

UNIVERSITY OF KWAZULU-NATAL

**Investigating factors that influence the Work Performance
of primary school teachers in the Mxenge Circuit**

A dissertation submitted in partial fulfillment of the requirements for the degree

of

Master of Business Administration

Graduate School of Business & Leadership

College of Law and Management Studies

SIBAHLE NZAMA

984212029

Supervisor: Dr ANGELA JAMES

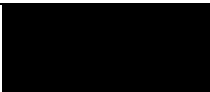
30 NOVEMBER 2018

PERMISSION TO SUBMIT



College of Law and Management Studies

Supervisors Permission to Submit Thesis/ Dissertation for Examination

Name: Sibahle Nzama	No: 984212029		
Title: Investigating factors that influence the Work Performance of primary school teachers in the Mxenge Circuit			
Qualification: Master of Business Administration	School: Graduate School of Business		
	Yes	No	
To the best of my knowledge, the thesis/dissertation is primarily the student's own work and the student has acknowledged all reference sources	X		
The English language is of a suitable standard for examination without going for professional editing.	X		
Turnitin Report %	4%		
Comment if % is over 10%:			
I agree to the submission of this thesis/dissertation for examination	X		
Supervisors Name: Dr Angela A James			
Supervisors Signature: 			

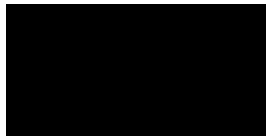
Date: 25/01/18	
Co- Supervisors Name:	
Co- Supervisors Signature:	
Date:	

DECLARATION

I Nzama Sibahle declare that:

- The research reported in this thesis, except where otherwise indicated, is my original work.
- This thesis has not been submitted for any degree or examination at any other university.
- This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them has been referenced;
 - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
 - c) Where I have reproduced a publication of which I am author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
 - d) This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the References sections.

Signed:



ACKNOWLEDGEMENTS

First and foremost thank you Almighty for giving me the ability to start and finish this dissertation. The start and accomplishment of this dissertation was not going to be possible without the support of my children Ulwando and Kwandokuhle, my partner, Bahle Khumalo, thank you for your patience throughout this journey.

My deepest gratitude goes to the following people and organisations:

- Dr Angela James who undertook the role of a supervisor and went beyond a call of duty with sharing of her wisdom and commitment to the highest level.
- The Department of Basic Education for allowing me to conduct the study and giving me all the support I needed.
- Ms Busisiwe Nzama thank you for your unreservedly motherly love and my sister Zinhle Nzama, for your constant support and believing in me.
- Ms Nomusa Shamase, Mxenge Circuit Manager for being a remarkable inspiration.
- The principals and teachers of the following schools, Manzolwandle Primary, Nyanisweni Primary, Qondokuhle Primary, Buyani Primary and Isikhumbuzo Primary, without you the research wouldn't have been possible.
- Finally, I would like to thank Mr Thulani Langa who played such an instrumental role in this journey.

ABSTRACT

Teachers are important in society because of the roles they play in teaching, counselling and other duties in their day-to-day work. Reports of deteriorating standards of professional conduct, including serious misconduct, poor preparation of teaching materials, especially lesson plans, lack of continuous pupil assessment, absenteeism and general poor professional performance have been published. The work of teachers is linked to Work Performance, which is under threat. This study seeks to answer the questions: what factors influence the Work Performance of primary school teachers, how and why do these factors influence the Work Performance of these teachers. The study adopted an interpretivist, mixed methods, case study research design. Twenty primary school teachers who were sampled using probability sampling, completed questionnaires. Six teachers who were purposively sampled completed interviews. Quantitative data analysis involved statistical analysis methods of number counts and percentages. Qualitative data analysis used content analysis with the development of themes. The data analysis reveals that there are a number of factors that influence the Work Performance of primary school teachers. These factors include overcrowded classrooms, lack of facilities, lack of resource materials, teacher's mental health and stress, including workload factors, extra-curriculum involvement and the placement of teachers at schools. The study therefore recommends that the Department of Education Managers and School Management should consider providing appropriate focused training and development initiatives for teachers, teaching resources, effective workload scheduling and the appropriate placement of teachers.

Key Words: Work Performance; Teachers; Case study; Interpretivist paradigm

Table of Contents

PERMISSION TO SUBMIT	ii
DECLARATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT.....	vi
LIST OF FIGURES	xv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Focus and Purpose of the Study	1
1.3 Problem Statement	2
1.4 Research Objectives	3
1.5 Research Sub-Questions	3
1.6 Rationale and Significance for the Study.....	4
1.7 Summary of the Research Design and Methodology.....	5
1.8 Chapter Outline.....	5
1.9 Conclusion	7
LITERATURE REVIEW, CONCEPTUAL AND THEORETICAL FRAMEWORKS.....	8
2.1 Introduction	8

2.2 The meaning of Work Performance and Teacher Work Performance.....	8
2.2.1. Work Performance	8
2.2.2. Teacher Work Performance	10
2.3.1. Work Performance	12
2.3.2. Work Performance of Teachers.....	14
2.4.1 Mentorship	22
2.4.2. Strategic Planning	23
2.4.3. Communication	23
2.4.4. Taking note of the competitive market.....	23
2.5 Ways to Improve Teacher Work Performance in South Africa	24
2.5.1 Provide allowances for working in remote areas.....	24
2.5.2 Raising the minimum requirements for teaching.....	24
2.5.3 Upgrading Infrastructure.....	25
2.5.4 Information Technology.....	25
2.5.5 Conducting subject competency tests	25
2.5.6 Employee Assistance Programmes (EAPs).....	26
2.5.7 Other ways of enhancing teacher Work Performance	26
2.6 Theoretical Framework.....	27
2.6.1 The Two-Factor Theory.....	27

2.6.2 Maslow’s Hierarchy of Needs Theory	28
2.7 Conclusion	29
CHAPTER THREE.....	30
RESEARCH DESIGN AND METHODOLOGY	30
3.1 Introduction	30
3.2 Research Design.....	30
3.2.1 Research Paradigm	30
3.2.2 The Research Approach	31
3.3 The Study Setting.....	32
3.4 Population and Sample	33
3.4.1 Population.....	33
3.4.2 Sampling.....	33
3.5 Data Collection Methods	35
3.5.1 Questionnaire.....	35
3.5.2 Semi-Structured Interviews	36
3.6 Data Analysis	37
3.7 Reliability, Validity and Trustworthiness of the Study.....	38
3.7.1 Reliability and Validity	38
3.7.2 Trustworthiness of the Study.....	39

3.8 Ethical Considerations	40
3.9 Conclusion	41
CHAPTER FOUR.....	43
PRESENTATION OF RESULTS.....	43
4.1 Introduction	43
4.2 Biographic Details of the Respondents in the Quantitative Stage	43
4.2.1 Age of the Respondents.....	43
4.2.2 Qualifications of the Respondents.....	44
4.2.3 Employment within the Current School.....	44
4.2.4 Work Experience.....	45
4.3 Factors that Influence the Work Performance of Grade one School Teachers	45
4.3.1 Teachers Views about Salary Related Issues	46
4.3.2 Teacher’s Views about Workload Related Factors	48
4.3.3 Teacher’s Views on Facility Related Factors	49
4.3.4 The Impact of the Personal Status of Teachers on their Work Performance.....	52
4.3.5 Teacher Views about Placement at a School and its Impact on Job Performance.....	54
4.3.6 Teacher’s Views on Social Justice and its Impact on Work Performance	56
4.4 Demographic Details of Respondents on the Qualitative Stage.....	58
4.4.1 Response Rate	58

4.5 Presentation of Results from the Qualitative Stage	59
4.5.1 Factors that Influence the Work Performance of Primary School teachers in the Mxenge Circuit.....	59
4.5.2 How and why do these factors influence the Work Performance of Primary School Teachers in the Mxenge Circuit.....	59
4.5.3 Interventions on How to Improve the Work Performance of Primary School Teachers within the Mxenge Circuit	60
4.6 Summary	60
CHAPTER FIVE.....	62
DISCUSSION.....	62
5.1 Introduction	62
5.2 Discussion and Interpretation of the Research Findings.....	62
5.3 Conclusion	70
CHAPTER SIX.....	71
CONCLUSIONS AND RECOMMENDATIONS.....	71
6.1 Introduction	71
6.2 Conclusions	71
6.3 Implications of the Research	72
6.4 Limitations of the Study	73
6.5 Recommendations to Solve the Research Problem	73

6.5.1 Availability of Teaching Resources and Materials.....	73
6.5.2 Effective Workload Schedule.....	73
6.5.3 Effective Placement of Teachers.....	74
6.5.4 Social Justice.....	74
6.6 Suggestions for Future Studies.....	74
6.7 Summary.....	75
REFERENCES.....	76
ANNEXURES.....	83
ANNEXURE A: QUESTIONNAIRE.....	83
ANNEXURE B: INTERVIEW GUIDE.....	88
ANNEXURE C: LETTER OF PERMISSION.....	90
ANNEXURE D: INFORMED CONSENT LETTER.....	93
ANNEXURE E: ETHICAL CLEARANCE.....	96
ANNEXURE F: TURNTIN REPORT.....	97

LIST OF TABLES

Table 4.1: Age Groups of the Respondents.....	44
Table 4.2: Respondent's Qualifications.....	44
Table 4.3: Highest Qualification.....	44
Table 4.4: Effect of Salary and Benefits on Teachers.....	46
Table 4.5: Low Salary and its Impact on their Intent to Work.....	47
Table 4.6: Job Satisfaction within Teachers.....	47
Table 4.7: Busy Schedule in Dealing with Record Keeping and Clerical Work.....	48
Table 4.8: Extra Curricular Work Load Decreases Teacher Work Performance.....	49
Table 4.9: Impact of Over-Crowded Classrooms on Teacher Performance.....	49
Table 4.10: Lack of Facilities Affect Work Performance of Teachers.....	50
Table 4.11: Lack of Adequate Libraries in Schools Impact on Performance of Teachers.....	51
Table 4.12: The Impact of Teaching Materials on Teacher Performance.....	51
Table 4.13: The Impact of Professionalism on Teacher Work Performance.....	52
Table 4.14: Mental Health Affects Work Performance of Teachers.....	53
Table 4.15: Stress Impact on Teacher Work Performance.....	53
Table 4.16: Positive Feelings toward the Extra Duties at Work.....	54
Table 4.17: Fair and Equal Treatment Regardless of Title.....	55

Table 4.18: Fair and Equal Treatment Regardless of Grade Taught.....	55
Table 4.19: Fair and Equal Treatment Regardless of Gender.....	56
Table 4.20: Gender Parities in Promotion Opportunities.....	57
Table 4.21: No Prejudice is shown towards Female Teachers.....	58

LIST OF FIGURES

2.1 Factors that influence Work Performance of Teachers.....	11
2.2 The Concept of Work Performance of Teachers.....	15
4.1 Respondent's Work Experience.....	45

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Teachers play an important role in society in the work that they do. The work of a teacher is comprehensive and extends beyond the teaching of the subject/s and other important activities, in their day-to-day actions. Teachers as professionals have an influence on learners: shaping their minds, learning and development through teaching, guiding and counseling, and the extra-curricular activities. This study seeks to investigate the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit, Umlazi District in KwaZulu-Natal. In the chapter I present the focus and purpose, the problem statement, research objectives and questions, motivation for the study, the summary of the methodology, the outline of the chapters and a conclusion.

1.2 Focus and Purpose of the Study

The focus of the study is on the Work Performance of primary school teachers. The study was conducted with Grade 1 primary school teachers. The purpose was to investigate the factors that influence the Work Performance of the school teachers, in the Mxenge Circuit. Arguably, after home, the school is the most important place for learners, mostly for primary school learners to learn and develop their educational and social competencies (Badi, 2015). In this regard, primary school teachers play a pivotal role in the provision of education to the learners. The Department of Education and School Management strive to recruit competent, qualified teaching staff that can deliver quality education to its learners. This is of great importance in that a better qualified and determined teacher has an impact on a learner's development (Harrison, 2009). This study thus seeks to investigate factors that influence primary school teachers to perform in their work, so as to inform on recommendations for achieving effective teacher Work Performance.

This study also entails a review of literature relevant to teachers' Work Performance. The literature addresses the effects of intrinsic and extrinsic motivational factors on the Work Performance of primary school teachers - on the satisfaction derived from teaching, teaching enjoyment, career development, the challenging and competitive nature of teaching, teaching as a purpose, to mention a few (Harrison, 2009). The extrinsic motivation factors include the award applied externally as a salary or wages, paid leave and free medical assistance amongst others (Reeve, 2009).

1.3 Problem Statement

In South Africa the teaching workforce comprises of about 418 613 teachers in the public and private schools (South African Department of Education, 2016:1). The total population of South Africa is estimated at 57, 73 million (Stats SA, 2016:1). It is evident that this large number of teachers plays an integral part in the socio-economic and political development of a nation. Since independence in 1994, the South African government has made education one of the focal points for development and progress of the country. More so, the apartheid regime did not invest as much on the black child as it did on the white child (Stas SA, 2016). Education investments in the new dispensation included the upgrading of facilities for the professional development of highly skilled teachers. Within this regard, there is thus greater importance and relevance of teachers in the South African post-independent context. However, the Work Performance of teachers remains central in the teaching profession performance debates. Government has improved the teacher payroll management and made resources available for an increase in the teacher's salaries as a way of motivation (Armstrong, 2014). Teachers have housing allowances and medical scheme subsidies. The government went as far as establishing a Government Employees Medical Scheme (GEMS).

Despite the above developments, Mhlanga (2013) and Badi (2015), argue that not much has been done in addressing the plight of primary school teachers with regard to the school-based issues: lack of resources, unfair promotion practices etc. Within the

primary schools in Umlazi District there have been deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), poor preparation of teaching materials, especially lesson plans, lack of continuous pupil assessment, absenteeism and general poor professional performance (Mthiyane, Bhengu & Bayeni, 2014). According to the Umlazi Education Inspection Report of 2018, teacher absenteeism is unacceptably high and rising; time on task is low and falling. More than one in ten school teachers as of 2016 were accused of misconduct, used social networking sites and emails to forge inappropriate relationships with their pupils (Vasagar & Williams, 2016). Teacher misconduct disturbs the implementation of the planned interventions, particularly the correct functioning of the teaching and learning (van Nuland & Khandelwal, 2016). This concern about Work Performance of teachers in the context of the current working environment has prompted me (the researcher) to conduct this study.

1.4 Research Objectives

The study seeks to:

- Investigate the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.
- Investigate how these factors influence the performance of primary school teachers in the Mxenge Circuit?
- Explain why these factors influence the performance of primary school teachers within the Mxenge Circuit, in the ways that they do?

1.5 Research Sub-Questions

This research seeks to answer the following questions:

- What factors influence the Work Performance of primary school teachers in the Mxenge Circuit?
- How do these factors influence the Work Performance of primary school teachers in the Mxenge Circuit?

- Why do these factors influence the Work Performance of primary school teachers in the Mxenge Circuit, in the way/s that they do?

1.6 Rationale and Significance for the Study

The quality of education in South Africa has been challenged, both internally and externally, and by the work behaviour of teachers. Various international and local tests have indicated the poor performance of learners. According to Venkat & Spaul (2017) the release of the 2015 Trends in International Mathematics and Science Study (TIMSS) reports for grade five and nine indicated the poor performance of learners and the reasons for these. According to TIMSS reports of 2015, grade five mathematics South African learners achieved 45th position out of 48 countries. The Annual National Assessment (ANA) includes numeracy and literacy tests conducted among primary school learners. According to the Annual National Assessment report of 2011, learners performed at an average of 35 percent in Literacy and 28 percent in Numeracy, while the provincial performance, stands between 19 percent and 43 percent. According to Badi (2015) commenting on the educational levels reported in Stats SA 2015, the output of learners in South Africa is far less than that of other developing countries. Badi (2015) further stipulates that the lack of motivated and up-to-date teaching staff has added to the deteriorating nature of South African education. South Africa therefore needs motivated staff (Mhlanga, 2013) with a good Work Performance, qualified, competent and interested in teaching, if learner performance is to be enhanced at this level. As further stipulated by Mhlanga (2013), primary education is effective for it gives a base to the student in their academic and social career. It has been reported in the Mxenge district there is a low performance of teachers, despite the various monetary and non-monetary motivators given to them (Mthiyane et al., 2014).

