arrangements were imposed on educators in South Africa, the assessment entailed a great deal of extra work on the part of educators. After the curriculum was phased in over several years, it became apparent that the national curriculum was unworkable. Thus, this led to educators becoming dissatisfied. The essence of this comparison is that overall

educators were left dissatisfied due to the demands of the curriculum and the curriculum change process, resulting in poor educator work performance.

Smyth and Shacklock (1998, p.20) add that the worldwide move to centralize control of education through national curricular changes, involving testing, appraisal and policy formulation may lead to job dissatisfaction of educators. The findings of this indicate that educators require participation in decision making with regard to curriculum changes. They want their voices to be heard and to have an influence on curriculum development because they are working and engaging in the curriculum directly. If educator's voices are suppressed, this may lead to job dissatisfaction and poor work performance.

#### **4.2.1.4 TEACHING RESOURCES AND EQUIPMENT**

Half of the informants made mention of the shortage of teaching resources and equipment at their schools. Sweetpea said:

*'There are a lack of resources and teaching equipment at my school. Without the basic requirements or tools, teaching has become a very stressful and de-motivating job.'*

Rose mentioned that:

*'There are no textbooks for the learners, no audio-visual material and no resources for the teaching of Science and Mathematics, which is definitely a necessity. Without aids, learners cannot associate meaning to content knowledge. This prevents me from doing practical work. Practical work allows the learner to remember and to understand concepts better.'*

However, one informant, Buttercup spoke of the extra-ordinary lengths she goes through to access resources. She stated that:

*'... with regard to the shortages of resources, I purchase my own resources should I require it in my lessons. At the moment there are no readers provided to the learners due to insufficient funds. At my own cost, I have made interesting readers for my learners.'*

This study confirms that insufficient or a lack of teaching resources and equipment affects work performance of educators negatively. According to Steyn and Van Niekerk (2002) self-actualization needs will be fulfilled when individuals work at

their full potential. They will feel successful and achieve their goals. If there is a shortage or the lack of basic resources such as textbooks, paper and charts, educators will not be able to deliver their lessons adequately and thus they will not be able to achieve their objectives (Sikhwivhilu, 2003).

Ben-Peretz (2001, p.54) asserts that the shortage of teaching resources to facilitate learning is a major problem in South Africa. Due to poverty and socio-economic backgrounds of parents, they are unable to pay school fees. Owing to a lack of funds schools cannot procure teaching resources. This can lead to job dissatisfaction of educators and managers. If educators are supposed to educate for understanding and to give a life-long gift to the learners, then frustration is bound to be experienced when lack of resources is experienced in schools. In South Africa, cases of departmental vehicles disappearing with school textbooks have occurred. Moreover, educators in some areas waited for books and other teaching aids while they were stored in other areas. Mismanagement like this causes dissatisfaction (Sikhwivhilu, 2003, p.13).

#### **4.2.1.5 PRAISE AND RECOGNITION**

The informants agreed that praise and recognition of educator accomplishments, contributed to job satisfaction. However, the praise and recognition is not consistent and is sometimes selective. Sunflower mentioned that:

*'It is necessary to praise, thank and recognize educator accomplishments often no matter how little they may have achieved. This will provide educators with a little boost to want to perform tasks independently.'*

In addition Buttercup stated that:

*'Sometimes an educator may accomplish something, expecting some praise to pep oneself up, but this rarely happens. It is as if educators must continue to work hard because it is their job to do so.'*

Lilly is of the opinion that:

*'Educator accomplishments at my school are recognized by how rich an educator is. Even mediocre performance is praised because the educator may have brought in a lot of money to the school at one given time.'*

The data from this study suggests that educators need praise and recognition for their efforts and accomplishments, to enhance work performance. Maslow's Hierarchy of Needs Theory encompasses self-esteem as a higher order need. There is a link between self-esteem, praise and recognition. Esteem factors include recognition, attention from others, status and prestige. Therefore, educators who feel that their self-esteem needs are not being fulfilled in the work situation, can become discouraged. Educators want to be recognized for their accomplishments. Fulfilment of these needs culminate in a sense of gratification (Alberts & Motlatla, 1998).

Naidoo (2005, p.93) also established a link between praise and recognition and job satisfaction. She asserts that school managers could motivate their educators through recognition of accomplishments by for example, complimenting educators. This has the potential of raising job satisfaction. Maniram (2007, p.58) concurs with Naidoo (2005) that educators need praise and recognition which will enhance motivation. Maniram (2007) maintains that praise and recognition helps to boost educator morale and at the same time, acknowledges efforts by educators which will promote job satisfaction.

#### **4.2.1.6 STRESS IN THE WORKPLACE**

The majority of the informants commented on the negative effects of stress on job performance. However, they alluded to different stressors that impact on their work performance. This included the following: learner indiscipline, high learner-educator ratios, poor parental support and language barriers.

Sunflower and Sweetpea made mention of learner indiscipline as a stressor in their lives. This is illustrated by the following comment by Sunflower:

*'The indiscipline of learners at my school is due the removal of corporal punishment of learners. The Principal and educators do not have valuable, workable measures to discipline learners. Corporal punishment should be re-introduced by the Department of Education.'*

Sweetpea agrees with the above informant:

*'Educators cannot discipline learners. There were cases where educators were reprimanded for disciplining learners. Today learners do not have manners and respect for their teachers. I find it very difficult to handle unruly, ill mannered and ill-disciplined learners.'*

Some of the informants complained about the high learner-educator ratio which causes job dissatisfaction and contributes to high stress levels of educators. Rose stated the following:

*'Due to the large number of learners in the classroom, there is not enough room to move around. This hindered space restricts me to do group work and also a variety of activities cannot be completed in a full classroom of learners.'*

In addition to this Buttercup mentioned that:

*'In some classes, the ratio of learners to educator is 50:1. There is barely room to walk around and between the learners. To maintain discipline in this classroom is a mammoth task. I am not able to perform tasks to the fullest of my ability.'*

5 of the 8 informants spoke about poor parental support that educators receive in terms of parents supervising and assisting learners at home. They believed this lack of support was contributing to their increased stress levels and in turn impacting on their work performance. This thought was illustrated in the following comment by Protea:

*'There is a lack of parental support in the school. Parents do not really take a keen interest in the education of their children. This burdens educators more who have to constantly worry about the welfare of their learners. There is no consolidation of work completed on a daily basis.'*

Tulip mentioned:

*'Many parents have a negative attitude towards the learners work performance. Often learners come to class unprepared for the day and with a disinterest to learn. Sometimes I feel I am fighting a losing battle. It is really a waste of time to discipline these learners, if the parent is showing disinterest.'*

All the informants agreed that a language barrier exists between many learners and educators. Due to this problem, there is a communication breakdown between learners and educators. Consequently, educators view this as a stressor in the workplace which impacts negatively on their work performance. This was the comment of Daffodil:

*'A large number of learners do not speak English, which is the medium of instruction at our school. They speak Isizulu or other African languages. They thus experience difficulty in understanding and implementing instructions.'*

Lilly stated that:

*'At the moment, more than 60% of learners in each class speak Isizulu only, with a difficulty in understanding and in speaking English. This language barrier makes it difficult for an educator to teach the way she is expected to. This affects the quality of work produced by the learners.'*

This study confirms that educators experience difficulty in disciplining learners. Learners show disrespect for their educators and have a disinterest in school work. Herzberg views interpersonal relationships as a dissatisfier that affects job dissatisfaction. In a strained environment where the educator has no control over the learners and their behaviour, this would contribute to poor educator work performance. According to Herzberg, these dissatisfiers must be removed from the workplace and replaced with opportunities that will promote educator satisfaction (Naidoo, 2005, pp.19-20). McClelland agrees and reinforces that one of the needs that serve as a basis for motivation of individuals, is the need for affiliation. Thus a close and warm relationship between educator and learners is necessary for job satisfaction. An educator will not be able to achieve the outcomes of a lesson in an unruly class (Naidoo, 2005).

However, in contrast to the general principles of Herzberg's Two Factor theory, Dinham and Scott (1998) present the following view of the relationship between learner indiscipline and teacher satisfaction. They state that learners experience many societal problems that are related to their family structure, child abuse, drugs and substance abuse. Due to these societal problems, learners display unruly behaviour or show a disinterest in school. It is these problems that have a negative and demanding influence on the morale of educators because they will definitely feel demoralized when their efforts are considered by society to be inadequate, unappreciated and futile. In addition to this, educators will find it difficult to uphold and honour the attitudes and values that are embedded in the foundations of teaching as a profession. This will impact negatively on educator work performance (Dinham & Scott, 1998).

The data from this study also reveals that due to high learner-educator ratio in the classes, educators are unable to achieve lesson outcomes and are faced with many discipline problems. This may lead to poor work performance and job dissatisfaction because educators are not able to achieve their teaching objectives in an overcrowded classroom.

McClelland links large class size to power and motivation. Educators have a need to control others or to be in charge. Educators will be denied this need due to the large number of learners in each class. In an overcrowded classroom educators will experience difficulty in supervising individual learners. Learners tend to become disruptive and educators feel they lose control and power in this situation (Schultz, Bergheim, Potgieter, Viedge & Werner, 2003).

Jarzabkowski (2000) concurs that there is a link between job dissatisfaction and high learner-educator ratios. Job attitude and job performance of educators and managers are affected negatively by unbearable working conditions and poor physical environments. Due to a shortage of physical facilities like classrooms, means that there might not be enough space and this will result in overcrowded classrooms with high learner-educator ratios. This type of working environment will result in poor educator work performance because the work of educators involves intensive personal interaction with energetic, spontaneous and immature learners, which will be inhibited in a large overcrowded classroom. Dissatisfaction amongst educators is bound to occur due to a lack of being in control of the situation, discipline problems and so on.

The data in this study suggests that educators in the sampled schools received poor parental support. Parents showed a disinterest in supervising and assisting learners at home. They do not maintain communication links with educators. Parents and educators need to work closely so as to ensure the best possible outcomes for learners. This relationship between parents and educators falls into the category of interpersonal relationships as a de-motivator as outlined in Herzberg's Two Factor Theory. Du Preez (2003) agrees that if there is a lack of communication between parents and educators, dissatisfaction will occur amongst educators, which will lead to poor work performance. Therefore, for educators to be motivated in the workplace, these extrinsic factors or de-motivators should be removed.

Gaziel and Maslovaty (1998, p.52) agree that interpersonal relations with parents are very important because parents are the ones who pay the school fees, and they are the first educators. Thus a good relationship between educators and parents is vital. For an educator to experience job satisfaction, issues like lack of co-operation from parents should be dealt with quickly by school managers. Furthermore, Gaziel and Maslovaty (1998, p.52) confirm that the perceived job aspects affecting educator satisfaction

were mostly the human side of the job such as relationship with parents of learners, thus reinforcing the argument that to improve educator work performance, a good working relationship between parents and educators is necessary.

In addition to this, Motjoli (2004, pp.46-47) found that most teachers expressed the view that there was a lack of communication with parents, as some of them fail to come when they were invited for parents meetings to address issues that affect the whole school, including students. Teachers expressed the view that parents did not honour their responsibilities, since some of them failed to encourage their children to do their homework, to get to school early and so on. Some teachers mentioned that some parents insulted them when they punished their children and even harassed them verbally when they met them in the streets. This strained relationship, with poor parental support affects the work performance of an educator for it can lead to job dissatisfaction.

This study further reveals that there exists a language barrier between many learners and educators and this leads to a communication breakdown. This will increase stress in the work place for learners display difficulty in understanding and in implementing instructions. Educators become frustrated due to the lack of a positive response from learners and due to the incompleteness of tasks. Thus the stress levels of educators will be high because they are not able to achieve their objectives. This will impact negatively on their work performance. Interpersonal relations which include communication with learners can be associated to Herzberg's hygiene factor or a demotivator to job satisfaction. Thus for relationships to survive, the lines of communication should be open. Ticehurst and Ross-Smith (1992, p.131) mention that communication is of vital importance in all organizations. A positive communication environment is an essential component of organizational effectiveness and will increase work performance of individuals.

#### **4.2.1.7 FAVOURITISM**

The majority of the informants mentioned favouritism as a contributing factor to educator job dissatisfaction in the work place. These were some of the comments:

Buttercup stated that:

*'... there is a strained relationship between educators and the SMT at our school. Only certain educators are selected to perform certain special duties. This makes me feel despondent and very disappointed.'*

Another informant, Lilly, mentioned the following:

*'The SMT of my school favours certain educators over others. It makes me feel bad and this affects my work performance. No-one will want to work in an environment where they sometimes feel as if they are not needed.'*

Sunflower, on this issue had this to say:

*'Favouritism is rife at my school. It is the general impression that the new comers to this school are pressurized more with regard to having tasks completed timeously whilst the senior educators are excused if their work is not completed. This is not acceptable. The SMT must treat all fairly and equally.'*

This study found that in some instances there was favouritism practiced by SMT members. Some educators were given special privileges or more leeway in terms of getting tasks done. Maslow distinguishes five needs which he claims are inherent in every individual and if these needs are satisfied, motivation will occur. One of these needs is the self-esteem need. Alberts and Motlatla (1998) identify the self-esteem needs as higher order needs which contribute to developing the full potential of an individual, resulting in increased levels of work performance. They state that educators, who feel that their self-esteem needs are not being fulfilled in the work situation, can become discouraged. Fulfillment of these needs culminate in a sense of job satisfaction.