The study is of importance to the policy makers and primary administrators as it will identify major strategies that could possibly be employed to positively influence teachers' Work Performance. It will particularly identify strategies that will help to improve teacher morale and working conditions, inform on factors that have an

influence on the performance of primary school teachers at the same time to counteract the factors that lower the primary school teachers' Work Performance.

1.7 Summary of the Research design and Methodology

A pragmatic paradigm with a sequential mixed methods approach, using qualitative and quantitative methods of data collection and analysis were used. A descriptive research design where the researcher describes the views of the respondents as a case study and where data are gathered directly from respondents is adopted. Random and non-random sampling techniques were utilised based on the method used, knowledge of the population and the purpose of the study. 20 teachers therefore were part of the research. The study used a questionnaire and a semi-structured interview to collect data from the respondents. This is because both these methods allows for descriptive analysis of the research problem. Quantitative data analysis was conducted through number counts and percentages. Qualitative data analysis was conducted using content analysis. Reliability and validity including using trust worthiness of the study was also ensured. Ethical considerations in which informed consent and protection of participants was ensured.

1.8 Chapter Outline

Chapter one within this research is the introduction on the research problem. The focus and purpose of the study is presented within the study. This is because it shows the emergence of the research phenomenon, giving the characteristics of the study. Within this chapter, the statement of the problem is also presented. This is because the statement of the problem is significant for it brings about the essence of this research. In this chapter I also tabulated the research objectives and principle research questions which help structure the research study. The rationale and significance of the study are also presented in this chapter. The research design and methodology are also presented.

Chapter two is an account of the literature and conceptual framework, including the theoretical frameworks. In this chapter, in its broad perspective, a discussion on the conceptual understanding of the factors that influence Work Performance of teachers is made. Within the chapter, aspects such as teacher motivations and its determinants, challenges faced by teachers and the impact of these challenges on their Work Performance are discussed, based on relevant literature. In this chapter, I also discuss the theories that were utilised within this study.

Chapter three discussed the research design and methodology and both the quantitative and qualitative determinants. The research methodology is essential for it gives a structure of the research and how data is going to be gathered and analysed as well as presented. A discussion on the rationale for using the pragmatic paradigm, a mixed method and a case study is presented. The chapter also discusses both probability and non-probability sampling and the use of both a questionnaire and an interview as methods of data collection. In this chapter I also discuss the data analysis methods in which number counts, percentages and thematic analysis were used. Ethical aspects and the research rigour and their application to this study, are discussed in this chapter.

Chapter four presents the findings. The demographic details, which provide the context for the understanding and interpretation of the data, are presented. The quantitative data collected is presented in the form of tables, including text, for easy comprehension. For the qualitative perspective, the findings were presented through thematic content analysis.

In its capacity, Chapter Five discusses the findings presented in chapter four. These findings stem from the research objectives and principle research questions. The findings from the study help understand the factors that influence Teacher Work Performance within the Mxenge Circuit. The chapter discussed important factors such

as the effect of resources and their impact on teachers. The chapter also discussed on the perception of teachers of their environment.

Chapter Six concludes the study and offers recommendations as well as areas for further study. The chapter first presents the findings from both the primary and secondary sources of information. I conclude on the whole study and lastly give recommendations on the research problem.

1.9 Conclusion

This chapter introduces the research problem: Investigating factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. The problem is highlighted in the reports on the district about the low grades at primary school and a plethora of factors attested to be amongst the causes of these low performances. This study however looks at the Work Performance of teachers. This becomes the major objective of the study. The study will help policy makers and administrators as well as interested stakeholders to understand the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.

CHAPTER TWO

LITERATURE REVIEW, CONCEPTUAL AND THEORETICAL FRAMEWORKS

2.1 Introduction

The literature review and conceptual framework are of significant importance in a research study. This literature review in essence provides a review of previous research studies and research results that are related to the factors that influence the Work Performance of school teachers. Furthermore, the literature review identifies the gap in which the body of knowledge is established as there are some relatively untapped areas of the broader literature that hold promise for increasing the understanding on the factors that influence the Work Performances of school teachers. This review starts by defining the concept of Work Performance and specifically Teacher Work Performance, factors that influence Work Performance and Teacher Work Performance and factors that challenge the Work Performance of teachers. This section also includes the theoretical framework which plays a direct role in understanding the factors that influence the Work Performance of primary school teachers

2.2 The meaning of Work Performance and Teacher Work Performance

In this section I present the meaning for Work Performance in a generalized manner and more specifically in terms of Teacher Work Performance.

2.2.1. Work Performance

In developing a meaning for Work Performance a review of literature from various scholars was undertaken. Even though the meanings are presented below, cognizance of the statement made by Campbell (2010) that the meaning for Work Performance is not fully understood is recognised.

According to Campbell (2010), when conceptualizing Work Performance the difference between an individual's action and behavior and an outcome aspect of performance should be made. Campbell (2010) stipulates that the behavioral aspect refers to the things the individual does in the work situation. Actions such as teaching basic reading skills, assembling car parts, selling computers and the likes are part of behavioral actions of an individual. According to Schneider (2010), performance is not described with doing a certain task but by the judgmental and evaluative processes.

Work Performance according to Blackwell (2012) refers to the work related roles expected of an employee by the employer and how well those activities are executed. Within the business community, it has become a trend to assess Work Performance of each employee on an annual or quarterly basis in order to help identify suggested areas for improvement, which in turn is linked to organizational productivity. Campbell (2010) assumes that Work Performance is not only about how well employees perform their duties, but Work Performance involves various factors - contextual and task performance. Work Performance thus, entails how an individual performs within the related task. Task performance entails a person's contribution to organizational performance whereas contextual performance consists of behavior that does not directly contribute to organizational performance but supports the organizational, social and psychological environment (Sonnetag & Frese, 2002).

According to Campbell (2010), within the field of Work Performance, despite the great relevance of individual performance within an organization there is the widespread use of Work Performance as an outcome measure in empirical research. Riaz (2000) argues that Work Performance is an individual evaluation, an individual is measured based on a single person's effort. Work Performance has become integral in the contemporary world as organizations and institutions are now vested in the concept to ensure productivity. In contemporary organizations, the Human Resources Department (HRD) usually manages the assessment. Riaz (2000) states that employee Work Performance is a hugely important process to the entire organizational outcomes and success.

2.2.2. Teacher Work Performance

Accordingly, Adeyemi (2010) is of the view that Teacher Work Performance refers to duties performed by teachers at a particular period in the school system. It is also the ability of teachers to combine relevant input for the enhancement of the teaching and learning process (Riaz, 2000). Ingersoll (2013) proposed that Teacher Work Performance is linked to the organization's (a school in this study) success and achievement. Shann (2015) defines it as the effectiveness of the teacher in the classroom. Adeyemi (2010) further defines Teacher Work Performance as a teacher's demonstrated impact on students' learning as established through a number of things. These include student achievement test scores, or employer or student surveys. For example, a teacher may deliver perfect reading lessons - behavioral aspect of performance, but a few of the pupils nevertheless do not improve their reading skills because of their intellectual deficits, this is the outcome aspect of performance (Campbell, 2010). Teacher Work Performance thus, can be attributed in this case to the educational outcome of students.

In this study I argue that Teacher Work Performance entails how an individual performs in relation to their task and the context of the work. In this regard, Work Performance entails how a teacher works within the school (context) and how this work is influenced by this context. According to Aldrin (2016: 11), the Work Performance of teachers entails "the resources available; administrative support; attitude; teaching and learning process and also emotional attachment to, identification with and involvement in the school they teach at". This definition entails that Work Performance is concerned with employees with a strong affective commitment to do their jobs to the utmost abilities, solely because they want to. Within this perspective, the importance of Teacher Work Performance could influence the school performance because of the quality of the teacher. Teacher Work Performance therefore means that the teacher understands what is important and how it can be achieved.

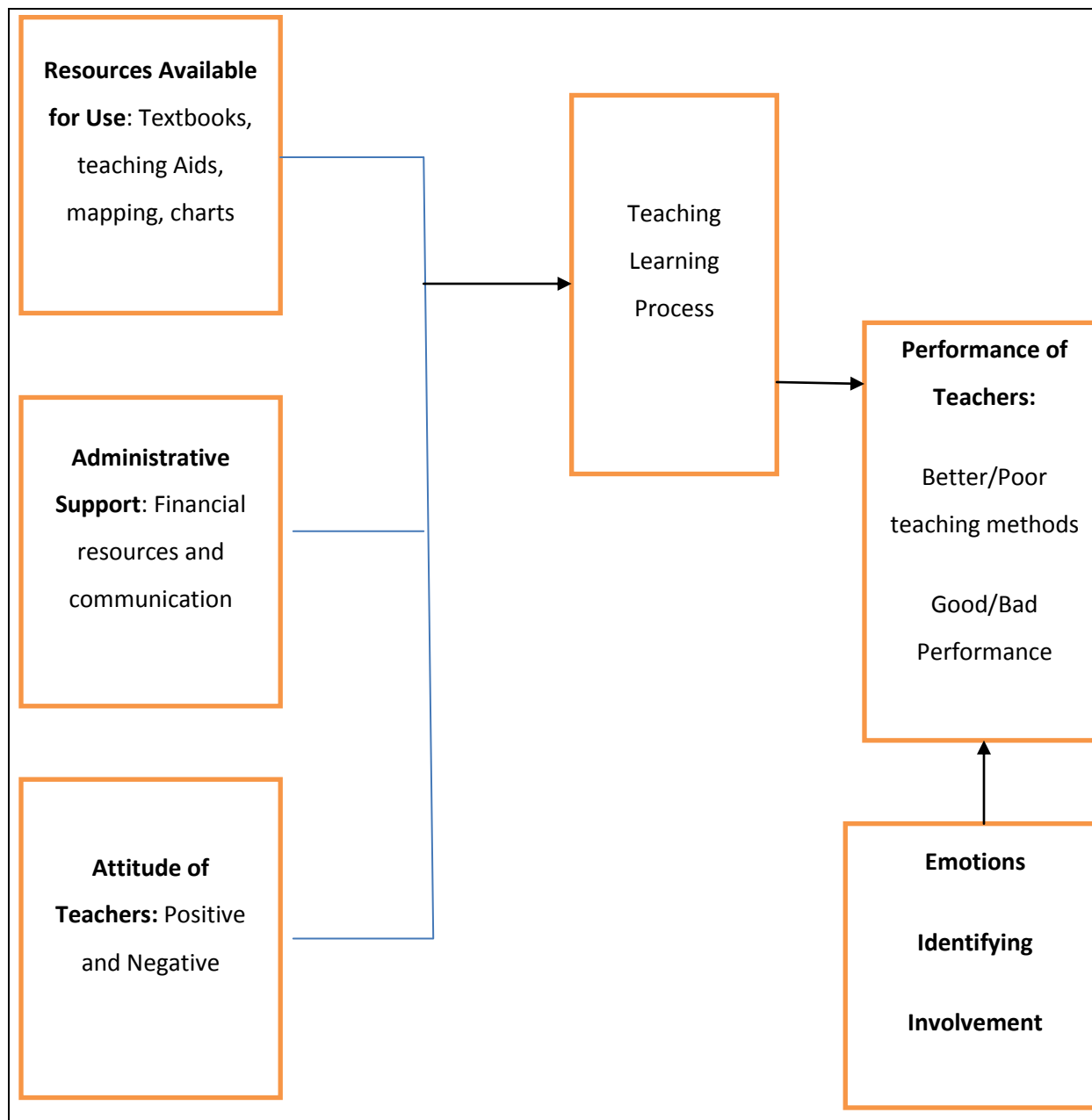


Figure 2.1: The Concept of Work Performance of Teachers

(Source, Aldrin, 2016: 12)

Teacher Work Performance may be determined by the work achieved and measurement tools. Of importance to note is that measurement of teacher performance differs from country to country but the basic way of determining this is by using the teacher performance evaluation. Since education is regarded as a fundamental factor

within a society, as a major input of education quality, performance of teachers is widely recognized as a critical factor influencing education quality, thus the development of teacher performance (UNESCO, 2016). Within the South African perspective, Teacher Work Performance entails the ability of the teacher to reach a required pass rate mostly and also the ability to meet certain extracurricular activities that help on the development of the student (Mhlanga, 2013).

2.3 Factors that influence Work Performance and Teacher Work Performance

In this section I present the factors that influence Work Performance in a generalized manner and more specifically in terms of Teacher Work Performance

2.3.1. Work Performance

Work Performance is central to organizational performance. Kanfer & Kantrowitz (2002: 30) identify the following as the major factors that portray the “importance of Work Performance: organizational performance; measurement of employee growth; establishment of team trends; positive work environment and customer service.”

A discussion of these factors is presented below:

- *Organizational Performance*

Organizational performance is one of the main attributes that explains the importance of Work Performance within organizations. Mayor & Allen (2010) define organizational performance as the attainment of goals and objectives by an organisation. Kanfer & Kantrowitz (2002) are of the view that an organization’s success rests mainly on the shoulders of its employees because employees are one of the most significant assets of an organisation. Employees have become the main resource within an organisation and their work ethic is one of the drivers that ensure that the organisation reach its goals and objectives. Employee Work Performance therefore, is imperative for it ensures organizational performance.

- *Measure Employee Growth*

Another important aspect within Work Performance is that it helps measure and improve employee growth. Kanfer & Kantrowitz (2002) argue that Work Performance is measured through employee evaluations and it is these evaluations, in a consistent manner that helps employees measure their progress and growth. Furthermore, Tablet (2016) argues that employee performance helps motivate employees, helps set new targets and keeps the morale of the employees on the high. Measuring employee growth also helps to identify the gaps that employees are lacking and enables the organisation to come up with employee programmes and initiatives to enhance organizational performance.

- *Establishment of Team Trends*

Within any organisation, teamwork rests as one of the goals for management, as it enhances organizational performance. Within this regard, the establishment of team trends becomes one of the significances of Work Performance. Tablet (2016) argues that effective leaders evaluate team performance and believe employee performance is best when understood as a collective action. Establishment of team trends therefore helps ensure that there are effective training strategies for the team as well as the establishment of future recruiting strategies. As stipulated by Kanfer & Kantrowitz (2002), topnotch performers understand organizational goals and strive to meet or exceed them. Within this regard, establishment of team trends rest as one of the advantages of Work Performance.

- *Positive Work Environment*

The concept of Work Performance also ensures that there is a positive work environment within organizations. When individuals are doing their jobs effectively, the work environment is friendly and encourages organizational productivity (Blackwell, 2012). In sharp contrast, employees who are not effective in their work negatively impact organizational performance. There is the need therefore for Work Performance to be constantly evaluated so that a positive Work Performance environment is always

maintained. This is because overall good job performance helps to keep stakeholders interested and on board. As stipulated by Kanfer & Kantrowitz (2002), a healthy display of work ethics, communication, interpersonal skills and job performance on all levels, is essential to long-term success.

- *Customer Service*

Customer service is also an important tool of Work Performance. This is related however, to organisations that deal directly with individuals. Blackwell (2012) stipulates that the role of an individual within the organisation has an impact on customer service. For example, first impressions have a role to play in either making a sale (in organisations within this framework) or chasing clients away. As stipulated by Kanfer & Kantrowitz (2002), when an employee does not perform well in their related task, it has an effect on a company's reputation which in turn affects organizational productivity. Within this regard, customer service is an integral part of the importance of Work Performance within an organisation.

2.3.2. Work Performance of Teachers

The study stipulates that Work Performance of teachers is integral in achieving set targets of the schools as well as the development of pupils. The factors presented in Figure 2.2 discussed below may influence the Work Performance of teachers.

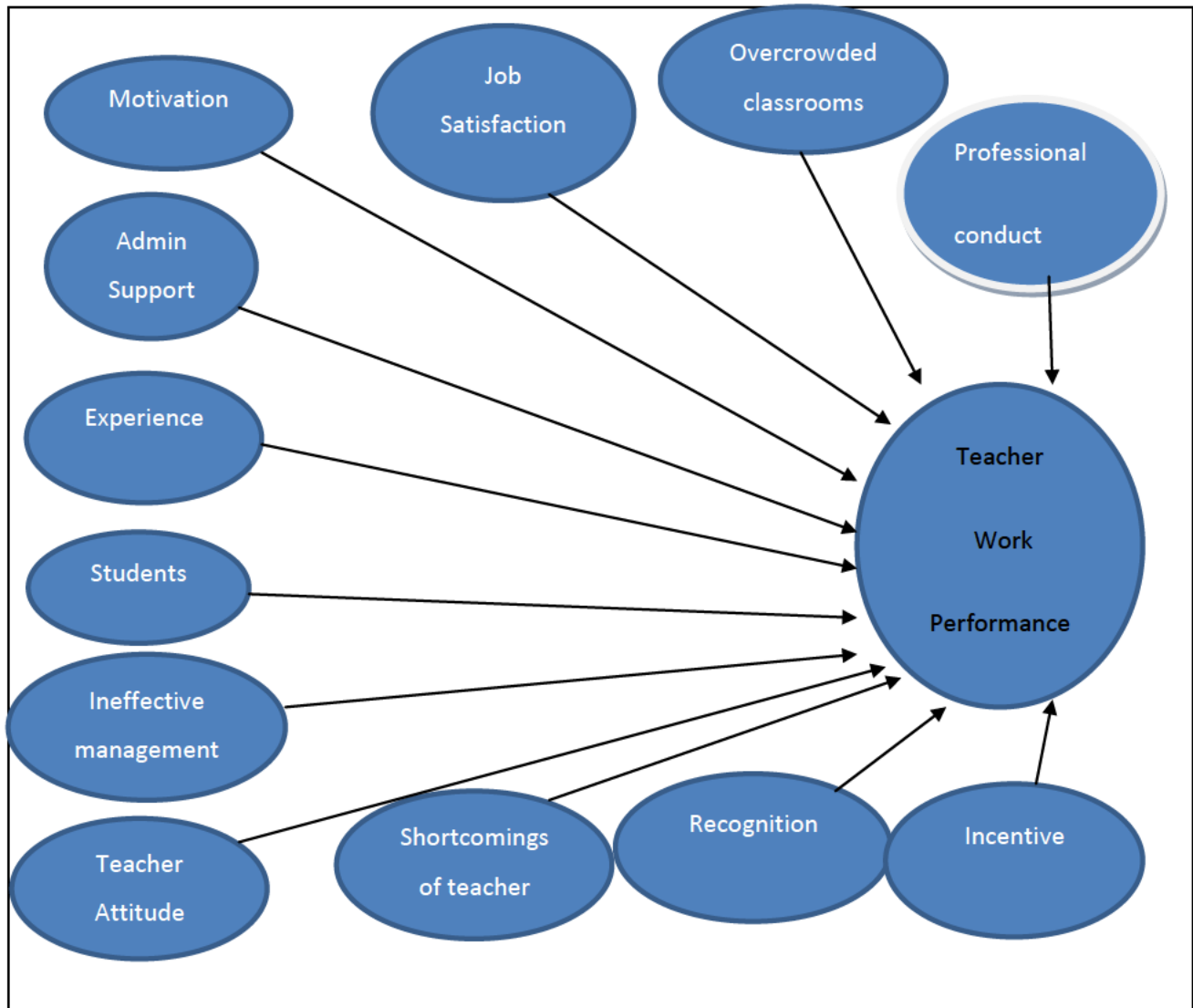


Figure 2.2: Factors that influence Work Performance of Teachers

(Adapted from UNESCO, 2016: 23)

- *Teachers' Job Satisfaction*

Job satisfaction is an essential part in ensuring Work Performance of teachers. Hulin & Judge (2010) defined job satisfaction or employee satisfaction as a measure of the workers contentedness with their work whether or not they like the job or facets of the job such as nature or the level of supervision. Pearson & Moomaw (2005) are of the

view that job dissatisfaction causes stress and burnout, especially for teachers. In essence, job satisfaction for teachers is essential for a successful educational reform. Thus, reform in education can be facilitated by identifying variables that impact teachers' job satisfaction (Tickle, Chang & Kim, 2011). A favorable working condition including administrative support and leadership, school atmosphere, student behaviour, and teacher autonomy are factors that enhance teacher job satisfaction (Tickle et. al., 2011). Woods and Weasmer (2014) state that when teachers show their interest in moving and achieving towards organizational goals then their job commitment and satisfaction increases. Teacher job satisfaction thus, is the predictor of teacher determination, which contributes to the school effectiveness.

- *Teacher Attitude*

Teacher attitude plays a pivotal role in the Work Performance of the teacher. Meenakshi (2008) argues that student learning and understanding of a particular subject is widely affected by the attitude and motivation of teachers. Arguably, if a teacher has a positive attitude toward a particular subject, learning occurs easily. As Gitonga (2014) puts out, teacher's behaviour and attitude are important variables which account for student achievement. The teacher attitude is of importance because teacher's attitude toward teaching affects teaching style in such a way that brings out a difference in student outcome (Gitonga, 2014). This becomes important for Work Performance is brought about by outcomes of a related task, in this case, teaching. Badi (2015) notes that the enhancement of positive attitude not only promotes teacher efficiency, whereby there is quality output of results, but also helps in making the school attractive for students and teachers. The primary attribute of a good teacher is the ability to create a warm friendly atmosphere in the classroom, select appropriate teaching and learning strategies that will motivate the interest of his or her learners. This may lead to better learner performance. Thereby, teacher attitude has an influence on the Work Performance of teachers (Badi, 2015).

- *Administrative Support*

Relevant literature including Badi (2015), Gitonga (2014) and Davidson (2005) has alluded to the fact that administrative support is a fundamental factor that influences teacher performance. According to Hirsch (2011) administrative support refers to the involvement of principals and other school leaders in supporting teachers' task and helping them in improving their teaching. In most cases, the principal of the school is responsible for setting a conducive environment for teachers to perform at their utmost abilities. Davidson (2005) asserts that good performance should be enhanced through setting up a proper organizational culture that allows effective communication between the principal's office and that of the teacher. The administrative role of a principal involves planning, organizing, directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that principals have to plan and organize for resource material required for teachers to enable them to work as required. But this is lacking in some schools as Olembo (2017: 12) points out that "most principals are not aware of what goes on in the classroom."

- *Motivation*

Motivation of employees within any organization plays a pivotal role for organizational performance. Bennel (2010) concluded that the majority of teachers working in schools in developing countries are not well motivated by a combination of factors, including declining morality, satisfaction in the workplace, lack of controls and inadequate incentives. For example, UNESCO (2016) conducted a study in Africa, in South Africa; it established that bad teacher motivation is a major problem, which is made more intense by political interference. Cases of misconduct among the teachers include: teachers seem drunk and physically abusive or just doing nothing.

Motivation can be both extrinsic and intrinsic. Extrinsic motivation of teachers include external rewards like salary, medical care, leave and prepaid payments in case of financial problems, as well as extra teaching allowances (Bennel, 2010). On the other hand, intrinsic motivation is obtained within the person or activity and positively affects

behaviour, performance, and well-being (Bennel, 2010). According to Mary (2010), intrinsic motivation of teachers includes profession satisfaction, pleasure in the field, recognition and controls over others.

- *Teacher Experience*

Teacher experience is also a factor that influences the Work Performance of teachers. As reported by Ingersoll and Smith (2013) teacher turnover occurs during the first few years of teaching. In addition, Liu (2007) discovered that first-year teachers are intended more towards leaving the teaching profession than experienced teachers. Almost two-thirds of former first-year teachers described that teaching dissatisfaction was the main reason for leaving the teaching profession (Liu, 2007). The case is different with experienced teachers however, as this category exhibits great comfort and satisfaction in the teaching profession. It is stated that it is more likely that many experienced teachers deliver the best results. Thus, experience is a critical factor that influences the Work Performance of teachers.

- *In-service Programmes*

Another factor that influences the Work Performance of teachers is the establishment of in-service programmes. MacDonald (2016) argues that in-service programmes entail those professional initiatives and staff development initiatives where staff are trained and discuss on the issues, they are facing within their work place in groups. The advantage of in-service programmes is that they are oriented to help civil servants especially those within public safety and education. According to MacDonald (2007), the frequency and quality of in-service programmes are essential for they dictate on the quality of teachers. Within this regard, there is the consistent need for servicing teachers to ensure their productivity. Liu (2007) further argues that service programmes ensure that teachers are given the necessary and relevant information and equipment on the evolving nature of their work and this will in turn impact on their service delivery. It is generally believed that with the implementation of certain in-service training programmes the performance of teachers regarding their professional skills, knowledge

and experience can be significantly improved (Junejo, Sarwar & Ahmed, 2018). The service programme thus ensures that aspects such as lack of resources to carry out field researches, rapid increase in student-teacher ratio, lack of books within the libraries, syllabus extensively and other aspects are addressed.

- *Recognition*

Liu (2015) argues that one of the reasons that influence the Work Performance of teachers is recognition. Just like any other human being, teachers need recognition for their work and this motivates them on their job performance. There are many strategies that impact on teacher Work Performance and giving them recognition is one of the easiest and least expensive way to do so (Liu, 2007). MacDonald (2007) is of the view that there need to be support programmes that recognize the achievements of teachers including those such as the best in a certain grade or the best in achieving a certain pass rate. There is also the need for putting in place support schemes and incentives that recognize the role that teachers plays in their day-to-day activities.

- *Ineffective management*

An important external source of weak teacher performance can be associated to poor management skills and the lack of adequate supervision. Effective managers possess a mix of skills and competences such as communication, conflict management and leadership skills. An organization consists of a diversity of employees. Managers should have a basic understanding of how individual cope with their work and the environment. According to Fiddler (2010) some principals lack general leadership skills or simply fail to deal effectively with their teachers' difficulties. Most novice teachers report that they lack mentorship and that that this lack of mentorship poses a challenge to their effectiveness thereby leading to poor performance. Atton (2010) further notes that most principals do not take corrective measures at early stages when such guidance might still help. It has become a norm for school administrators to blame their predecessors who may have lacked the ability to cope with incompetent teachers, or were reluctant to confront or to give them helpful assistance (Fiddler, 2010). Basic common managerial

faults leading to teachers performing poorly are related to the selection, induction, motivation, mentoring, appraisal, and development of teachers (Atton& Fiddler, 1999).

- *Shortcomings of the Teacher*

Generally, career development follows specific stages at which the worker needs to accomplish different tasks and fulfill various requirements (Harrison, 2009). For example, a novice teacher is expected to become an effective member quickly, overcoming the insecurity of inexperience. Meanwhile, an experienced teacher is expected to take on the role of mentor, while remaining technically competent. In this regard, the most common shortcoming cited by administrators is lack of ability and skills deficiencies (Harrison, 2009). These teachers may not have had sufficiently developed mental capacity to meet the job requirements. Teachers are thus also said to suffer from some type of personal disorder or pathology that adversely affect their performance. Emotional distress, burn out, and health problems were common. Administrators were not always aware of the causes of poor performance (lack of skill or low motivation), which impeded their ability to help, since each pattern of teacher shortcomings requires a different response (Feld, Sauermann & Grip, 2017)

- *Over-Crowded Classrooms*

Over-crowded classrooms are also a factor affecting the Work Performance of teachers. Shenning (2015) argues that there is a challenge of over-crowded classrooms within South Africa which reflect negatively on the role of the teacher. This is because the student-teacher ratio is compromised and the teacher cannot pay particular attention to all students within their classroom. Within public schools, the student-teacher ratio can go as high as up to 1:40 where this is not rational enough if the needs of each and every learner are to be addressed. UNESCO (2016) posits that the ideal teacher-student ratio within primary schools should not exceed 1:25. This is because students within the early development age require special attention from their teachers and if classes are over-crowded, this impact on the performance of the teacher as the teacher may fail to give enough attention to all the students with different needs.

- *Low Incentives*

Another aspect that impacts on the Work Performance is low incentives. It is the general norm that civil servants are the least paid individuals within both developed and developing countries and this is reflected on the incentives for teachers within public schools. Within South Africa for example, the government has a considerable budget on the upkeep of basic education but this however is not reflecting much on the incentives the primary school teachers have. Government has improved the teacher payroll management and made resources available for an increase in the primary school teacher's salaries as a way of motivation (Stats SA, 2016). Teachers have housing allowances and medical scheme subsidies. The government went as far as establishing a Government Employees Medical Scheme (GEMS) according to Badi (2015). However, this has no significant impact as the remuneration of teachers is still considerably low and it is impacting on their Work Performance.

- *Inadequate Teaching Material*

The Work Performance of teachers is also impacted by the fact that there is inadequate teaching material within public schools. Stats SA (2016) reports that most of the public schools in South Africa lack a library in itself and those that have libraries, have insufficient reading material for both the student and the teacher. This is impacting on the Work Performance of teachers as they are coming to work unprepared for class. Schneider (2010) argues that lack of adequate material leads to poor preparation of teaching materials especially lesson plans and lack of continuous pupil assessment.

- *Little Opportunity for Career Advancement*

Another challenge with the Work Performance of teachers is that there is little chance for career development. It is within human nature that they work hard to advance their chances of promotion. However, this is different within the teaching context as there are little opportunities for career advancement. Once a teacher is in possession of their certificate, the South African context does not guarantee promotion based on experience as is done with other government departments (Vasagar & Williams, 2017).

Furthermore, the challenge with the teaching sector is that there is basically no opportunity for development, thus the career offers a stagnant career advancement path.

- *Lack of Professional Conduct*

The increased deteriorating standards of professional conduct are also one of the problems affecting the Work Performance of teachers. Vasagar & Williams (2017) are of the view that there has been increased concern of serious misbehavior on the part of the teachers within South Africa. This conduct has been experienced both in and around schools. Teachers have been reported to be absent from work and at times not fulfilling their extra-curricular activities. More than one in ten school teachers as of 2017 were accused of misconduct had used social networking sites and emails to forge inappropriate relationships with their pupils (Vasagar & Williams, 2017). Teacher misconduct disturbs the implementation of the planned interventions, particularly the correct functioning of the teaching and learning process (Nuland & Khandelwal, 2016). This may be the case because of the educational administrators engaging in various unethical practices.

2.4. Ways of Enhancing Work Performance

Since the study has established the importance of Work Performance, organizations still are facing challenges in enhancing Work Performance. The following ways however can be used by organizations to enhance Work Performance of their employees. These are discussed.

2.4.1 Mentorship

Mentorship plays an integral role in enhancing the Work Performance of employees within an organisation. Blackwell (2012) argues that the importance of mentorship is that it enhances and sharpens the skills of the subordinate. Ideally, mentorship helps bring in a new perspective on how things should be done offers a new insight and helps create a clear vision. Organizations should make sure that mentorship is taken seriously

for it helps ensure self-development, experience and motivates the employee (Stevenson, 2015). Therefore, mentorship is one of the ways that can be used to enhance Work Performance.

2.4.2. Strategic Planning

Planning is integral to any organizations. Stevenson (2015) defines planning as prioritizing and structuring processes in accordance to procedures and priorities. Specifically, strategic planning entails the role of the leader in planning with goal of enhancing the needs of the employee through informed communication and decision-making. Within this regard, Stevenson (2015) stipulates that management should always plan strategically through dialogue with the employees so as to understand their needs and identify areas that need attention. If this is done accordingly, the Work Performance can be enhanced.

2.4.3. Communication

Another way of enhancing Work Performance is communication. Of paramount importance is to understand that communication is a two-way street. Tablet (2016) argues that organizations should always ensure that there are effective channels of communication between the employees and management and within the employees themselves. Furthermore, communication ensures that there is a consistent evaluation of Work Performance. The management is often encouraged to listen to employees and take into consideration their views before any decisions can be made.

2.4.4. Taking note of the competitive market

For an organisation to improve on the Work Performance there is need to take stock of the competitive environment. There is need for management to understand the market for this is essential to ensure that policies and mechanisms are put in place that have an effect on organizational productivity (Stevenson, 2015). Tablet (2016) argues that there is need to observe and analyze what competitors are up to and learn from that experience. This in turn will ensure that the Work Performance is enhanced

2.5 Ways to Improve Teacher Work Performance in South Africa

South African society has been argued to be suffering from the impact of public education since it is failing at a major scale. Teacher Work Performance has been identified as one of the ways in which the education sector is being affected. There is therefore the need to improve teacher Work Performance within the South African context. Amongst these ways include:

2.5.1 Provide allowances for working in remote areas

According to Mhlanga (2013), there is need for allowances to teachers who work in the remote areas so as to enhance their Work Performance. Ideally, teachers often see themselves being sent to rural areas as punishment for there is lack of resources and poor living standards. Mhlanga (2013) therefore argues that there is need for the government to initiate policies that give allowances to teachers deployed in the rural areas. These allowances should come in the form of housing, electricity and other resources that meet a teacher's basic need. These resources will help meet their requirements and enhance their Work Performance.