The SMT needs to ensure fair and equitable treatment of educators. Kreitner, Kinicki and Buelens (1999) agree that there is the need for managers to pay attention to employees' perceptions of what is fair and equitable. No matter how fair management thinks the organization's policies, procedures and reward system are, each individual's perception of the equity of those factors is what matters. Therefore employees should be given opportunities to participate in making decisions about organizational policies, procedures and the reward system. According to Baron and Greenberg (2003, p.158), if workers view their superiors as fair and competent and sincere, the level of job satisfaction will be high. Furthermore, those workers that perceive their employers as unfair, incompetent and selfish will therefore experience a lower level of job satisfaction.

#### 4.2.1.8 MOTIVATION

Informants referred to motivation in terms of self-motivation and motivation from the SMT. Some informants spoke of being self-motivated, which they believe increases their work performance. Buttercup stated that:

*'I am happy in my work place because I am self-motivated. I see the school as a place where I can grow professionally and personally. In spite of the various challenges, my job gives me a sense of worth which increases my work performance.'*

Another informant, Rose stated this:

*'I love my job and I am happy to come to school every morning. I find it very rewarding to work with children. I have an excellent relationship with my learners.'*

Other informants made mention of the importance of being motivated by the SMT in order to develop a positive drive in individuals towards increased educator work performance. Sunflower had this to say:

*'Positive feedback from the SMT is essential. They must acknowledge the efforts of all educators on the staff. This will motivate individuals to do more than what is expected of them, knowing that their work is not going unnoticed.'*

Lilly indicated that:

*'If an educator has talents and strengths, it is the duty of the SMT to praise and affirm this educator. This constant motivation will develop a drive in the educator to want to do things without any fear of making mistakes.'*

Protea on the other hand spoke of the motivation provided by her SMT. She added:

*'The SMT constantly motivates educators by promoting professional growth activities, offering support and advice for problems related to school or personal matters. This motivation enables me to face challenges at my school.'*

The findings of this study indicate that in spite of all the challenges, there are educators that are happy in the work place due to being self-motivated. They claim that their job is fulfilling and rewarding and this acts as a shield that protects them in the profession.

There has been increasing interest in educator motivation nationally and internationally. Holman (1998) in a national survey in South Africa found that

educators, to a large extent were intrinsically motivated. In other words, they were generally self-motivated. The survey also revealed that extrinsic motivators, such as pay and government policy, accounted for only a small percentage of the overall motivation of teachers (Lumby, 2003, p.162). The concept of self-motivation can be linked to McGregor's Theory Y. Theory Y, suggests that the average person does not resent work. If an individual is committed to a specific goal, he or she will act responsibly and will exercise self-direction and self-control, thus individuals can become self-motivated (McGregor, 1960). If a person is self-motivated there is job satisfaction and this will result in increased work performance.

Everard and Morris (1996) discuss the relevance of applying McGregor's Theory Y. They believe people can be self-directed and creative at work if they are properly supported. If the principles of theory Y are practiced, each educator is viewed as an integral part of the organization with the potential for growth and development. In an environment where the educator is allowed to develop to his or her fullest potential, job satisfaction will occur with increased work performance by individuals.

Young (1998) sees a link between self-motivation and teacher satisfaction by stating that when teacher morale in a school is high and the school environment is healthy, teachers feel good about themselves, each other and their teaching, which in turn impacts on student morale and achievement. Alternatively, low morale of teachers can lead to decreased productivity and a detachment from the teacher's role, colleagues and students resulting in job dissatisfaction.

The data in this study also suggests that some informants were often motivated by the SMT and this motivated them to improve their work performance. Various changes in the South African education system influence the attitude and performance of educators both negatively and positively. According to Steyn (2007, p.132) by identifying the factors that improve educator's motivation and morale, educational managers can implement and execute effective strategies to ensure that educators, in the midst of these changes, will perform their duties in an effective, enthusiastic and motivated manner.

McGregor's Theory Y postulates that educators require support and they need to be motivated in the workplace to increase job satisfaction. McGregor's Theory Y is grounded in the following assumption that staff members will, when truly committed

to an objective, exercise self-control and self-direction, and that the majority of staff members will respond positively to work. Thus there is a need for SMT members to motivate educators by creating a work environment where the real potential of every educator can be tapped to enhance the work performance of an educator (Steyn, 2007, p.143).

Steyn (2007, p.143) offers the following example of how the above mentioned motivation theory can be used: in the case of an educator who does not perform satisfactorily, the education manager has to provide assistance and close supervision to improve work performance. As this educator grows and develops, control can be reduced and the educator can be given more opportunities for self-direction and self-control to enhance job satisfaction.

### **4.3 FACTORS RELATED TO THE WORK ENVIRONMENT**

The categories that emerged with regard to factors related to the work environment were: the working conditions at school, school culture, leadership practices, working relationships and educator workloads.

#### **4.3.1 WORKING CONDITIONS**

Half of the informants spoke of the poor working conditions at their schools which they claim has an impact on their attitude to work. Some of the thoughts of Protea, Tulip and Rose were as follows. Protea stated that:

*'At my school there are poor ablution facilities for educators and learners. The SMT of the school has been notified of this, but nothing has been done thus far. I make use of the secretary's ablution facilities. Thus, without proper sanitation, I am uncomfortable in this work environment.'*

Tulip was on the opinion that:

*'There should be a cleaner school environment to motivate educators to work in it. At the moment, the building is very dilapidated, thus proper maintenance needs to be done. Even our staffroom is not up to standard.'*

Rose contributed by adding that:

*'The classrooms remain very dusty. Due to a lack of funds, the school pays the cleaners a mere salary, thus bare minimum is done. Educators have to raise funds to purchase paint. At the moment the classrooms do not look really clean and fresh.'*

The data in this study point to some schools where poor working conditions exist. This contributes to job dissatisfaction amongst some educators. According to Mackenzie (2004, p.5) when teacher morale is high and the school environment is healthy, teachers feel good about themselves, each other and their teaching, which in turn impacts positively on student morale and achievement. Mackenzie (2004) therefore suggest that good work conditions can improve work performance.

According to Noe, Hollenbeck, Gerhart and Wright (1994, p.293) in the South African context, poor working conditions exist in schools which cause dissatisfaction among educators and managers. Due to the low recovery rate of school fees, which is a major source of funding for many schools, maintenance of school buildings and renovations becomes difficult. Herzberg et al. (1959, p.114) believe that physical conditions that are seen and experienced as frustrating and unpleasant, make a considerable contribution to job dissatisfaction. The working conditions of a job fall as a hygiene factor or a dissatisfier in Herzberg's Two Factor Theory which cause job dissatisfaction. Educators want to be successful, they want to set high standards for themselves and for the learners. Working in conditions that are unhygienic and lacking in the necessary infrastructure demotivates educators and consequently impacts on them working to their optimum levels, hence, within the context of McClelland's Learned Needs Theory, the need for achievement is diminished.