2.5.2 Raising the minimum requirements for teaching

There are various debates on the qualifications needed for one to be a teacher. Some argue that the diploma in education is enough whereas extremes are of the view that these professional qualifications should come in the form of a bachelor's degree. Pearson & Moomaw (2005) argues that the rise in education standards in South Africa should lead to the minimum requirements in important disciplines such as teaching being increased as well. Pearson & Moomaw (2005) therefore proposes that by making sure that a bachelor's degree is the minimum requirement for one to be enrolled in a teaching school, this will enhance that their Work Performance is standard. Generally, an individual with professional qualifications may have a higher chance to improve his/her Work Performance. In this regard, raising the minimum requirements for one to practice the profession is may be essential to enhance their Work Performance.

2.5.3 Upgrading Infrastructure

Another way of improving teacher Work Performance in South Africa is through the improvement of infrastructure. Mhlanga (2013) reports that most public schools in South Africa lack the necessary infrastructure that help improve the pass ratio of students. As stipulated by Stevenson (2015), public schools lack the resources in libraries, classrooms and even furniture that students require. Therefore, there is a need to upgrade infrastructure, eradicate mud schools, fix basic infrastructure and build libraries to provide proper learning environments. This has a possibility of increasing the Work Performance of the teachers.

2.5.4 Information Technology

The advent of technology and the spread of globalization have positively affected the educational system globally including South Africa. In countries such as Uganda and Nigeria, students freely use gadgets such as tablets and laptops for ease in their education. Teachers furthermore have all the technological advancements that ease their work status. However, the South African educational system has not utilized technological advancements to the betterment of their educational systems as public schools have no access to the internet and they do not have the necessary gadgets which should be utilized (Pearson & Moomaw, 2005). Within this regard, a tap in the technological advancement will increase on the Work Performance as it allows the use of audio-visual techniques in teaching the students.

2.5.5 Conducting subject competency tests

Another way of improving teacher Work Performance within public schools in South Africa is through conducting subject-specific competency tests of all teachers. Mhlanga (2013) argues that is necessary for a teacher will have to teach the subjects they are good at and basically this will ease the pressure on their work load. There are so many cases in public schools where a teacher is tasked to teach a subject that they are not comfortable with. Shann (2015) further argues that the importance of competency tests

will also help identify lack of skills and provide intensive teacher training. The competence tests are provided in order to determine which subjects a teacher is good at.

2.5.6 Employee Assistance Programmes (EAPs)

Another way of enhancing the Work Performance of teachers is through initiating Employee Assistance Programmes (EAPs). Accordingly, the standards committee of EAPA SA (2005) defines EAP as:

A worksite-based programme designed to assist in identification and resolution of productivity problems associated with to: health, mental, family, financial, alcohol, drug, legal, emotional stress or other personal concerns which may adversely affect employee job performance (EAPA SA, 2005: 12).

EAPs are targeted towards the growth and development of employees. In doing so, this initiative play a pivotal role in helping the teachers to grow more and bring out the best performance out of them (Taylor, 2007). Within creating focused and dedicated employees, EAPs ensure that there is employee engagement. Furthermore, EAPs are essential foe they offer support to employees. Bayer (2015) gives an example and states that when stress, distress, substance abuse, or depression takes hold, it begins to interfere with an employee's work. In this regard, an EAP offers fast access to a confidential expert who can help. Ideally, EAPs lead to increased productivity ideally is the major advantage of EAPs. According to Stuart (2016), EAPs helps the employees within an organization by providing to them enough help both personally and professionally that eventually bring out the best performance out from any employee. Therefore, an establishment of EAPs helps improve the Work Performance of teachers.

2.5.7 Other ways of enhancing teacher Work Performance

Other ways of enhancing teacher Work Performance include: linking teacher pay increases based on qualifications and competencies, set minimum standards for all elements of the education system so parents know what they should expect from government and can hold it accountable, set 50% pass rate on all public exams to all

public schools, fill teacher vacancies by hiring more teachers with a focus on unemployed youth with education, reduce classroom pupil sizes (Taylor, 2007).

2.6 Theoretical Framework

Within any research, a theoretical framework is paramount importance. This is because a theory can be related to the literature which helps effectively understand the research problem. This study utilizes the two factor theory and the Maslow Hierarchy of Needs theory.

2.6.1 The Two-Factor Theory

Since the study is based on an investigation of Work Performance and the factors that influence teacher's Work Performance, the two factor theory propounded by Fredrick Herzberg (1959) can be adopted. The two factor theory can be understood as a motivational theory that is based on two different needs of humans in the workplace. The theory was stipulated to understand the perception of workers when they talked about feelings within the workplace and the impact on organizational performance. To Herzberg (1959), when employees attest that they are satisfied, this can be identified to intrinsic factors of the job itself which can be referred to as motivators for example, achievement, recognition, work itself, responsibility, advancement and growth.

On the other hand, the two-factor theory stipulates that when employees talk about being dissatisfied with the work, this can be underlined to factors extrinsic to the job which Herzberg (1959) referred to as hygiene factors for example company policy and administration, supervisors, work condition, salary, interpersonal relationship and security. It is important to note that these two factors do not conform to a hierarchy and neither are they at opposite ends of a continuum. For a better understanding on factors influencing Work Performance, it is imperative to understand these two factors as two separate dimensions.

2.6.2 Maslow's Hierarchy of Needs Theory

This study also identifies that the motivation theory in the Maslow's Hierarchy of Needs Theory can also be utilized in this research. Developed by Maslow (1943), the theory states that as individuals aim to meet basic needs, they also seek to meet successively higher needs. The theory has often been represented in a hierarchical pyramid with five levels. The four levels (lower-order needs) are considered physiological needs, while the top level of the pyramid is considered growth needs. The lower level needs must be satisfied before higher-order needs can influence behavior. The levels are as follows:

- Self-actualization – includes morality, creativity, problem solving
- Esteem – includes confidence, self-esteem, achievement, respect
- Belongingness – includes love, friendship, intimacy, family
- Safety – includes security of environment, employment, resources, health, property
- Physiological – includes air, food, water, sex, sleep, other factors towards homeostasis

This Hierarchy of Needs Theory is relevant within this study. It is understandable, for example, if teachers who suffer from an extreme scarcity of materials are not much motivated by involvement in curriculum development. Conley and Odden (2005), states that it is also to be expected that the fine-tuning of pay to individual teacher performance, tasks or skills, will not be seen as a major issue where teachers feel that they do not earn a living wage.

The study however adopts the two-factor theory and the Maslow Hierarchy of Needs as the fundamental theories within this research. This is so because these theories explain on the needs and perceptions of an individual within their workplace. These theories were also adopted in this research for they help to answer the questions: what factors affect the Work Performance of primary school teachers, how and why do these factors affect the Work Performance of these teachers

2.7 Conclusion

This chapter discussed the literature review, conceptual framework and theoretical framework relevant within this study of investigating factors that influence the Work Performance of primary school teachers. Within this chapter, the concept of Work Performance and its advantages were discussed. Furthermore, relevant literature with regards to teacher performance and the factors that influence the Work Performance of teachers is discussed. Problems associated with teacher performance were also outlined within this chapter. The conceptual framework linking the factors that teachers are subjected to that have a link to Work Performance was also discussed. This chapter also discussed the two-factor theory and Maslow's Hierarchy of Needs Theory, as these are used in this research.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

A research is a systematic investigation and study of materials to establish facts and conclusions on a research problem. To establish these facts and conclusions, a research design and methodology is of vital importance. In this regard, a research design can be understood as a blueprint of a research whereas the research methodology can be understood as a systematic and theoretical analysis of the methods applied to a field of study. A research methodology comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge (Creswell, 2014). Within this chapter, an understanding of the research design and methodology: research paradigm, the rationale for using both the quantitative and qualitative methodology, setting, population and sample, data collection methods, construction of the instruments, reliability, validity and trustworthiness, and elimination of bias and ethical considerations are established.

3.2 Research Design

Creswell (2014) is of the view that the research design refers to the overall strategy that a researcher utilizes to integrate the different components of the study in a coherent and logical way. A research design ensures that the researcher effectively addresses the research problem. In conformity, Babbie (2010) alludes that a research design constitutes the blueprint for the collection, measurement, and analysis of data. Of importance is to note that the research problem determines the type of design to be utilized within the study.

3.2.1 Research Paradigm

A research paradigm is essential in research methods for it gives in an explanation via a theory which guides how things are done (Neuman, 2014). A paradigm in other words

establishes a set of practices that the research follows. Guba & Lincoln (201: 25) define a research paradigm as “intrinsically associated with the concepts of ontology, epistemology or methodology.” Ontology in this regard entails the way the investigator defines the truth and reality (Guba & Lincoln, 2013) Ontology seeks to understand reality as either given or a product of the mind. On the other hand, epistemology is the process in which the investigator comes to know the truth and reality (Neuman, 2014). This study seeks to investigate the factors that influence the Work Performance of primary schools teachers thus a post-positivist research paradigm is utilized.

This study utilizes the pragmatic paradigm which argues that the weakness of the positivist paradigm can be affected and made useful by the strengths of the interpretivist paradigm. According to Babbie (2010), the critical paradigm is a mixture of both the positivists and interpretivist paradigm. This study utilizes the pragmatic paradigm as the concept of Work Performance of teachers will ensure that the study looks at the visible manifestations of the factors that influence the performance of teachers.

3.2.2 The Research Approach

The study utilizes the mixed method research approach. This is because the approach is whereby the qualitative and quantitative approaches are used in a sequential approach. Since the study utilizes sequential mixed methods approach thus there is need to understand the determinants of both qualitative and quantitative research.

3.2.2.1 *Quantitative Research Approach*

According to Creswell (2014), quantitative research attempts to quantify, collect and analyze numerical data. In this regard, quantitative research is focused on the links among a smaller number of attributes across many cases (Creswell, 2014). In this scenario, quantitative research is premised on the idea that the researcher tests a theory by specifying narrow hypotheses and the collection of data to support or refute the hypotheses (Babbie, 2010). To Leedy & Omrod (2014: 24) quantitative research methods are “research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships”. Qualitative

research methods are usually utilized when the researcher seeks to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Leedy & Omrod, 2014).

Neuman (2014) identifies that a quantitative research study typically begins with data collection based on a hypothesis or theory and it is followed with application of descriptive or inferential statistics. Surveys, questionnaires and observations are some examples that are widely used with data collection methods in a quantitative study. The research design in a quantitative study therefore is highly structured and is laid out before the research has been conducted.

This research also utilizes quantitative research methods for the researcher wants to measure a trend of factors, which is difficult when using qualitative research methods.

3.2.2.2 The Qualitative Research Approach

According to Leedy & Ormrod (2014: 23), “qualitative research provides for description, interpretation, verification and evaluation of research data thereby allowing the researcher to gain new insight, develop new concepts and discover the problems that exist within a research phenomenon”. The qualitative approach further provides different research designs, with different purpose, focus, data collection and data analysis methods (Leedy & Ormrod, 2015). This study also utilises this approach due to the need to understand the various factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.

3.3 The Study Setting

The study was conducted on the Mxenge Circuit in the Umlazi District. The study focused on the primary school teachers. The study was conducted on primary school teachers in grade one for a clear understanding for the motivations of teachers to perform. The research focused on this area because the area has reported in the past, low performance of teachers despite the various monetary and non-monetary

motivators given to them. In this regard, the study area was selected for it has a high concentration of primary schools. According to Mhlanga (2013: 1), “the district lacks in the output of high-standard primary pupils, putting it amongst the worst districts in the country”.

3.4 Population and Sample

The population and sampling methods used are discussed below.

3.4.1 Population

According to Creswell (2014) a target population can be understood as the entire element that characterizes the research phenomenon and where the research will draw the sample from. Babbie (2010) defines the target population for a research as the entire set of units for which the data are to be used to make inferences. Thus, the target population defines those units for which the findings of the research are meant to generalize. The target population for the study includes grade one school teachers within the district. The targeted population stretches to cover various races, gender and age groups. In this regard, the study will take an independent sample from each of the schools as a measure to guarantee equal representation. The target population in this study comprises of grade one teachers from the 12 schools in the district.

3.4.2 Sampling

Cooper & Schindler (2003) define sampling technique as the process of selecting a portion of the population to represent the entire population. Two sampling categories exist, being non-probability and probability. In the non-probability sample, each member of the population has no known chance of being included in the selection (Cooper & Schindler 2003). On the other hand, probability sampling allows each member to have an equal chance or probability of being selected.

3.4.2.1 Probability Sampling

Saunders (2009: 214) describes probability sampling “as being associated with survey based strategies where conclusions from the sample can be made and infer findings of the general population chosen for the study.” Probability sampling can be carried out in a number of ways, with each method solving a particular problem related to the characteristics of the population. Simple random sampling, systematic sampling, stratified sampling and cluster sampling are the types of random sampling identifiable with quantitative research.

In order to choose the best sampling method, there is a need to recap that the study deals with the factors influencing the Work Performance of primary school teachers. It is therefore useful to employ a sampling method that is logical and fair in order to respond to the research questions. Thus stratified sampling is the most suitable method.

The stratified random sampling is conducted by separating the population elements into groups’ dubbed strata. The sampling technique then randomly selects the respondents from each stratum. In this regard, the study will arrange the employees in strata according to the levels.

3.4.2.2 Non-Probability Sampling

This research also uses non-probability sampling called judgemental or purposive sampling. Purposive sampling in this regard refers to a method where the sample members are not selected randomly (Creswell, 2014). Non-probability sampling is worked with for the convenience of the researcher. Sample members are selected to conform to certain criteria (Babbie, 2010).

The study area was in Mxenge circuit in Umlazi district. There are eighteen primary schools, the study will be done with grade one. The study area was considered appropriate because of the low performance of teachers despite the various monetary and non-monetary motivators given to them. Besides, the area has a high concentration

of primary schools. Purposive sampling was used. Crossman (2008) states that purposive sampling is one that is selected based on the knowledge of the population and the purpose of the study, the subjects are selected because of the characteristics. The teachers that will be considered are graduates and holders of teaching diplomas for the Foundation Phase; five years teaching experience.

3.5 Data Collection Methods

There are basically two ways of collecting data in research methods namely through primary and secondary data collection. According to Babbie (2010), primary data is the data that is specifically collected for the current study. Primary data involves participation of relevant players, while secondary data is the data that is collected for a purpose other than the current study. Secondary data entails data already collected and documented. It is available from secondary sources. This view is supported by Kothari (2004:11) where “primary data is explained as original information collected for the first time, while secondary data, on the other hand, is information that has been collected previously and that has been put through the statistical process”.

3.5.1 Questionnaire

This study collected primary data owing to the quantitative approach determinants that will be used for the purpose of the study. Accordingly, a questionnaire will be used as the main research instrument. According to Creswell (2014) the questionnaire is the research instrument that is suitable for most quantitative research studies. In conformity, Babbie (2011: 234) stipulates that “a questionnaire is a document that necessitates questions intended to cross-examine data suitable for ascertaining”. Neuman (2014: 23) defines a questionnaire as “a list of a research or survey questions asked to respondents, and designed to extract specific information”. It serves four basic purposes of collecting the appropriate data, making data comparable and amenable to analysis, minimising bias in formulating and asking question, and making questions engaging and varied. According to Kothari (2004), the main advantage of data collection using mailed questionnaires is that of low cost even when the population is large, it is free from the

bias of the interviewer, answers are in respondents' own words, respondents have adequate time to give well thought out answers, respondents who are not easily approachable, can also be reached conveniently and large samples can be made use of and thus the results can be more dependable and reliable.

The primary data that is collected in this study are the responses of primary school teachers in the Mxenge Circuit, captured in a structured questionnaire that contains questions about their perceptions and views on the factors that influence the Work Performance of grade one primary school teachers in Circuit. The study made use of hand delivered questionnaires to the target population. See Appendix for a sample copy of the questionnaire. The construction of the research instrument was completed by me. The questionnaire contains two sections. The section A presents the background information about the teachers whilst section B presents the teachers' views on the factors that influence work (job) performance. The identified respondents to receive the questionnaires were the teachers randomly selected from the primary school teachers within the Mxenge Circuit. The questionnaires were furnished by questions guided by the objectives of the study and were distributed by the researcher to the research participants. The questionnaire was self-delivered within the target population.

In section B of the questionnaire, the views and perception were captured using statistical responses on a five-point Likert scale rating. In the scaling, 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree, was employed to investigate the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.

3.5.2 Semi-Structured Interviews

The study also utilised semi-structured interviews. Leedy & Ormrod (2015) argues that semi-structured interviews are utilised to gather information relating to the research problem. In this regard, the use of an interview allowed the unearthing of realities and reliable information regarding the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. Shamdasani (2014) posited that semi-

structured interviews are necessary in cases where little is known about the study problem and the research unit it is premised in. The interviews were conducted at 6 schools within the Mxenge Circuit in which one respondent was selected from each individual school. The researcher used purposive sampling to pick the key informants to be interviewed based on their intensive knowledge of the variable under study. The interviews conducted in English on slots of 25 minutes, were recorded on an audio recording device for information storage and analysis. The interviews were carried out conforming to a research guide constructed in accordance with the research objectives.

The interview guide was constructed obliging to the research questions and research objectives. The guide consisted of five demographic questions and six questions of the actual research. The six questions were designed from the objectives and were open ended to allow further probing and elaborations. There were two sections, section A for demographic details and the section B for the actual research. Section A contains questions that helped the researcher to understand the departments in which the respondent works, their position, the years of experience and qualifications. Section B contains questions that reveal the importance of Work Performance on primary school teachers. The sample of the research instrument, interview guide, was attached on the Annexures section.

3.6 Data Analysis

Data analysis is essential within any study. The process of data analysis entails making sense of the gathered information from the study. Within a quantitative perspective, data analysis is a process of applying statistical practices to organize, represent, describe, evaluate, and interpret data according to Creswell (2014). This section is of vital importance within the research for it assists the researcher to summarize and analyze collected data from the survey. Flick (2004: 66) argues that:

“Quantitative data analysis is a systematic approach to investigations during which numerical data is collected and/or the researcher transforms what is collected or

observed into numerical data. It often describes a situation or event; answering the 'what' and 'how many' questions you may have about something."

Within this research, the researcher collected categorical and numerical data.

From a qualitative perspective, data analysis entails the attempt to interpret and get the meaning of the gathered data (Babbie, 2010). This research categorized and sorted the collected into themes as the primary basis for organizing and reporting the study findings. Data analysis thus is described as the process of bringing order, structure and meaning to the mass of collected data. Creswell (2014) posits that data analysis is clearly the analysis and interpretation of data which is represented in the application of deductive and inductive logic to the research. This study made use of qualitative thematic content analysis.

3.7 Reliability, Validity and Trustworthiness of the Study

This section describes the research rigour aspects that were considered.

3.7.1 Reliability and Validity

Bond (2003: 12) is of the view that validity refers to the "degree to which empirical evidences and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores." Borsboom, (2004) view validity as a mechanism for measuring an attribute and variations in the attribute causally produce variation in the measurement. Validity as a concept in social research thus refers to the "appropriateness of the inferences made about the results of an assessment" (Neuman, 2014: 45).

The major construct of validity is face validity. To Anastasi (1998: 1), "face validity is the extent to which a test is subjectively viewed as covering the concept it purports to measure." Face validity refers to the transparency and the relevance of a test as it appears to test the research participants. Ideally, a test can be said to have face validity if it looks like it is going to measure what it is supposed to measure.

Bond (2003) proposes that findings are seen as being reliable when it can be utilised by a number of different researchers under stable conditions, with consistent results and the results not varying. In other words, reliability reflects consistency and replicability of information over time. Fraenkel & Wallen (2003) argue that reliability is seen as the degree to which a test is free from measurement errors, since the more measurement errors occur the less reliable the test.

The common type of reliability is test-retest reliability whereby researchers measure a construct that they assume to be consistent across time, and then the scores they obtain should also be consistent across time (Bond, 2003). Test-retest reliability is the extent to which this is actually the case. In this study qualified teachers with years of experience were used. The percentage number of respondents according to variables such as sex, age, type of motivation and so on was computed and presented using tables.

A pilot study was conducted in order to determine the consistence of the questionnaire. The questionnaire was administered to two respondents to determine the feasibility of the questionnaire. Errors and omissions were addressed following the pilot study.

3.7.2 Trustworthiness of the Study

Contemporary research methodology scholars argue that the concepts of validity and reliability are relatively foreign to the field of qualitative research. Qualitative researchers thus substitute reliability and validity with data trustworthiness. Trustworthiness consists of the credibility, transferability, dependability and conformability (Saunders, 2009).

- ***Credibility***

According to Flick (2014), credibility contributes immensely to a belief in the trustworthiness of data through prolonged engagement, persistent observations, and referential adequacy and member checks. However, Babbie (2010) argues that triangulation and member checks are primary and commonly used methods to address

credibility. In this study questionnaires were given to grade 1 teachers who were willing to participate in the study and they were given a substantial amount of time to complete the questionnaires.

- ***Transferability***

Transferability is the “generalization of the study findings to other situations and contexts” according to Flick (2014: 83). The context in which qualitative data collection occurs defines the data and contributes to the interpretation of the data. For these reasons, generalization in qualitative research is limited.

- ***Dependability***

Dependability also means consistency of the research findings. This concept thus refers to the ability of the researcher to account for the constant changing conditions of the phenomenon studied, for the interaction with study participants and for the entire research process carried out with an emergent design.

- ***Conformability***

According to Neuman (2014), this refers to neutrality of the data rather than neutrality of the researcher. If the research is confirmable, the study should be able to find conclusions grounded in data. It focuses thus on the end product of the research.

3.8 Ethical Considerations

There is need to follow a strict script of ethical considerations when one is conducting a research. Fraenkel and Wallen (2003) stipulate that ethical standards are essential for they prevent against the fabrication or falsifying of information. This is turn promote the pursuit of knowledge and truth which is the primary goal of every research (Bond, 2003). Within any research, ethical behavior is also critical for collaborative work because it encourages an environment of trust, accountability, and mutual respect among researchers (Creswell, 2014). This research understands the significance of

privacy, sensitivity and confidentiality among the need to protect participants from harm and ensuring safety along the research process as ethical issues.

- ***Ensuring the participants have been given informed consent***

This research made sure that participants are informed about the consent (Saunders, 2009). This was highlighted through informing the participant about the nature on the research through a signed letter.

- ***Make sure there is no harm***

A letter was given to the contributors acquiring their right and specifying aim or objective for doing study. Making sure that language and the content that is used is not harming the participants (Saunders, 2009).

- ***Making sure participant's details are kept confidential.***

Participants will be given the opportunity to answer freely during the interviews third parties will have no access to the information provided by the respondent in the research process. Ensuring information to treat with confidentiality and anonymity is part of ethical considerations. (Saunders, 2009)

- ***Making sure permission gained from participant.***

This research mentioned in the permission letter that the researcher ensured that the details of all participants are protected. The value of communication is clarified for seeking permission of conducting the study.

3.9 Conclusion

This chapter discussed on the research methodology relevant within this study. The quantitative research method was utilised for it is relevant in addressing the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. This

study also used stratified sampling for it is essential in choosing the respondents who have the knowledge relevant within this research study. A questionnaire was used as a major source of data collection. Reliability and validity of the data was ensured and this research also took into considerations some fundamental ethical considerations.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

The previous chapter discussed the methodology relevant to the study. Building from that structure, this chapter presents the data gathered from the questionnaires regarding the investigation on the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit, this chapter is built on the presentation of the results obtained. In that respect, this chapter will address the demographic details of the respondents as well as the aspects raised within the questionnaire. The last section in its capacity will present the summary and conclusion of the chapter.

4.2 Biographic Details of the Respondents in the Quantitative Stage

The biographic details of respondents play an integral role in understanding their perception on the research problem. In this regard, respondents were asked in the first section of the questionnaire to indicate their demographic details such as their position at work, experience, qualifications, and gender.

4.2.1 Age of the Respondents

Within the questionnaire, the age variable was also utilised in a bid to understand the age of the respondents. Arguably, the differing age groups within the researched participants in the Mxenge District contribute to the understanding of the factors that influence the Work Performance of teachers. The dominant age group was that above 40 years followed by those ranging from 35-40 years of age. The sample also consisted of those who were just above 30 years of age.

Table 4.1: Age Groups of the Respondents

Age Group	Number
Below 30	0
31-35 years	2
36-40 years	4
Above 40 years	14
Total	20

4.2.2 Qualifications of the Respondents

Table 4.2: Respondents' Highest Qualifications

Qualifications	Number	Percentage
Diploma	4	20%
Higher Diploma	4	20%
Honours Degree and Bachelor Degree	12	60%
Total	20	100

Table 4.2 presents the respondents' qualifications. This variable thus was utilized within this research. The respondents were dominated by those holding an Honours Degree and Bachelor Degree, followed by a proportionate number of those holding a Diploma, Higher Diploma. The table below shows the trends of the respondents' qualifications

4.2.3 Employment within the Current School

Table 4.3 Employment within the Current School

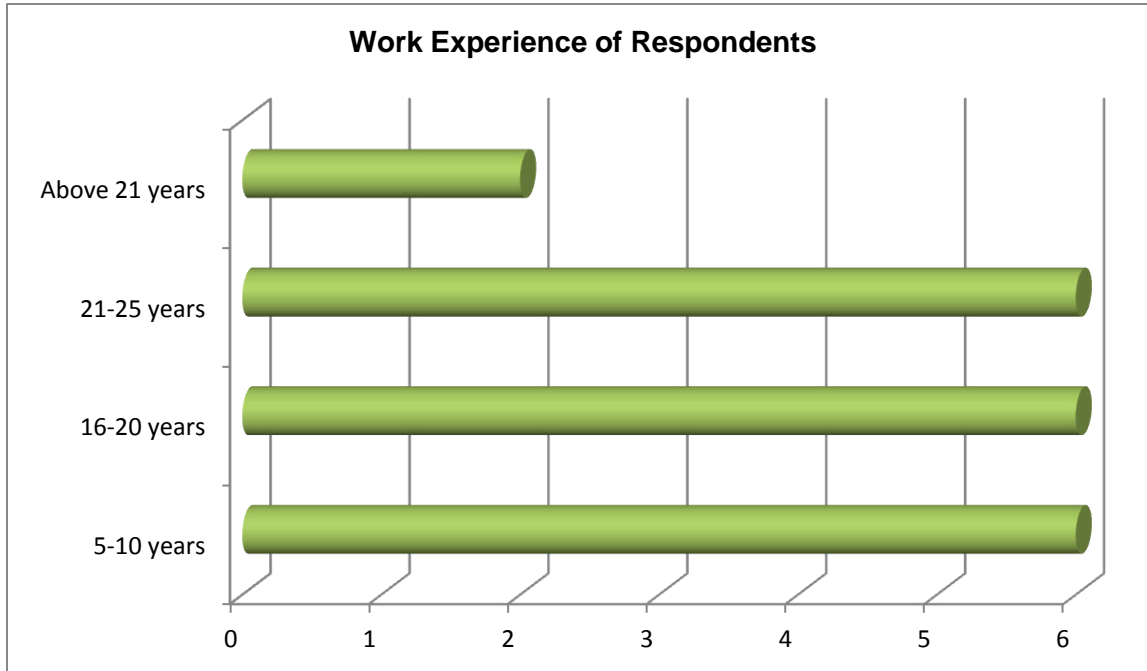
Years at Current School	Number	Percentage
1-2 years	1	5%
2-4 years	1	5%
5-6 years	6	30%
Above 7 years	12	60%
Total	20	100

The demographic details also captured the years in which the respondents have been employed at the current school. From table 4.3, it is depicted that 60% of the respondents have been working in the current school for above 7 years. This shows that

the majority of the respondents were well experienced working the given school. This was essential in trying to determine their understanding and perceptions on the school they have been working in.

4.2.4 Work Experience

Figure 4.1: Respondent's Work Experience



Due to the nature of the research, work experience of the respondents is essential. The majority of the respondents were within the range of 5-10 years, 16-20 years and 21-25 years. There were those that have been in the teaching practice for more than 25 years. The bar graph in Figure 4.1 adds clarity on the experience of the respondents.

4.3 Factors that Influence the Work Performance of Grade one School Teachers

Results in this section come from the analysis of the questionnaire drafted using the Likert Scale.

4.3.1 Teachers Views about Salary Related Issues

A presentation of the results of the respondent's views on salary issues is done in the following sections.

4.3.1.1 Importance of Salary and Benefits on Teacher Work Performance

The questions asked focused on the importance of salary and benefits and its impact on teacher performance. Table 4.4 helps present the results.

Table 4.4: Effect of Salary and Benefits on Teacher Work Performance

	Number	Percentage
Strongly Agree	6	30%
Agree	8	40 %
Undecided	0	0%
Disagree	6	30%
Strongly Disagree	0	0 %
Total	20	100 %

Table 4.4 presents the respondents view on the effect of salary and benefit on teacher Work Performance. As shown in the table a total of 14 respondents (70%) agreed that salaries and benefits are performing a main role in the teachers Work Performance. However, only 6 respondents disagreed with such a proposition.

4.3.1.2 Low Salary Influencing the Commitment of Teachers

On work related issues, the study also sought to understand the impact of lower salaries and its effect on teacher commitment.

Table 4.5 Low Salary and its Impact on their Intent to Perform

	Number	Percentage
Strongly Agree	2	10%
Agree	10	50 %
Undecided	0	0%
Disagree	6	30%
Strongly Disagree	2	10 %
Total	20	100 %

Table 4.5 demonstrates that a total of 12 teachers agreed that lower salaries for teachers create a hurdle for their intention to perform efficiently and effectively. On the other hand, only 8 teachers disagreed with that notion. None of the respondent was neutral on the issue.

4.3.1.3 The Teaching Profession Enables a Satisfactory Standard of Living

The questionnaire also asked respondents on the profession and its ability to lead to a better standard of living.

Table 4.6: Job Satisfaction within Teachers

	Number	Percentage
Strongly Agree	2	10%
Agree	6	30 %
Undecided	0	0%
Disagree	10	50%
Strongly Disagree	2	10 %
Total	20	100 %

The data presented in table 4.6 shows that a total of 8 (40%) agreed that teaching as a profession enables the teachers to have satisfactory standards of living. On the other hand, a total of 60% (the majority) of the respondents disagreed that teaching has the prospects of improving the standards of living for the teachers.

4.3.2 Teacher's Views about Workload Related Factors

In trying to understand the factors that influence the Work Performance of the teachers, the following tables and graphs provides details on the matter.

4.3.2.1 Teachers Views on Record Keeping and Clerical Work

The study sought to understand the perceptions and views of teachers on record keeping and clerical work. In this regard, teachers in schools are expected to do a lot of record keeping and clerical work. The table below presents the data gathered from the questionnaire

Table 4.7: Busy Schedule in Dealing with Record Keeping and Clerical Work

	Number	Percentage
Strongly Agree	14	70%
Agree	6	30 %
Undecided	0	0%
Disagree	0	0%
Strongly Disagree	0	0 %
Total	20	100 %

Table 4.7 presents the views of the respondents on the impact of busy schedules on the Work Performance. From the table, it is clear that all the respondents (100%) agreed that teachers are expected to do complex record keeping and clerical work which in turn negatively impacts on the Work Performance.

4.3.2.2 The Impact of Extra Co-curricular Work Load on Work Performance of Teachers

In a bid to understand the research problem, the questionnaire had a question on the impact of extra co-curricular work load on Work Performance of teachers. The questionnaire asked specifically if the work load decreases the Work Performance of school teachers. The following table represents the responses of the teachers.

Table 4.8: Extra Curricular Work Load Decreases Teacher Work Performance

	Number	Percentage
Strongly Agree	4	20%
Agree	6	30 %
Undecided	4	20%
Disagree	2	10%
Strongly Disagree	4	20 %
Total	20	100 %

4.3.2.3 The Effect of Over-Crowded Classrooms on Teacher Performance

The study also sought to understand the impact of over-crowded classrooms on teacher performance. The table below shows the responses of the Respondents towards the question at hand

Table 4.9: Impact of Over-Crowded Classrooms on Teacher Performance

	Number	Percentage
Strongly Agree	15	75%
Agree	3	15 %
Undecided	0	0%
Disagree	1	5%
Strongly Disagree	1	5%
Total	20	100 %

Table 4.8 presents how work overload affects teacher Work Performance. The table shows that a total of 10 respondents agreed that extracurricular work load reduces teacher Work Performance. This would imply that optimally allocating the curricular work load to the teacher would improve their Work Performance.