Arnold and Feldman (1996, pp.90-91) states that factors such as temperature, lighting, ventilation, hygiene, noise, working hours and resources form part of working conditions. Educators feel that poor working conditions will only provoke negative performance, since their jobs are already mentally and physically demanding. However, the above writers also warn that if working conditions are too favourable or the extreme, this could be taken for granted or ignored by most employees. In such a case the employee does not really appreciate his good working conditions, or if it is the contrary, this may not bother or affect him.

#### **4.3.2 SCHOOL CULTURE**

Of the 8 informants, 5 of them mentioned that a collegial work environment exists in their schools. High value is placed on working as a team. It is encouraged by the SMT due to its many benefits to educators. Sweetpea stated that:

*'Short meetings or discussions are held with educators as often as possible to address problems. Colleagues share ideas, offer help and support to each other and this assists to make teaching as effective as possible.'*

Sunflower mentioned that:

*'A sense of team spirit is encouraged at my school. Colleagues meet often to discuss what is bothering them. This helps educators to off load some work stress. It is also very therapeutic, since it makes the individuals feel good to talk about their concerns and problems.'*

Buttercup added that:

*'When educators work in a team, they are able to discuss their problems with their colleagues. We begin to look at matters from a different perspective than our own. Speaking about issues and working together can be a healing process.'*

This study reveals that some school managers encourage their staff members to engage in teamwork. Working in a team, impacts positively on their work performance for it assists in motivating educators. According to Gold and Roth (1993, p.3) teaching is one of the most stressful occupations in the world because educators encounter stressful and emotional dilemmas almost daily. This may have a debilitating effect on their health which inevitably leads to teacher burnout and dropout. For example, in some schools teachers are overloaded with teaching subjects and they do not have adequate time to plan lessons, collaborate with colleagues and also do not have enough time to rest. A strategy to assist educators to cope with these challenges would be to promote teamwork in schools. Inger (1993, p.1) agrees and states that 'when teachers work as colleagues, it produces greater coherence and integration to the daily work of teaching. Further, it equips individual teachers, groups of teachers, and their schools for steady improvement,' which will ultimately enhance educator work performance.

This aspect of team work can be associated with McClelland's Learned Needs theory. Schultz et al. (2003) suggest that we are not born with a specific set of needs. Instead we learn particular needs from our culture or society that serves to motivate individuals. One set of needs that McClelland identified was the need for affiliation that individuals possess. This includes the need to have warm and close interpersonal relationships with others and to be liked and accepted by others. McClelland's theory

suggests that if these needs are catered for in the work situation, individuals can be motivated and this will improve their performance.

In addition to the fulfilment of the above need, Davidoff and Lazarus (1997, p.30) point out that, 'in order to enable people to operate at maximum potential, schools have to work consciously at the establishment and maintenance of teams.' It is the nature of the relationships formed through the team, the interaction of the individuals concerned and the common goal that provide the motivating force. In other words, working in teams also assists in fostering a sense of belonging and commitment amongst the individuals to their jobs.

#### **4.3.3 LEADERSHIP AT SCHOOL**

Informants spoke about how leadership practices at their schools impact on their work performance. 5 of the 8 informants expressed their view on the democratic style of leadership practiced by the SMT. One informant, Daffodil, mentioned that:

*'The Principal practices an open door policy. This makes educators feel good and free to discuss their problems and concerns.'*

Sweetpea stated that:

*'Educators are consulted in all matters. During meetings, educators are asked for feedback on matters discussed or changes to be implemented at the school. The SMT goes the extra mile to ensure that all educators are happy and that democracy prevails.'*

Contrary to the above, comments were offered about an autocratic style of leadership that exists in some schools and how it impacts on their work performance.

Lilly stated the following:

*'The leadership style is disguised as being democratic, but it is not so. The SMT of this school gains majority in favour of their decisions, through intimidation of educators. The SMT merely ensures that an instruction from the Deputy Principal filters down to educators. Everyone else just follows like black sheep because of fear.'*

Sunflower mentioned that:

*'There is a one way rule that exists in the school. There is general fear for the Principal and the Deputy Principal. Educators do not get any joy in discussing*

*matters that may affect the ... but no-one will want to go against the grain to change the current situation.'*

From this study it is evident that two different types of leadership styles are practiced by school managers in the sampled schools, namely democratic and autocratic leadership styles. Bush and Middlewood (1997), argue that leadership is closely linked with the ability to influence individuals, groups and teams, and take them in the desired direction. In terms of Maslow's hierarchy of needs theory, people have a desire to belong. Only when this need is met will self-esteem and self-actualisation needs be realized. Leadership styles, such as democratic or participative leadership which promote collegiality and emphasize teamwork, creates feelings of belonging to an institution. Hence, this will enhance self-esteem needs and lead to job satisfaction (Steyn, 2002).

According to Becher and Kogan in Thurlow (1993), the democratic style of leadership is related to the collegial approach. Members have equal authority to participate in making decisions which are binding on them. Individuals have the discretion to perform their tasks as they wish, but should confine themselves to what has been agreed upon. The workforce in the school would be motivated when the leadership is being fair to them, clear about the tasks, shares responsibilities through delegation of duties to staff members, gives staff members credit when they do good work as well as think about the overall interest of the school (Maddock, 1999). It is evident that democratic leadership and job satisfaction complement each other because they enhance work performance. Naidoo (2005) found that school managers view participatory decision making as a motivating force. She advocates that school managers can motivate their educators and enhance work performance, by involving educators in decision making processes, so that they feel part of the school.

This study also found that an autocratic style of leadership is practiced by the SMT in some of the sampled schools. Mullins (2002) states that an autocratic leader puts all the powers onto himself or herself. This type of leader alone has the authority to make decisions with regard to policies and procedures for achieving the set goals. He or she gives tasks to the staff members and tells them how the work should be done. This type of leadership style according to Mullins (2002) leaves little room for the development of educators and will inhibit work performance.

The autocratic style of leadership would be practiced by a school manager who follows McGregor's Theory X. According to McGregor's (1960) Theory X, all individuals have an aversion to work therefore employees have no ambition and they avoid responsibility. For these reasons everybody must be continually supervised and controlled, thus an autocratic style of leadership is appropriate. However, Theory X with its emphasis on control and direction may cause discontent and job dissatisfaction for those educators who prefer autonomy or freedom.

Horwitz (1991, p.89) agrees that in order to achieve the set goals and accomplish tasks, decision making should be entrusted to the people who are assigned to do the work, namely the educators. By imposing one's decisions on other people, it may hinder the achievement of goals. Brown et al. in Harris, Bennett & Preedy (1997) argue that the top-down way of making decisions in the school would not facilitate the success of strategies to improve the school but instead, it will impede such initiatives and result in job dissatisfaction.