4.3.3 Teacher's Views on Facility Related Factors

Teacher's view on the impact of school facilities on their Work Performance was also introduced as part of the series of question in the questionnaire. The following tables and graphs will detail on the matter.

4.3.3.1 The Impact of Lack of facilities On Teacher Performance

The questionnaire sought to determine if lack of facilities has an impact or affects the performance of primary school teachers in the Mxenge Circuit. The table below shows the responses gathered from this primary data collection method.

Table 4.10: Lack of Facilities (like tables, chairs) Affect Work Performance of Teachers

	Number	Percentage
Strongly Agree	4	20%
Agree	12	60 %
Undecided	0	0%
Disagree	3	15%
Strongly Disagree	1	5 %
Total	20	100 %

Table 4.10 presents the impact of teaching facilities (tables, chairs) on teacher performance. 4 respondents strongly agreed that the lack of teaching and learning facilities like computers, tables, chairs, libraries and sporting fields negatively affects the Work Performance. 60% of the respondents also agreed that lack of such teaching facilities have a negative impact on teaching performance. The majority of the respondents agreed that lack of teaching and learning facilities negatively impacts on the Work Performance of the grade one teachers.

4.3.3.2 Library facilities and their Impact on Work Performance of Teachers

Generally, one way to observe teacher Work Performance is through the access and use of library facilities for learners. Availability of and access to library may improve the student pass rate. Table 4.11 presents the views of teachers on the role played by access to the library on their performance.

Table 4.11 Lack of Adequate Libraries in Schools Impact on Performance of Teachers

	Number	Percentage
Strongly Agree	6	30%
Agree	6	30 %
Undecided	1	5%
Disagree	5	25%
Strongly Disagree	2	10 %
Total	20	100 %

From table 4.11, it can be seen that a total of 60% of the respondents agreed that library inadequacy negatively impacts on the Work Performance of the teachers. Although the teachers may put their maximum effort in delivering the lessons, it is the duty of the student to try and grasp the concepts on his/her own time. This may call for the need for adequate access to libraries that allow the students to extra information from the textbooks.

4.3.3.3 Availability of Materials and their Impact on Work Performance of Teachers

The questionnaire drafted a question in trying to understand if adequate teaching and learning materials are available in schools for teachers to use and their impact on Work Performance of teachers. The response to this question is presented in the following table.

Table 4.12: The Impact of Teaching Materials on Teacher Performance

	Number	Percentage
Strongly Agree	4	20%
Agree	10	50 %
Undecided	3	15%
Disagree	1	5%
Strongly Disagree	2	10 %
Total	20	100 %

4.3.4 The Impact of the Personal Status of Teachers on their Work Performance

In trying to understand the research question, the study also drafted questions on the teacher's views about their personal status and the impact on their Work Performance.

4.3.4.1 Professionalism of Teachers and its Impact on their Work Performance

The study sought to understand the professional attitude of teachers and the impact of that on their Work Performance. The following table represents the findings on this factor.

Table 4.13: The Impact of Professionalism on Teacher Work Performance

	Number	Percentage
Strongly Agree	2	10%
Agree	10	50 %
Undecided	2	10%
Disagree	4	20%
Strongly Disagree	2	10 %
Total	20	100 %

In table 4.13 the views of the teachers on the impact of professionalism on teacher Work Performance. Table 4.13 clearly demonstrate that professionalism positively impacts on Work Performance of the teachers. This is illustrated by a total of 12 respondents who agreed that professionalism enhances the Work Performance of the teachers. This constituted a total of 60% of all the respondents. This implies that the majority of the respondents were in support of the mentioned assertion.

4.3.4.2 The Effect of Mental health of Teachers on their Work Performance

The mental health of an individual is essential for them to complete a certain task as may be deemed from them. The study within this framework thus sought to understand the Work Performance of primary school teachers in the Mxenge Circuit by alluding to the effect of teacher mental health. The following graph presents the findings

Table 4.14: Mental Health Affects Work Performance of Teachers

	Number	Percentage
Strongly Agree	6	30%
Agree	10	50 %
Undecided	0	0%
Disagree	2	10%
Strongly Disagree	2	10 %
Total	20	100 %

Table 4.14 provides a presentation of the impact of mental health on Work Performance of teachers. Table 4.14 shows clearly that 16 (80%) of the respondents agreed that mental health has a positive impact on the Work Performance of the teacher. The performance of the teachers is enhanced if the teachers are mentally healthy; the performance of the teachers is likely to improve.

4.3.4.3 The Effect of Stress Related Aspects on Work Performance

Stress is inherent in human: either being positive or harmful stress. This study drafted a questionnaire in trying to determine the effects of stress resulting from teaching and its impact on teacher's Work Performance.

Table 4.15: Stress Impact on Teacher Work Performance

	Number	Percentage
Strongly Agree	4	20%
Agree	12	60 %
Undecided	0	0%
Disagree	3	15%
Strongly Disagree	1	5 %
Total	20	100 %

The impact of stress on teacher Work Performance is presented in Table 4.15. from the table, it can be seen that 4 respondents strongly agreed that stress has a negative impact on teacher Work Performance. 12 respondents agreed that stress reduces the teacher worker performance. Aggregately, 80% of the respondents agreed that stress stifles teacher Work Performance.

4.3.5 Teacher Views about Placement at a School and its Impact on Job Performance

Teacher's view on their placement on the school was also drafted in the questionnaire in trying to determine the factors that impact on Work Performance of teachers in the Mxenge Circuit. The following presents the questions asked and the responses gathered from the respondents.

4.3.5.1 Attitude toward the Extra Duties Conducted at the School

Teachers were asked on their attitude and perception towards the extra duties they were conducting at schools in a bid to carefully design an answer to the factors that influence Work Performance of teachers in the Mxenge Circuit. The following table present the data gathered.

Table 4.16: Positive Feelings toward the Extra Duties at Work

	Number	Percentage
Strongly Agree	1	5%
Agree	9	45 %
Undecided	2	10%
Disagree	4	20%
Strongly Disagree	2	10%
Total	20	100 %

Table 4.16 presents the responses on the teachers' attitude towards extra duties that they carry out at work. Such duties may include monitoring the cafeteria/hallway, serving on a committee, organizing field trips and leading an after-school work activity. Data from table 4.16 reveal that 5% of the respondents strongly agreed that they were happy with carrying out the extra duties at work. Another 45% of the respondents agreed that they had a positive feeling towards the extra duties at work. In general, a total of 50% agreed to the assertion that they were happy with doing extra duties.

4.3.5.2 Perception on the Treatment Regardless of title status

The questionnaire also sought to understand if teachers are treated equally and fairly regardless of the position they hold. The following table outlines the teacher responses.

Table 4.17 Fair and Equal Treatment Regardless of Title

	Number	Percentage
Strongly Agree	2	10%
Agree	8	40 %
Undecided	2	10%
Disagree	4	20%
Strongly Disagree	4	20%
Total	20	100 %

Table 4.17 shows whether teachers get fair and equal treatment regardless of title. A total 50% of the respondents agreed to the assertion that teachers are treated equally regardless of title. 40% of the respondents disagreed with this assertion. However, the majority of the respondents claimed that there was equal treatment of teachers regardless of title.

4.3.5.3 Satisfaction with the Grades Taught

The study in trying to answer the research question also asked on the satisfaction of teacher with the grades they taught. The following graph depicts the data gathered.

Table 4.18 Fair and Equal Treatment Regardless of Grade Taught

	Number	Percentage
Strongly Agree	6	30%
Agree	12	60 %
Undecided	0	0%
Disagree	1	5%
Strongly Disagree	1	5%
Total	20	100 %

Of all the respondents, 6 (30%) respondents strongly agreed that they were getting fair treatment regardless of the grade they teach. 12 (60%) respondents agreed that they were getting fair treatment regardless of the grade taught. However, an insignificant 10% of the respondents disagreed with that assertion.

4.3.6 Teacher's Views on Social Justice and its Impact on Work Performance

The study also incorporated on the list of questions the views of teachers on social justice. This is because social justice is a fundamental concept that enables productivity and organizational performance.

4.3.6.1 Gender Equality

The questionnaire in trying to understand the research question drafted questions including the one of whether male and female teachers are given the same treatment in the school. The following table presents the findings on this question.

Table 4.19 Fair and Equal Treatment Regardless of Gender

	Number	Percentage
Strongly Agree	2	10%
Agree	8	40 %
Undecided	2	10%
Disagree	6	30%
Strongly Disagree	2	10%
Total	20	100 %

On gender equality, 10% of the respondents strongly agreed that they receive same treatment regardless of gender. 40% of the grade one teachers also agreed that the treatment of teachers does not reflect gender bias. A total of 50% agreed to this assertion while 40% disagreed that there was gender equality in the manner in which the teachers were treated.

4.3.6.2 Promotion Regardless of Gender

The questionnaire also drafted a question of whether teachers are promoted regardless of the gender. This question was driven in a bid to understand the research questions.

Table 4.20: Gender Parities in Promotion Opportunities

	Number	Percentage
Strongly Agree	1	5%
Agree	7	35 %
Undecided	5	25%
Disagree	1	5%
Strongly Disagree	6	30%
Total	20	100 %

Gender parities can also be demonstrated by the way in which the teachers get promoted. Table 4.20 presents the data from the respondents. Only one respondent strongly agreed that teachers are promoted on equal chances regardless of gender. Moreover, 8 respondents – which represent 35% of the respondents - agreed that there are equal promotion opportunities regardless of gender. However, 35% of the respondents disagreed with the assertion that there is gender balance when considering promotion opportunities.

4.3.6.3 Prejudice towards Female Teachers

The study also asked a question of whether prejudice or bias is shown to female teachers within schools in the Mxenge Circuit. This question was reached at based on the gender equality drive prevalent within the academic discourse in South Africa.

Table 4.21: No Prejudice is shown towards Female Teachers

	Number	Percentage
Strongly Agree	0	0%
Agree	12	60 %
Undecided	4	20%
Disagree	4	20%
Strongly Disagree	0	0%
Total	20	100 %

From table 4.21, the data shows that 60% of the respondents agreed that there is no prejudice that is shown towards female teachers although none of the respondents strongly agreed. 0% of the respondents strongly disagreed that there is no prejudice towards female teachers.

4.4 Demographic Details of Respondents on the Qualitative Stage

4.4.1 Response Rate

Apart from the group of 20 involved in the quantitative stage of data collection, the study also utilized 6 respondents in the qualitative stage of data collection. The interview guide is attached in annexure B. Out of 6 respondents targeted, all them responded. Each interview took about 25 minutes and all interviews were held at the schools staff rooms.

4.4.2 Respondents' Experience

The respondents were generally well experienced to inform on this research study. Over 60% of respondents had over 10 years' experience teaching at the primary school level. This provided the researcher with a set of robust responses since the majority of the respondents were well experienced.

4.4.3 Respondents' Highest Qualification

Most respondents were in a capacity to provide credible information with respect to the factors that influence the Work Performance of primary school teachers due to their

expertise and qualifications in the teaching discourse. One teacher had the general teaching certificate whereas two teachers had diplomas. Two teachers hold an Honours degree whilst one teacher was in possession of a Master's degree.

4.5 Presentation of Results from the Qualitative Stage

4.5.1 Factors that Influence the Work Performance of Primary School teachers in the Mxenge Circuit

According to Lindiwe, workload is a critical factor that affects the Work Performance of teachers. Lindiwe said that “there are plenty students in our classes and we have to manage curricular with extracurricular activities.” This is in conformity with Thula who argued that “the more the workload for a single teacher, the less the work output they will produce.” Lindiwe even argued that teachers within the Mxenge Circuit are at times “teaching more than 40 students within a classroom.” That increased number of students has an impact on their Work Performance

Furthermore, lack of incentives at school was also argued to be a factor that influences the Work Performances of teachers. Apart from their salary and benefits, Hlengiwe argued that “there is need for an extra initiative that should push a teacher which should be compensated for.” Fikile argued in this case that the salary was not representative of the job requirements that teachers are entitled to do. To Fikile, “the nature of our job and the salary we get at the end of the month is not representative of our efforts and what we go through.”

4.5.2 How and why do these factors influence the Work Performance of Primary School Teachers in the Mxenge Circuit

Zama and Lindiwe argued that teachers within the Mxenge Circuit are faced with workload issues and these affect their Work Performance in which they are limited in the time they have to give to each and every student. Zama argued that “we have so much to do on a short period of time and this is making us scratch from the schedule

other essential learning and development tools.” In addition, Fikile and Lungelo argued that if one is worried about their financial capabilities, the struggles they are facing at home amongst other financial related issues, it is difficult for them to focus on their work. Lungile stated that “the economic difficulties really impact on my concentration at times.”

4.5.3 Interventions on How to Improve the Work Performance of Primary School Teachers within the Mxenge Circuit

Zama argued that there is need for workshops on how to teach teachers to handle their workload. To Zama “workshops are essential for they help us understand from the more experienced teachers on how they have managed to continuously perform amidst this ever increasing workload” Furthermore, Hlengiwe argued that there is need for teacher development skills and training. More so, Thula outlined that there is need for the introduction of the teacher working clusters.

In addition, Lindiwe argued that there is need for resources to be available for them to be effective in their job requirements. Lindiwe argued that “within our schools, we lack the necessary textbooks and imagery that we require to use for our pupils to fully develop.” This was also alluded for by Fikile who is of the view that libraries should be prioritised. Fikile argued that “the libraries within our schools is out of date and its very rare to find textbooks that help us enhance our own development and that of our pupils.”

4.6 Summary

This chapter presented on the results gathered from the primary data collection methods. The questionnaire in the essence was utilized since the study is quantitative in nature. The questionnaire was structured firstly by demographic details of the respondents. This was done in a bid to get as much useful information as possible from the sample. The questionnaire asked on the teachers views about salary related issues, the effect of workload on Work Performance, the school facilities and their impact on Work Performance, the personal factors affecting teachers, placement of teachers as

well as the social justice issues and their impact on teacher performance. The questions were carefully structured in a bid to understand the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. Qualitative data analysis was also conducted in this chapter. The data was obtained through the use of an interview guide.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter provides a discussion of the research findings within the study. Together with secondary sources of data, this chapter will use primary data to understand the factors that influence the Work Performance of teachers within the Mxenge Circuit. The purpose of this chapter is also to either refute or concur with the findings of this study in order to make more meaningful contributions to the research area.

The study has the following objectives:

- Understand the factors that influence the Work Performance of grade one school teachers in the Mxenge Circuit
- Determine how these factors influence the performance of grade one school teachers in the Mxenge Circuit
- Explain why these factors influence the performance of grade one school teachers within the Mxenge Circuit

5.2 Discussion and Interpretation of the Research Findings

The research results were discussed and interpreted in the frames of the quantitative prescriptions. The findings were analysed as well as presented in line with the research objectives as the main determinant. The researcher familiarised with the research results and broke them into corresponding arguments before coding the data into themes. The themes stemmed from the research objectives.

5.2.1 Understanding the Factors that Influence the Work Performance of Primary School Teachers in the Mxenge Circuit

The study indicated that there were various factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. The first set of factors as discovered

in the sample was salary related factors. It was discovered from the sample that salary and benefits are integral for teachers to perform at the best of their abilities. This in line with Drury (2015) who argues that an employee if they are well compensated, they will perform at the best of their ability. Within this particular case for example, 70% of the sample agreed that salary and benefits plays a critical role in enhancing the Work Performance of primary school teachers in the Mxenge Circuit. However, 30% of the sample argued that it is not always about the money or benefits that play a role in influencing their Work Performance.

In addition, the study also established that low salary has an influence on the Work Performance of grade one school teachers within the Mxenge Circuit. This is because most teachers enter into the profession in a bid to earn a living therefore as a base for their livelihoods, low salary they earn negatively impact on their job performance as they cannot be able to take care of their daily needs and requirements. From the data gathered within the sample, 60% of the respondents affirmed to this fact thus the researcher argues that low salary is also a factor that influence on the Work Performance of teachers.