A school, in which the authoritarian style of leadership is practiced, is likely to experience high teacher turnover, because educators will become dissatisfied, demotivated and alienated if they do not participate fully in decision-making practices that affect their work. This may result in educators leaving the institution (Brown et al in Harris, et al.1997, p.40).

#### **4.3.4 WORKING RELATIONSHIPS**

6 of the 8 informants expressed their views of a strained working relationship between the SMT and educators. This was the comment of Tulip:

*'Educator absenteeism will not be as high as it is at the moment if there is a good working relationship between the SMT and the educators. If educators are happy, they will perform their duties to the best of their ability.'*

Lilly indicated that:

*'There must be no harsh criticisms from the SMT. The SMT members are respected for the position they hold, however, a harsh tone and a bad attitude towards educators, does not build healthy working relationships.'*

Buttercup stated that:

*At the moment, communication levels between educators and the SMT members needs to change at this school. Certain SMT members have developed a tone that is very commanding and demanding. This offends me. The negative vibes that an individual senses in this type of working relationship does little to foster healthy work relationships.'*

This study has revealed that when strained relationships exist in the workplace between the SMT and educators, work performance is affected. There tends to be high absenteeism among educators and an unhealthy working relationship will prevail between the staff and SMT members.

Working relationships can be associated with Maslow's belonging and love needs that are required to motivate individuals. Educators have a need for love and the desire to belong. These needs are also referred to as social needs and affiliation, with the emphasis on acceptance, understanding and friendship that is necessary to develop a healthy working relationship between the SMT members and educators. The need for warm and close relationships is also highlighted in McClelland's theory. McClelland further suggests that if these affiliation needs are fulfilled, individuals can be motivated to improve their performances, increase job satisfaction and contribute to the realization of the goals of the organization (Naidoo, 2005, p.22).

Mullins (2002, p.277) agrees with Naidoo (2005) that relationships amongst employees and between employees and employers are key to success of any organization. He adds that 'relationship behaviour is the extent, to which the leader engages in two way communication with followers, listens to them and provides support and encouragement.' Reynolds (1985) is of the opinion that establishing good working relationships is vital for institutions to function effectively. There is need therefore, for teachers and the principals to establish good working relationships in order that schools could achieve their goals and objectives. Healthy working relationships will also enhance work performance of individuals.

#### **4.3.5 EDUCATOR WORKLOADS**

4 informants spoke about the heavy workload and sometimes inequitable workload that they have in school. Daffodil stated that:

*'High educator workloads overburdens an educator. I teach for 23 and a half hour per week. Additionally, with co-curricular and extra curricular activities, I have a workload of 26 and half hours per week. I am of the opinion that this workload is much higher when compared to that of other educators in this school.'*

Sunflower raised the concern that:

*'There should be an even distribution of work amongst all educators. Some educators teach 2 or 3 learning areas. I teach 8 learning areas. It is time consuming to set work for mixed ability levels of children in one class. Fatigue and frustration sets in because of the heavy workload.'*

A further comment by Rose was:

*'It is de-motivating to see that there is an uneven distribution of workload spread amongst staff members and SMT. Some SMT members teach for about 10 hours per week, whilst Level 1 educators teach for about 23 hours per week. This is very unfair labour practice. Colleagues suffer whilst others enjoy being on the bandwagon.'*

The data from this study suggests that some educators are over burdened with tasks due to the increased workloads that they have. Thus they feel frustrated and fatigued which has a negative impact on their attitude to work. Steyn and van Wyk (1999) found a correlation between workloads and job satisfaction. They indicate that work overload impacts negatively on job satisfaction. In terms of Herzberg's theory, factors causing work overload are termed hygiene factors, present in the work environment and affects job dissatisfaction. Thus these extrinsic factors must be removed to allow for opportunities to motivate educators.

Teacher workload has been a problem for more than two decades (Sachs, 2003). Teaching conditions have changed and intensified in more recent times due to heightened expectations, broader demand, increased accountability, more 'social work' responsibilities, multiple innovations and increased amounts of administrative work leading to increased overloads. Sachs (2003) established a link between workload, working conditions and poor morale of educators because they found that teaching was more difficult now because of paper-work and pressure associated with increased accountability and transparency which makes the job seem more difficult.

Mackenzie (2004) responds to this by stating that ‘teacher morale is fading because teachers are tiring through over-assessment, misguided and poorly designed definitions of accountability ... excessive and ultimately purposeless paperwork.’ Rogers (1992, p.v) agrees for he found that internal and external factors influenced teacher morale, highlighting ‘pace of bureaucratic change; discipline and management concerns; staff and staff relations; time and workload pressures’ as the most common stressors for teachers which impacts negatively on the work performance of educators and contributes to job dissatisfaction.

#### **4.4 SUPPORT PROGRAMMES FOR EDUCATORS**

The informants referred to support programmes offered to educators in terms of: support from the Department of Education and from the SMT.

##### **4.4.1 SUPPORT FROM THE DEPARTMENT OF EDUCATION**

Some of the informants spoke about a lack of support from the Department of Education. This lack of support isolates educators resulting in feelings of alienation which impacts on their work performance. Daffodil is of the opinion that:

*‘There is not enough support offered to educators from the Department of Education, in terms of solving educator grievances and problems with learners. Often educators have to find ways to cope with the challenges they face at school.’*

Rose questioned the competence of Department Officials in supporting educators. She stated that:

*‘At Department workshops, sometimes it has been found that facilitators are incompetent, unprepared and arrive late to the workshop. ...they themselves are not knowledgeable of happenings in schools, for they do not keep abreast with current changes.’*

Findings in this study reveal that the informants held the view that there is a lack of support from the Department of Education with regard learner discipline, teaching resources and policy implementation. According to Maslow’s hierarchy of needs, individuals have the need for love, affection and belonging which would enhance work performance. Educators also have a sense of affiliation which would include feelings such as acceptance, understanding and friendship. These needs must be catered for to motivate educators in the workplace. Therefore, educators also have to constantly work at and maintain relationships with all stakeholders to foster a sense of

belonging and commitment amongst the individuals. This support must be offered to educators for them to achieve this sense of commitment, belonging and satisfaction in their job.

Support from the employer is crucial for job satisfaction. However, McCormick and Solman (1991, pp.13-14) view schools as 'loosely coupled' systems, because they are of the opinion that educators do not relate to the Department of Education as 'their organisation' but as an external entity which affects them and their school organization. Thus educators do not constantly liaise with the Department of Education for support and assistance as they should be doing. The negative perception that educators may have about the Department of Education often leads to disaffection and dissatisfaction that engenders a lack of commitment to the job resulting in job dissatisfaction. Motjoli (2004) in a study found that when the Department of Education supported teachers through workshops, trained teachers on various issues in education and assisted them in their school activities, this motivated some educators to stay on in the sampled school.