In conformity from a qualitative analysis, Lindiwe argued that the basic salary that teachers are getting is actually a complete shame in relation to the job they are doing and managing the overcrowded classes. In conformity, Lungelo argued that the salary they were earning is not representative of the job they are doing thus this is playing a major part in influencing their Work Performance. This is in relation to the quantitative aspect which gathered that 60% of the sample argued that their salary does not meet their basic standard of living. This is however subjective as nearly 40% had strong perceptions as to the fact that their salary is good enough.

The study also identified work load related factors as influencing on the performance of the teachers. Work load factors include the clerical and report work, extra-curricular activities and the number of students in a classroom. According to a social psychologist, Graig (2015), an increase in the workload of an individual can make the individual wear

out and not perform to the best of their abilities. According to the data collected on the impact of number of children in a classroom and how it impact on Work Performance of teachers, 17 of the respondents argued for the affirmative. However, only 3 respondents argued that the number of students in a classroom does not impact on the Work Performance of primary school teachers in the Mxenge Circuit.

From a qualitative perspective, on this workload issue, the study also identified that the clerical and reporting work teachers are mandated to do also influence on their Work Performance. Fikile argued that the job description of a teacher is not only limited to teaching in a classroom but however requires other aspects such as reporting, scheming, marking, clerical work to mention a few (Hlatshwayo, Mhlanga, and Zingwe, 2013). In this regard however, the teachers who participated within this sample argued that clerical work and reporting was influencing them not to be effective in the important aspect of teaching. This is also shown as 100% of the sample both under qualitative and quantitative precepts argued to that fact and this leads the researcher to conclude that clerical work indeed influence on the Work Performance of teachers.

Furthermore, the study identified facility related factors as playing a critical role in influencing the Work Performance of teachers. Ideally, a school with better educational and recreational facilities is likely to retain skilled teachers. From a laymen's perspective, skilled teachers are efficient in their Work Performance thus facilities play a significant role in influencing the Work Performance of teachers. The study identified the impact of well-furnished libraries, classrooms and availability of materials as playing an important role in influencing the Work Performance of teachers. An average of 75% of the respondents argued towards the influence of facilities on their work output whilst merely 25% argued that these facilities have no impact whatsoever on the Work Performance of teachers.

Of importance to note on this aspect however is to understand what Work Performance entails and as argued by Blackwell (2012) refers to the work related roles expected of an employee by the employer and how well those activities are executed. In the

interview, Zama argued that poor facilities are hindering on their Work Performance. The respondent argued that school buildings are a shame that result in poor performance and crime. Furthermore, Hlengiwe argued that without library resources, students lack reading skills in which the over challenge of this is attributed to the Work Performance of teachers.

Personal matters are also argued to be an influence on the Work Performance of teachers. It is difficult for a human being to leave their personal life out of their profession. This is supported by the data gathered in this study which argued that professionalism of teachers; mental strength and stress of teachers all have an influence on their Work Performance. For example, the stress related factor was found out to influence 60% of the respondent's Work Performance. Only 40% argued that personal stress issues does not influence on their Work Performance.

Placement of teacher was also identified as a factor influencing the Work Performance of teachers within the Mxenge Circuit. These set of factors include the aspects such as satisfaction with the title that one holds or satisfaction with the grades that one teaches. Placement of teachers is as important as job satisfaction and as argued by Gareth (2016), teacher placement offers an interesting variable in understanding their Work Performance for it goes on to further explain their approach to their work. In this regard, an approach to work by a teacher is of importance for it leads to a number of factors that influence their Work Performance. Within this study, only 20% of the teachers were not comfortable with the classes they were teaching and even though it is only a partial figure to the sample, it is important a factor to consider when understanding the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.

5.2.2 Determine how these factors influence the performance of primary school teachers in the Mxenge Circuit?

The study gathered that salary related factors, facilities, workload and personal factors all influence the Work Performance of primary school teachers within the Mxenge Circuit. Questions therefore arise on how these factors influence the Work Performance

of teachers. On salary related factors, for example, the study discovered that low salary influence on the commitment of primary school teachers. Furthermore, the study discovered that the salary attained by teachers in Mxenge Circuit does not necessarily meet their standard of life demands, thus also influencing on their Work Performance. For example, from the sample, it was gathered that 60% argued that low salary has an impact on their Work Performance. This is in line with the Maslow Hierarchy of Needs which suggest that until an individual meet their basic needs, they will never be satisfied in what they do. However, 40% of the respondents on this matter argued that low salary has no influence on their Work Performance.

According to Lungelo, facility related factors are identified as influencing the Work Performance of teachers within the Mxenge Circuit. In this regard, Lungelo gave varying opinions on how lack of materials, library facilities and furnished classrooms influence their Work Performance. Statistics SA (2016) reports that schools that lack facilities often record poor results. What role does the teacher play then in the recording of poor results of students and does the facility factor play a role in the actual result? The respondent argued that lack of adequate libraries have an impact on their Work Performance. One of the respondents was undecided however and the rest argued that it is the onus of the teacher to prepare the materials for students to use therefore the library does not impact on their Work Performance.

In addition, the teachers within the Mxenge Circuit argued that lack of materials within the schools influenced to a certain extent, their Work Performance. In every discipline, resources are essential for the success of the operation. In academics, chalkboards, counters, charts, counters and the likes are essential for primary students to be effective. These materials are also essential for the teacher to be influential in their work. Lack of these materials therefore influence on the Work Performance of teachers. Within the study, 70% of the teachers alluded to this fact and argued that the schools lack materials that are essential for their work to be effective. In essence lack of materials to use illustrates fundamental points to students influence on the Work Performance of teachers in the Mxenge Circuit.

On workload related factors, the study discovered that it influences the performance of teachers in the fact that most teachers are not comfortable handling extra-curricular activities and dealing with a large student-teacher ratio. For example, on the influence of huge classrooms, 85% of the sample argued that this had an impact on their Work Performance. This is in line with Sithole (2017) who argued that the composition of primary schools in KwaZulu-Natal posed a challenge to the ability of teachers to perform effectively. In his study, Sithole (2017) argued that classes were composed at an average of 33 students which is not a healthy environment for both the student and the teacher to perform. Sithole (2017) also argued that at one school in particular, a class had 51 students and that alone poses a challenge to the performance of teachers. In this regard, trying to balance the teacher-student ratio is a challenge in huge classrooms thereby influencing on the Work Performance of teachers.

In addition, extra-curricular activities are argued to be influencing on the Work Performance of teachers. This is because a teacher will be asked to balance between the actual work in the classroom as well as other exercises such as sports and art. Sithole (2017) argued that these activities gives unnecessary pressure to teachers as their job is difficult alone without these activities. In conformity, respondents within the qualitative research argued that indeed extra-curricular activities were impacting on their job performance. For instance, Thula argued that extra-curricular activities were just increasing on the load they already have. Lungelo further argued that “extra-curricular activities takes time away from the most important aspect of teaching.” In this regard, workload influences the Work Performance of primary school teachers within the Mxenge Circuit.

Personal issues of an individual teacher have also been identified as being a factor affecting the Work Performance of teachers. These issues range from mental health, stress related issues and the professional attribute of an individual. If an individual is not in their mental faculties, one cannot expect the best result to come from that individual. There are other cases however of a teacher who is not mentally fit but that is not related to their work for they will be effective in that capacity. However, the sample portrayed

that mental issues have an influence on the Work Performance of school teachers in the Mxenge Circuit.

Placement of teachers influence the Work Performance of primary school teachers in the Mxenge Circuit for a teacher will not be comfortable in the grades they are teaching or in the title they are holding. Most teachers perform better when they are allocated to the grades that they prefer. Respondent 1 even claimed that they have no experience of the grade they are teaching thus a challenge to their Work Performance. The respondent further argued that they do not have suitable activities to do with them that will bring joy of learning to the students thus also a factor influencing their Work Performance.

5.2.3 Interventions on how to improve the Work Performance of primary school teachers in the Mxenge Circuit

The study also sought to proffer interventions on how to improve the Work Performance of primary school teachers in the Mxenge Circuit. The questionnaire drafted some questions on how placement of teachers and social justice issues influence on the performance of the teachers. A clear analysis of the data gathered from these initiatives would be analysed in a bid to understand recommendations of the study.

On teacher's perception on placement at a school, the study highlighted that attitudes towards extra duties is important. The third respondent argued that a positive attitude is essential for it influences on the Work Performance. This was also gathered from the questionnaire responses in which 50% of the sample argued for the importance of a positive attitude in the work environment.

According to Lindiwe, within the interviews, for a teacher to be influential in their work, there need to be a positive mind-set, starting from extra duties. Lindiwe also argued that teachers should be allocated to teaching the grades they are comfortable with. Job satisfaction therefore goes to varying lengths in leading to job performance. The study

therefore gathered that teachers be allocated grades in which they are comfortable teaching.

The study also gathered that an understanding to teacher views on social justice need to be made. This is important for an egalitarian teaching environment leads to a higher pass rate for students. Of importance to note is that the student is the base of analysis therefore all focus should be centered on a student. On social equality, the studies found out that teacher within the Mxenge Circuit have different variations on gender equality. 50% of the sample argued that there was gender balance whereas the other half argued that there were gender disparities. Sithole (2017) is of the view that gender equality should be satisfied especially in the teaching profession for a success I that department. The study therefore recommends that the department of Basic Education strive towards meeting gender balances for it has a great toll towards the influence of Work Performance of teachers.

Furthermore, the study gathered that there need to be channels for women promotion amongst schools. In this regard, women should be made head of departments, deputy heads and even principals based on merit. The time of promotion based on patriarchy has long passed. Only 40% of the sample argued that promotion cut across gender lines with the rest arguing that promotion was not gender balanced. Why would female teacher perform at the most of their abilities if there are no chances of promotion? These needs to be addressed since social justice issues play a critical role in influencing the Work Performance of primary school teachers in the Mxenge Circuit.

Furthermore, the study gathered that remuneration of teachers be increased for this plays a critical factor in influencing their Work Performance. From the factors that influences teacher performance and how this influences job performance, the study discovered that salary and benefits are at the top of the list. There is also need for facilities to be enhanced for the Work Performance of teacher's inasmuch as there is need to put mechanisms to decrease the work load of teachers. All these were gathered from the qualitative method of enquiry

5.3 Conclusion

This chapter discussed on the findings of the study as collected from the questionnaire. Basing from the data analysis method outlined within the research methodology, this study used thematic analysis to discuss and interpret findings. In this regard, this chapter identified the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. The chapter also discussed on why and how these factors influence the Work Performance of teachers. Finally, the chapter discussed on the interventions outlined from the study. The following chapter will therefore conclude and give recommendations on the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter is based on the conclusions and recommendation of the study. This chapter is essential for it gives a brief synopsis of what the study entails and highlights the conclusion of the study. Also, this study discusses on the recommendations on the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.

6.2 Conclusions

The aim of the study included amongst other things to understand the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. Within the study, financial and benefits related factors have been identified as influencing the Work Performance of teachers. This study also highlights that workload related factors plays a crucial part in influencing the Work Performance of teachers. Furthermore, the study identified facility related factors in lack of materials and adequate libraries as impacting on the Work Performance of teachers. Mental issues as well as placement of teachers also impact on the Work Performance of teachers. Social justice factors have also been identified as influencing the Work Performance of teachers in the Mxenge Circuit.

The study also sought to determine how and why these factors influence the performance of primary school teachers in the Mxenge Circuit. Within the salary related factors, the study argued that the salary and benefits for teachers are not sufficient enough to meet their needs therefore teachers are not satisfied with their jobs. In addition, the workload of teachers has been also been said to be influencing the teacher-student ratio as the teacher cannot pay adequate attention to the different needs of the students. Furthermore, on facility related aspects, the study highlighted that schools in the Mxenge Circuit are lacking the essential books and materials needed

in the preparation of certain classes thereby affecting the Work Performance of teachers. Personal issues of the teachers also affect the teachers as they cannot fully function or pay attention to their work. This is also identified in placement of teachers as an individual will not be happy with the grades they are teaching thus not motivated to perform.

On interventions that can be proffered on how to improve the Work Performance of primary school teachers in the Mxenge Circuit, the study identified a number of them. The study identified that there is need for teachers to be allocated classes in which they are comfortable with. The study also argued that there is need for social equality within the discourse of academics at large for this will help improve teacher Work Performance. Moreover, there is need for an improvement in the salary structure of the grade one teachers. Salary increases motivate the teachers which in turn is likely to improve their performance. The government also should be supportive in creating a conducive working environment for the teachers so that the learning and teaching facilities provides a motivation for both the student and the teacher.

6.3 Implications of the Research

This study is essential not to the primary school teachers in the Mxenge Circuit, not only to primary school teachers, but to the teaching field as whole. This research has identified the various factors which influence Work Performance of primary school teachers, how and why these factors influence Work Performance and the interventions which can be made to improve the Work Performance of primary school teachers.

Furthermore, this study has shown results which are useful to be generalised in a wider context. The results of this study can be used in practice to come up with counter measures that can be used to enhance the Work Performance of primary school teachers within the Mxenge Circuit.

6.4 Limitations of the Study

The limitations encountered within this study are:

- Small sample size – the study selected a sample of 20 respondents which could be a smaller representation of the whole population of all the teachers. This may result in bias in the results of the study. Due to the lack of time and financial resources, the study was limited to a small sample size.

6.5 Recommendations to Solve the Research Problem

The study prescribes the following recommendations on the factors that influence the Work Performance of primary school teachers within the Mxenge Circuit

6.5.1 Availability of Teaching Resources and Materials

The study recommends that the government and school management within the Mxenge Circuit put in measures and mechanisms to help improve on the lack of resources and teaching materials available in schools. One respondent lamented on the lack of resources and materials and how this impact on their job performance. In conformity, 70% of the respondents to the questionnaire argued for the lack of resources as affecting their work influence. There is therefore the need to make teaching resources and material available for efficiency in teaching.

6.5.2 Effective Workload Schedule

The study also recommends that there be an effective workload scheduling with the school in Mxenge Circuit. There is need for a flexible student-teacher ratio as well as a clear and defined extra-curricular activities' timetable. If this is enhanced, the study recognizes that the teachers can focus on the greater part of teaching which is essential for student development.

6.5.3 Effective Placement of Teachers

There is also need for an effective method of placement of teachers. The study highlighted that placement of teachers is playing an integral part in influencing their Work Performance. Therefore, an effective method will make sure that all teachers are comfortable with their job requirements thereby making them effective.

6.5.4 Social Justice

There is also need for social justice within the teaching discipline. The study highlighted that there is no equal chance for promotion amongst the teachers. In this regard, female teachers feel demeaned thus affecting their Work Performance. This study recommends that gender equity be used when it comes to promotion into higher offices.

6.6 Suggestions for Future Studies

The current study looked at factors only that influences the Work Performance of primary school teachers in the Mxenge Circuit. However, a more profound study will look at a broader setting in maybe a province to come up with generalizations that can be effective on a larger scale.

There is also need for a study to focus on secondary schools in which this part of academics is seeing a large number of students drop out from school. An understanding of factors that influence secondary school teachers is therefore necessary to enquire on.

There are a number of focus areas that this study was unable to examine. However, future studies could consider the following topics that arise from this study:

- Student behaviour in class
- Social background of students
- Training of teachers
- Mentoring of Novice primary school teachers

- The role of the government in equipping teachers with skills and teaching facilities

6.7 Summary

This study was premised on the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit. From the information gathered from the respondents, factors relating to salary, workload, facilities, personal issues, placement of teachers and social justice were all identified as playing a significant role in influencing the Work Performance of grade one teachers. In other words, the information gathered answered the research question.