#### **4.4.2 SUPPORT FROM THE SCHOOL MANAGEMENT TEAM**

Some SMT's were criticized for their lack of support of educators. Sometimes they fail to mentor educators by providing proper guidance, guidelines and direction. Rose mentioned that:

*'There is not much support offered from the SMT. Planning, preparation of lessons, work schedules and worksheets, are all completed by me. If this is not done correctly, I am reprimanded. There is also no guidance offered to the new comers to the school.'*

Similarly, Buttercup stated that:

*'Insufficient support is provided by the SMT. I have to work on my own because I am a senior educator and it is taken for granted that I will be able to cope.'*

Lilly stated that:

*'... there is very little support from my Head of Department. She is always too busy with other administrative and personal duties. Sometimes, when she does offer support, I am offended by her tone of voice.'*

However, 2 informants gave a different view on this aspect. Their SMT's were very supportive. Firstly, Tulip stated that:

*'All the SMT members are very understanding, supportive and compassionate. Problems are addressed as they arise. No task is impossible because the SMT offers help and advice and this motivates me to tackle new tasks.'*

Secondly, Sweetpea mentioned that:

*'The SMT keeps educators informed of all current changes through frequent discussions and staff meetings. They have adopted an open door policy and educators feel free to discuss matters. The SMT members also have adopted the sharing and caring attitude through the rotation of duties, so that one is not over burdened with tasks.'*

The data in this study indicates that some informants receive very little or insufficient support from the SMT members. This aspect of factors affecting the work performance of educators can be linked to McClelland's Learned Needs theory, especially the need for affiliation, which includes the need to have interpersonal relationships in the workplace which contributes to increased levels of work performance. For educators to have healthy interpersonal relationships with the SMT members, it becomes necessary for the SMT members to provide sufficient support to educators, to guide them towards increased work performance. McClelland's theory identifies that the type of support offered to different individuals may vary to cater for different needs of individuals in an attempt to motivate them in their job. He offers the following example, an educator with a high need for achievement requires challenging tasks whereas an educator with a high need for affiliation will prefer working in a team (Fiore, 2004).

Contributing to the need for human relations and affiliation, it was revealed by Naidoo (2005, p.95) that educators place a high premium on positive staff relations and the need to feel a sense of belonging in the workplace. This need will assist in motivating an educator and contribute to job satisfaction.

According to Lumby et al. (2003) support is a key element in developing quality and empowering people. While school principals and other managers seek commitment from their colleagues, this cannot be assumed and its development does not occur by

chance. Rather commitment is something that has to be managed and its development includes some of the following: articulating a clear sense of purpose, so that staff knows what they are supposed to do; providing opportunities and removing barriers to the achievement of those objectives; integrating staff within the work of the school; valuing staff and the qualities, skills and expertise they bring to the organization and so on. All of this will include active encouragement, support and open communication of staff members.

#### **4.5 SUMMARY**

In this chapter the data obtained from the interviews were presented under themes and categories which were generated after subjecting the data to content analysis. The emerging trends and patters from the data were then presented and discussed.

In the next chapter, the main conclusions of this study are presented and certain pertinent recommendations are made.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The previous chapter dealt with the presentation, analysis and discussion of the data. In this chapter the main conclusions and recommendations are presented. After a careful consideration of the data, certain clear conclusions emerge in terms of the critical questions formulated in chapter one. Based on the findings outlined in chapter four and the conclusions of this study, pertinent recommendations are then made.

#### **5.2 CONCLUSIONS**

After a careful consideration of the findings of this study, certain clear conclusions within the context of the key research questions emerged.

The factors that influence educator work performance are many and varied. Factors such as salary, the nature of the work done, curriculum related matters, teaching resources and equipment, praise and recognition, stress, favouritism, leadership practices, school culture and educators' workloads impact on work performance.

In terms of their impact on work performance, a good salary and work that is challenging, enhances work performance. Praise and recognition as well as democratic leadership styles by SMT's also has a positive influence on work performance. Heavy teacher workloads, curriculum uncertainty, stress, favouritism, lack of teaching resources and equipment contribute to poor work performance.

Educators were not able to identify specific support programmes in place at their schools to enhance educator work performance. However, they did allude to some SMT's being supportive and compassionate which has motivated them. The lack of proper support programmes by some SMT's and the Department of Education has left some educators feeling unsure, vulnerable and frustrated.

#### **5.3 RECOMMENDATIONS**

The following recommendations have implications for:

- The Department of National Education
- The Provincial Education Departments

- SGBs
- Teacher Unions
- Departmental Officials
- SMTs

#### **RECOMMENDATION ONE**

Educators are disillusioned at their poor salaries and a lack of adequate benefits as compared to other vocations. Promises and notices of increases in salaries and benefits have been publicly announced and some new salary structures have been put in place, but tangible results are still to be seen. Therefore, it is recommended that new salary structures and additional benefits be implemented as soon as possible to motivate individuals to improve their work performance.

#### **RECOMMENDATION TWO**

It is recommended that staff members must receive constant acknowledgement, praise and recognition for their outstanding efforts. This can be conducted in the form of continuous staff rewards that will heighten educator morale thus enhancing work performance.

#### **RECOMMENDATION THREE**

There needs to be a strong partnership between the Department of Education and educators, in order to combat feelings of dissatisfaction educators have towards curriculum changes, policies and procedures. The Department of Education could hold workshops on motivating staff on the reason for change, the economic benefits associated with the change as well as how educators can benefit from these changes. In addition to doing this, the SMT must be empowered by the Department with regard to current changes and challenges that schools will be faced with. The SMT must also reinforce support by the Department of Education.

#### **RECOMMENDATION FOUR**

Good interpersonal relationships can enhance work performance, therefore, the SMT must encourage team work amongst staff since team work will impact positively in achieving the goals of an institution. Team work provides opportunities for personal and professional growth for it allows individuals to work together whereby a variety of talents, skills and abilities will be showcased. When individuals work together,

share their ideas and find solutions to problems that they encounter at school, this will serve to motivate individuals to improve their work performance

#### **RECOMMENDATION FIVE**

Educators become frustrated when they do not know how, when, why and what needs to be done and how the goals of the organization are to be achieved. Therefore, it is recommended that continuous feedback from the SMT be given to educators. Providing feedback regularly and effectively helps to develop a high level of confidence in individuals in the workplace.

#### **RECOMMENDATION SIX**

Educators have the ability to work independently and creatively, therefore they must be given a certain degree of autonomy to work on their own which leads them to a sense of satisfaction in the workplace. It is also recommended that a democratic style of decision making and participative management style should be adopted by school managers to allow for the voices of individuals to be heard. Individuals will begin to feel a sense of ownership of their school and of their work which will result in enhanced work performance.

#### **RECOMMENDATION SEVEN**

Educators should be assisted to improve and strengthen the existing relationships between themselves and the SMT, amongst themselves, between themselves and their learners as well as between themselves and the school community, which includes the Department of Education and the School Governing Body. This can be achieved through staff development workshops which will enhance their work performance.

#### **RECOMMENDATION EIGHT**

It is important for school managers to take cognizance of the motivation theories to develop and implement motivation strategies. No single theory mentioned in this study, addresses all the needs and motivation strategies of individuals. Each theory has something of value to offer to school managers. Thus an integrated approach using the motivation theories as the basis should be devised to direct, sustain and motivate educators in the workplace.

#### **RECOMMENDATION NINE**

In an effort to provide more challenge, create autonomy and greater responsibility, provide opportunities for growth and professional development of educators, it is recommended that school managers practice job enrichment. This will involve redesigning and restructuring the work to make it more challenging, meaningful and interesting for the educator. This process will help to sustain the high growth needs of individuals. School managers should allow educators more responsibility to take on challenges, co-ordinate new activities and so on. This will arouse motivation and enhance job satisfaction.

#### **RECOMMENDATION TEN**

It is recommended that for school improvement, SMT should promote collegial and collaborative work relationships amongst educators. Collaborations help to support growth and development of educators while improving their teaching practices. Educators will feel encouraged to work together and to share understanding of the curriculum changes, discipline problems, implementation of school policies, assessment procedures and so on. Educators will begin to work towards the betterment of the organization and their learners which will enhance their work performance.

#### **RECOMMENDATION ELEVEN**

The lack of resources in schools causes job dissatisfaction which can be changed by getting the school, the School Governing Body and the Department of Education to work closely with parents in raising funds to purchase educational resources, other facilities and equipment. This would help to improve the satisfaction levels of educators and school managers.

#### **5.4 SUMMARY**

This chapter outlined the main conclusions drawn in this study. Further, based on the findings and the conclusions drawn in this study, relevant recommendations are made.

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## APPENDIX A : LETTER TO THE DEPARTMENT

The Researcher Officer  
Research, Strategy, Policy  
Development and ECMS Directorate,  
G23 Metropolitan Building,  
Pietermaritzburg  
3200

Mr S. Alwar

Sir

**ACADEMIC RESEARCH:** Request for permission to conduct a research study on educator work performance

At present I am pursuing my Master of Education Degree at the University of KwaZulu – Natal. Prerequisites for this degree is coursework and a thesis involving research. The focus of my study is educator work performance. The primary aim of this proposed research is to investigate the factors that influence educator work performance in Primary Schools. My supervisor is Dr Inba Naicker, a lecturer at the University of KwaZulu-Natal , Edgewood Campus, who can be contacted on 031- 2603461. The information obtained from this research study, will be made available to school managers as well as the Department of Education.

I hereby request permission to conduct the aforementioned research study in 4 Primary schools in Ward 140 in the Phoenix West Region. Schools within the ward have been randomly selected and permission will also be obtained from the school Principals. A sample of educators will be interviewed from the selected schools.

The educators who participate in this study will do so voluntarily. Whilst conducting this study, I will ensure that normal learning and teaching will not be disrupted. All participants or informants and the participating schools will remain anonymous. Confidentiality and privacy will be maintained at all times.

Your kind assistance in this matter will be most appreciated.

Yours faithfully

S. RAMDAN (Mrs)

Tel nos: 031 5061544 (H)  
031 5029570 (W)  
0736001184 (cell)

Student number: 204402087

## **APPENDIX B: LETTER TO THE PRINCIPAL**

**The Principal**

**Sir / Madam**

**ACADEMIC RESEARCH: Request for permission to conduct a research study on educator work performance at your school.**

**At present I am pursuing my Master of Education Degree at the University of KwaZulu – Natal, Edgewood Campus, in the current academic year. The Masters Programme is a two year degree which involves course work and dissertation.**

**I would be grateful if you could grant me permission to undertake the research in your school. The dissertation would entail undertaking research in the area of Management. My research topic is:**

<p><b>An exploration of the factors that influence educator work performance in Primary Schools in the Phoenix West Ward of the Pinetown District in KwaZulu Natal.</b></p>
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**The objective of this project is to develop a better understanding of the factors that influence educator work performance and to determine the extent as to how these factors could influence the work performance of an educator.**

**I would like to conduct the research as from July to August. My project will involve interviews with selected post level one educators. It is my intention that the information obtained, be made available to school managers as well as the Department of Education.**

**A participant in this study is at liberty to withdraw from participating at any stage and for any reason. A decision not to participate will not result in any form of disadvantage. Thus participation is voluntary. Participants and the name of your school will remain anonymous and the information gathered will be treated with confidentiality. I will ensure that normal teaching and learning at your school will not be disrupted.**

**Should you have any concern about this project, please contact my supervisor Dr Inba Naicker, a lecturer at the University of KwaZulu Natal, Edgewood Campus. He can be contacted telephonically on 031-260 3461.**

**Thank you for giving attention to my request.**

**Yours faithfully**

**S. RAMDAN (Mrs)**

**Tel no: 031 5029570 (W)**

**031 5061544 (H)**

**0736001184 (cell)**

**Student number: 204402087**

## **APPENDIX C: INFORMED CONSENT**

**Dear Colleague**

**RE: INFORMED CONSENT**

**At present I am pursuing my Master of Education Degree at the University of KwaZulu – Natal. A prerequisite of this degree is a thesis involving research which I am currently initiating. The focus of my study is educator work performance. My supervisor is Dr Inba Naicker , a lecturer at the Univerisity of KwaZulu-Natal, Edgewood Campus. He can be contacted telephonically on 031-2603461. My research title is:**

<p><b>An exploration of the factors that influence educator work performance in Primary Schools in the Phoenix West Ward of the Pinetown District in Kwazulu Natal.</b></p>
---

**It is my intention that the information obtained from this study, will be made available to school managers to enhance the work performance of educators at their school. This study will also provide insight into some of the theories and their management implications. The ultimate value of this research will depend on your contribution, as your perceptions and experiences at your school form a vital part of this study.**

**4 Schools in the Phoenix West Ward have been selected through simple random sampling. Educators at each of these schools will be selected to participate in an interview. In the interview process, the educator will be asked questions related to their work experiences and their work performance. There will be one interview session of 40 minutes in duration. The selection of the participants will de done according to the number of years of teaching experience. To facilitate the flow of the interview, there will be an audio recording of the process.**

**I realize that by participating in this interview, that you have to sacrifice your time on my behalf, but believe that ultimately, this research will benefit all educators by establishing the positive and negative factors that influence educator work performance.**

**In order to ensure anonymity the names of the schools and the participants will not be required in the interview. Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation at any time. Furthermore, a decision not to participate will not result in any form of disadvantage. The data gathered through the**

interview, will be discarded of after submission of the thesis. The audio tapes will be incinerated.

Further information regarding this study can be obtained from Shamitha Ramdan at 031 5061544 or 0736001184.

Your honesty and insight in this interview will be most appreciated.

Thanking You  
Shamitha Ramdan

.....

**DECLARATION BY PARTICPANT**

I, .....(Full names of participant),  
hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in this research project.

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

.....  
**SIGNATURE OF PARTICIPANT**

.....  
**DATE**

## **APPENDIX D: FORMAT OF THE INTERVIEW**

### **1. Introduction:**

- **Thank interviewee for participation**
- **Personal introduction: The interviewer (researcher) introduces herself and then gets to know the interviewee. Completes the biographical information of participant (for example age, post level, number of years of teaching experience, qualifications, etc)**
- **Explain the purpose of the interview**
- **Stress confidentiality and anonymity of the school and interviewee.**

### **2. Questions:**

- **The researcher will pose questions.**

### **3. Closure:**

- **Researcher thanks the interviewee.**
- **Request permission from the interviewee for further contact to clarify certain issues if necessary.**

## APPENDIX E: BIOGRAPHICAL DETAILS

### SECTION A: BIOGRAPHICAL DETAILS

Please respond to the following information. It is required to gather data in determining the experience and expertise of the informant.

1. What is your present occupational status?

<b>Educator</b>	<b>Master Teacher</b>	<b>Senior Teacher</b>
-----------------	-----------------------	-----------------------

2. Sex

21. Female

22. Male

3. Age

<b>21-30</b>	<b>31-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60-69</b>
--------------	--------------	--------------	--------------	--------------

4. Is your school situated in a :

<b>Rural area</b>	<b>Semi rural area</b>	<b>Urban</b>
-------------------	------------------------	--------------

5. Number of years at present school:

<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>21-25</b>	<b>26-30</b>	<b>31-35</b>
------------	-------------	--------------	--------------	--------------	--------------	--------------

6. Post

<b>Permanent</b>	<b>Temporary</b>
------------------	------------------

7. Number of years teaching experience

\_\_\_\_\_

8. Kindly state your highest teaching qualification?

\_\_\_\_\_

**9. Are there any other additional responsibilities that you have at your school? (for example Acting Head of Department, Learning Area Specialist, Mentor )**

<b>Yes</b>
<b>No</b>

**10. If yes. Please discuss them in detail.**

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## **APPENDIX F:**

### **INTERVIEW SCHEDULE:**

1. Drawing upon your own experiences, what are some of the factors that could contribute positively towards increased educator work performance in your school?
2. In your opinion, what are some factors that could contribute negatively, to educator work performance?
3. How would you describe your job? Would you say it is interesting, challenging, de-motivating. Explain the reasons for this?
4. What are some of the challenges you face as an educator at your school? Outline the impact of these challenges on your work performance?
5. How does the Senior Management Team of your school offer support to you and your colleagues, in terms of improving your work performance?
6. Discuss the type of leadership displayed by the Senior Management Team at your school? How does this type of leadership affect your job performance?
7. What are some of the coping strategies employed by you and your colleagues to manage the challenges, which may have an effect on educator work performance?
8. Please describe how educator accomplishments are recognized at your school? Explain how this system motivates or de-motivates educators?
9. What changes do you see necessary at your school, to motivate all educators to work to their full potential?



PROVINCE OF KWAZULU-NATAL  
ISIFUNDAZWE SAKWAZULU-NATALI

DEPARTMENT OF EDUCATION  
UMNYANGO WEMFUNDO

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Fax: 033 341 8612  
Private Bag X9137  
Pietermaritzburg  
3200

228 Pietermaritz Street  
PIETERMARITZBURG

**INHLOKHOVISI**

Imibuzo:

Enquiries: Sibusiso Alwar

**PIETERMARITZBURG**

Reference:

Inkomba: 0040/2009

**HEAD OFFICE**

Date:

Usuku: 02 July 2009

**MRS S RAMDAN  
7 SWANBRIDGE WALK  
STONEBRIDGE  
PHOENIX  
4068**

### **PERMISSION TO INTERVIEW LEARNERS AND EDUCATORS**

The above matter refers.

Permission is hereby granted to interview Departmental Officials, learners and educators in selected schools of the Province of KwaZulu-Natal subject to the following conditions:

1. You make all the arrangements concerning your interviews.
2. Educators' programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, educators and schools are not identifiable in any way from the results of the interviews.
5. Your interviews are limited only to targeted schools.
6. A brief summary of the interview content, findings and recommendations is provided to my office.
7. A copy of this letter is submitted to District Managers and principals of schools where the intended interviews are to be conducted.

The KZN Department of education fully supports your commitment to research: **An exploration of the factors that influence educator work performance in primary schools in the Phoenix west ward of Pinetown district in KwaZulu Natal**

It is hoped that you will find the above in order.

Best Wishes

R Cassius Lubisi, (PhD)  
Superintendent-General



PROVINCE OF KWAZULU-NATAL  
ISIFUNDAZWE SAKWAZULU-NATALI

DEPARTMENT OF EDUCATION  
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**INHLOKHOVISI**

**PIETERMARITZBURG**

**HEAD OFFICE**

**Imibuzo:**

**Enquiries: Sibusiso Alwar**

**Reference:**

**Inkomba: 0040/2009**

**Date:**

**Usuku: 02 July 2009**

**MRS S RAMDAN  
7 SWANBRIDGE WALK  
STONEBRIDGE  
PHOENIX  
4068**

**RESEARCH PROPOSAL: AN EXPLORATION OF THE FACTORS THAT INFLUENCE  
EDUCATOR WORK PERFORMANCE IN PRIMARY SCHOOLS IN THE PHOENIX WEST WARD  
OF PINETOWN DISTRICT IN KWAZULU NATAL**

Your application to conduct the above-mentioned research in schools in the attached list has been approved subject to the following conditions:

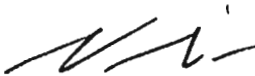
1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educator programmes are not to be interrupted.
5. The investigation is to be conducted from 02 July 2009 to 02 July 2010.
6. Should you wish to extend the period of your survey at the school(s) please contact Sibusiso Alwar at the contact numbers above.
7. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
8. Your research will be limited to the schools submitted.
9. A brief summary of the content, findings and recommendations is provided to the Direct Resource Planning.

10. The Department receives a copy of the completed report/dissertation/thesis addressed to

The Director: Resource Planning  
Private Bag X9137  
Pietermaritzburg  
3200

We wish you success in your research.

Kind regards



---

R. Cassius Lubisi (PhD)  
Superintendent-General