REFERENCES

- Adeyemi, T. 2010. Principals' Leadership Styles and Teachers' Job Performance in Primary Schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, vol 2(6).Pp.83-93
- Aldrin, K. 2016. Intrinsic and Extrinsic motivation: *The search for optimal motivation and performance*. San Diego: Academic Press. pp. 11-12
- Armstrong, P. 2014. Teacher Incentives in South Africa: *A Theoretical Investigation of the possibilities*. Stellenbosch Economic Working Papers.
- Anastasi, W. 1998. *Reliability and validity of research Findings*. Chicago Press, Chicago
- Atton, T & Fiddler, B. 1999. *Poorly Performing Staff in Schools and How to Manage Them: Capability, competence and motivation*. Routledge: London.
- Babbie, E. 2010. *The Practice of Social Research*. Chicago Press, Chicago.
- Badi, J. 2015 Factors Influencing Teachers' Performance and Retention. *Mediterranean Journal of Social Sciences*, vol 6 (1), p. 233
- Bayer, R. 2015. *Management*. Houghton Mifflam Company, Chicago
- Bennel, P. S. 2010. *PSRP Education Sector Review in Sierra Leone*, Ministry of Education, Science and Technology, Freetown
- Blackwell, T. 2012. The Structure of Interpersonal Traits: Wiggins's Circumplex and the Five-factor Model. *Journal of Personality and Social Psychology*, 56: 586-595.
- Bond, K. 2003. *Measuring the Validity and Reliability of Research Instrument*, Available Online at <https://www.sciencedirect.com/science/article/pii/S1877042815047771>

(Accessed on 07 August 2018)

Borsboom, J. 2004. *The Concept of Validity*. University of Amsterdam: Amsterdam

Campbell, J. 2010. Modeling the Performance Prediction Problem in Industrial and Organizational Psychology. *Handbook of Industrial and Organizational Psychology*, 1, pp. 687–732. Palo Alto: Consulting Psychologists Press.

Creswell, J.W. 2014. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, Los Angeles, CA

Conley, D. T., & Oddden, L. O. 2005. Oregon's quality education model: Linking adequacy and outcomes. *Educational Policy*, 17(5), 586-612.

Cooper, D.R. & Schindler, P.S. (2003) *Business Research Methods*. 8th Edition, McGraw-Hill Irwin, Boston.

Crossman, A. 2008. *Business Statistics: A comparative Approach*. 2nd Edition, McGraw-Hill Irwin, Boston.

Davidson, L. 2005. Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 86, 42–51.

De Vaus, D. A. 2006. *Research Design in Social Research*. SAGE Publications, London

Drury, D. 2015. Unskilled and Unaware of It: How Difficulties in Recognizing one's Own Incompetence Lead to Inflated Self-Assessment. *Journal of Personality and Social Psychology*, 77, 1121-1134.

EAPA SA. 2005. Standards for Employee Assistance ProgrammeS in South Africa. Available online at <http://employeehealthsolutions.co.za/wp-content/uploads/2017/03/EAPA-SA-Standards-4th-edition-2015.pdf>

Fraenkel, J & Wallen, N. 2003. *How to Design and Evaluate Research in Education*. McGraw-Hill Company, New York

Feld, J., Sauermann, J & Grip, A. 2017. *Estimating the Relationship between Skill and Overconfidence*. IZA Institute of Labor Economics. 126, 1503-1527.

Fieldler, T. 2010. An Event History Analysis of Teacher Attrition: Salary, Teacher Tracking and Socially Disadvantaged Schools. *Journal of Experimental Education*, 72(3), 195-220

Flick, S. (2004). *A Companion to Qualitative Research*. Free University, Berlin, Germany

Gitonga C. N., 2014. Correlates of students' bullying behavior in selected public secondary school in Kiambu sub-county. A research project for M.E.D in guidance and counseling of Kenyatta University.

Guba, E. & Lincoln, Y. 2013. *Naturalistic Inquiry*. Sage, Newbury Park, CA

Graig, A., D. 2015. *How Do you feel?: An Interoceptive Moment with Your neurobiological self*. Princeton University Press.

Harrison, R. 2009. *Learning and Development*. McGraw-Hill, New York

Herzberg, F. (1959). *Motivators and hygiene factors* (2nd ed.). New York: John Wiley.

Hirsch, E. 2011. *Teacher Working Conditions are Student Learning Conditions: A Report on the 2006 North Carolina Teacher Working Conditions Survey*, Hillsborough, NC: Center for Teaching

Hulin, C. L., & Judge, T. A. (2010). Job Attitudes. In W. C. Borman, D. R. Igen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 255-276). Hoboken, NJ: Wiley.

Ingersoll, R. M. (2013). The teacher shortage: myth or reality? *Educational Horizons*, 81(3), 146-152.

Ingersoll, R. M & Smith, T. M. 2013. The Wrong Solution to the Teacher Shortage, *Educational Leadership*, 60(8), 30-34

Junejo, M, Sarnwar, S & Ahmed, R. 2018. Impact of In-Service Training on Performance of Teachers A Case of STEVTA Karachi Region. Available from: https://www.researchgate.net/publication/322791623_Impact_of_In-Service_Training_on_Performance_of_Teachers_A_Case_of_STEVTA_Karachi_Region [accessed Jan 03 2019].

Kanfer, R & Kantrowitz, T. 2002. Ability and Non-Ability Predictors of Performance', in S. Sonnentag (ed.). *Psychological Management of Individual Performance*, Chichester: Wiley, pp. 27-50.

Kothari, C., R. 2004. *Research Methodology: Methods and Techniques*, New Age International (P) Ltd.

Leedy, P.D & Ormrod, J.E. 2015. *Practical Research: Planning and Design*. Pearson Education, Edinburgh Gate

Liu, X. S. 2007. The Effect of Teacher Influence at School on First-year Teacher Attrition: A Multilevel Analysis of the Schools and Staffing Survey for 1999-2000. *Educational Research and Evaluation*, 13(1), 1-16

MacDonald, D. 2016. Teacher attrition: A review of literature. *Teaching and Teacher Education*, 15, 839–848.

Maslow, A.H. 1943. "A theory of human motivation". *Psychological Review*. 50 (4): 370–96.

Mayer, M. J., & Allen, M. J. 2010. How safe are our schools? *Educational Researcher*, 39, 16–26.

Meenakashi, H.V. 2008. *Learner's Attitude and Impact on Language Learning*, Dublin: Uttah Pradesh

Mhlanga, N. 2013. Perceptions of principals in promoting professional learning communities: a case study of three principals. Research space, University of KwaZulu-Natal.

Mthiyane, E. D., Bhengu, T. T. & Bayeni, S. D. 2014. The Causes of School Decline: Voices of School Principals and Circuit Managers in KwaZulu – Natal, South Africa. *Journal of Social Science*, 41 (2): 295-304.

Neuman, W. 2014. *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson, Essex, UK

Nuland, V. N. & Khandelwal, B. P. 2016. The Role of teacher Codes Canada and South Asia. *Journal of Education*, 31 920: 174-177.

Odden, I. 2005. *Causal Case Study Methods: Foundations and Guidelines for Comparing, Matching, and Tracing*, Ann Arbor, MI: University of Michigan Press

Olembo, R. (2017). *Bullying Prevention Program/Violence Prevention Works*. Clemson University, New York. www.violencepreventionworks.org. p.12

Pearson, L. C., & Moomaw, W. 2005. The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational Research Quarterly*, 29(1), 38-54.

Reeve, J. 2009. *Intrinsic and Extrinsic Motivation: Understanding Motivation and Emotion*. Hoboken, NJ: John Wiley & Sons

Riaz, M. N. 2000. Student Evaluation of University Teaching Quality: Analysis of a Teacher's Rating Scale for a Sample of University Student. *Journal of Psychological Research*. 2 (23): 34-67.

Saunders, M. 2009. *Research Methods for Business Students*. Pearson Education Limited: Harlow

Schneider, N. 2010. Impact of Job Experience and Ability on Job Knowledge, Work Sample Performance, and Supervisory Ratings of Job Performance. *Journal of Applied Psychology*, 71, 432–439

Shamdasani, E. 2014. *Descriptive statistical analysis*. Pearson Education Limited: Harlow.

Shann, M. H. 2015. Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2), 67-73.

Shenning, J. 2015. Teacher retention and attrition in public schools: Evidence from SASS91. *Journal of Educational Research*, 91, 81 – 88.

Sithole, F. 2017. *Strategies to Enhance teacher Motivation in the Satellite Secondary Schools in the Resettlement Areas of Matebeleland North Province*. ZOU

Smith, A. 2013. *Motivation and the performance of primary school teachers in Uganda: A case of Kimaanya-Kyabankuza division, Madaka District*. unpublished (Master of arts) dissertation Makerere University, Kampala, Uganda.

Sonnentag, S. & Frese, M. 2002. *Performance Concepts and Performance Theory*. Wiley Publishers, Chichester

South Africa. Department of Education. 2016. *Education in South Africa: achievements since 1994*. Pretoria: Department of Education

Stats SA (Statistics South Africa). 2016. Quartely Labour Force Survey: Quarter 1. Available at: Available at: <http://www.statssa.gov.za/publications/P0211/P02111stQuarter2016.pdf> [accessed October 2018]

Stevenson, A. 2015. *Motivation and the performance of primary school teachers in Uganda: A case of Kimaanya-Kyabankuza division, Madaka District.*

Tablet, R. 2016. Leadership as an organizational quality. *Educational Administration Quarterly* 31 :224-43.

Taylor, J. 2007. *The Usefulness of Key Performance Indicators to Public Accountability Authorities in East Asia.* Wiley, pp.341-342

Tickle, B. R., Chang, M., & Kim, S. 2011. Administrative support and its mediating effect on US public school teachers. *Teaching and Teacher Education*, 27(2), 342-349.

Trochim, W. 2001. *Research Methods Knowledge Base.* Chicago University Press, Chicago

Vasagar, E., & Williams, J. 2017. *Never friend a Pupil; Misconduct cases Highlight risks of Teachers Using Facebook.* University of KwaZulu-Natal press.

Venkat, H., & Spaul, N. 2017. *What do we know about primary teachers' mathematical content knowledge in South Africa? An analysis of SACMEQ.* Stellenbosch Economic Working Papers

UNESCO. (2016). *Global Monitoring Report, The right, Equity and Education for all,* UNESCO Publishers

Woods, A. M., & Weasmer, J. (2014). Maintaining job satisfaction: *engaging professionals as active participants.* Clearing House, 77(3), 186-189.

ANNEXURES

ANNEXURE A: QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS

My name is Sibahle Nzama, a student at the University of KwaZulu Natal, pursuing a Master's Degree in Business Management (MBA). I am carrying out research to investigate the factors that influence the Work Performance of primary school teachers in the Mxenge Circuit, how these factors affect the Work Performance of primary school teachers, and why they affect the Work Performance of teachers the way they do. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only. You can withdraw from participating if you feel the need to do so.

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS (tick the right information or fill the right answer in the spaces provided)

A1. Position of respondent

A2. What is your age range? (Please circle one of them).

Age

- a. 20-25
- b. 26-30
- c. 31-35
- d. 36-40
- e. Above 41 years

A3. Gender

- a. Male
- b. Female

A4. Highest education level attained.

- a. Diploma
- b. Higher diploma
- c. Degree
- d. Post Graduate
- e. Other (Please specify)

A5. How long have you been employed in this school?

- a. Less than a year.
- b. 1-2 years
- c. 3-4 years
- d. 5-6 years
- e. Above seven years

A6. How long have you been teaching?

- a. 5 to 10 years
- b. 11 to 15 years
- c. 16 to 20 years
- d. 21 to 25 years
- e. Above twenty six years

SECTION B: Teachers' views about factors that influence work (job) performance

B1. For each of the following statements, please indicate (by ticking) the extent to which you agree with them, using the following scale: (Strongly Agree, Agree, Undecided, Disagree and Strongly disagree)

B1: Teachers views about salary related issues

Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Salaries and benefits are performing a main role in					

teacher's Work Performance.					
Low salary of teachers is creating hurdle for their intent to perform.					
Poor pay becomes the cause of teacher's poor Work Performance.					
Teaching job enables to provide satisfactory standard of living.					

B2: Teacher's views about workload related factors

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers in schools are expected to do difficult amount of record keeping and clerical work.					
The extra co-curricular work load decreases the Work Performance of teachers.					
Overcrowded classes result to teachers poor Work Performance.					

B3: Teacher's views about facilities related factors

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Lack of facilities affects the performance of teachers.					
School building is affecting the learning speed of teachers.					
Library facilities are					

adequate in schools.					
Adequate teaching and learning material are available in schools for teach.					

B4: Teacher's views about status related factors

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teaching profession has same status like engineering and medical profession in our society.					
Poor socio-economic status of teachers affects their Work Performance.					
Poor socio-economic conditions of the area where the school is situated impact on the teachers Work Performance.					

B5: Teacher's views about personal factors

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Professional attitude of teachers affect their Work Performance.					
Mental health of teachers affects their Work Performance					
The stress resulting from teaching affects teacher's Work Performance.					
Teacher's morale affects the teacher's Work Performance.					

B6: Teachers views about placement at a school

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am happy with the extra duties I do in the school.					
Teachers are treated equally and fairly regardless of the position they hold.					
I am satisfied with the learning areas I teach.					
I am satisfied with the grade that I am teaching.					

B7. Teachers views about the social justice

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Male and female teachers are given the same treatment in the school					
Teachers are promoted regardless of the gender.					
Teachers are treated equally by the learners.					
No prejudice is shown towards female teachers.					

ANNEXURE B: INTERVIEW GUIDE

SECTION A: DEMOGRAPHIC INFORMATION	
1. In which department do you work?	
2. What is your current position?	
3. How many years have you worked in the current position?	
4. What are your qualifications?	
5. How well versed are you with the school you are working at?	
1 SECTION B: IMPORTANCE OF WORK PERFORMANCE ON PRIMARY SCHOOL TEACHERS	
1. What is the importance of teacher Work Performance?	
2. What impact, if any does teacher Work Performance has on student results?	
2 SECTION C: THE FACTORS THAT INFLUENCE WORK PERFORMANCE OF PRIMARY SCHOOL TEACHERS IN THE MXENGE CIRCUIT	
1. What are the factors that influence Work Performance of primary school teachers in the Mxenge Circuit?	

<p>.....</p>
<p>2. What are the effects and impact of these factors on teacher performance?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3 SECTION D: INTERVENTIONS ON HOW WORK PERFORMANCE OF PRIMARY SCHOOL TEACHERS IN THE MXENGE CIRCUIT CAN BE IMPROVED</p>
<p>1. What recommendations would you proffer to the administration and government on how to improve the Work Performance of primary school teachers in the Mxenge Circuit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2. What recommendations would you give in relation to the discourse of Work Performance of primary school teachers in the Mxenge Circuit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

ANNEXURE C: LETTER OF PERMISSION

University of KwaZulu-Natal

Westville campus

Private Bag X 54001

Durban

4000

The School Manager

Dear Sir/ Madam

I am Nzama Sibahle an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled: Investigating factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.

The purpose of the study is to investigate the factors that influence the Work Performance of primary school teachers in the Chatsworth Circuit. To find what are the factors that affect the Work Performance of primary school teachers in the Mxenge Circuit. A second purpose is to investigate how do they influence the Work Performance of primary school teachers in Mxenge Circuit and why they influence the Work Performance of teachers in the way they do.

This study is important in primary education, especially now that the quality of education in South Africa has been challenged both internally and externally. Various international and local tests have indicated the poor performance of learners in these tests. South Africa needs motivated staff if learner performance is to be enhanced at this level. Education of young learners and the fact is crucially important in the early years of primary school education is dependent on what teachers actually do.

The study is of importance to the policy makers and primary administrators as it will identify major strategies that could possibly be employed to positively influence teachers' Work Performance. It will particularly identify strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the teachers' Work Performance among primary school teachers in the Mxenge Circuit.

In this regard I am asking your permission to conduct research using grade 1 educators in the school. Please note: this is not an evaluation of teachers' performance; it is a study of my professional practice. I am simply interested in the work that I do and the research data collection methods/ strategies. Teachers will be asked to complete the questionnaire. The survey will take approximately 20 minutes to complete. There will be no monetary gain from participating in this survey/focus group.

The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves.

You may contact my supervisor, should you have any queries or questions you would like answered.

My supervisor is Dr. Angela James who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: jamesa1@ukzn.ac.za Phone number: +27 31 2603438.

My contact number is ...0767616862.....

You may also contact the Research Office through

Ms P Ximba,

Tel: 031-2603587

Yours faithfully

Sibahle Nzama

Should you give permission for me to conduct research in your school, please complete the following:

I..... Principal of
.....
hereby give permission for
.....

to conduct research in the school.

Name of Principal
Principal

Signature of

Date

Thank you for your contribution to this research.

ANNEXURE D: INFORMED CONSENT LETTER

University of KwaZulu-Natal

Westville campus

Private Bag X 54001

Durban

4000

25 June 2018

INFORMED CONSENT LETTER

My name is Nzama Sibahle an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled: Investigating factors that influence the Work Performance of primary school teachers in the Mxenge Circuit.

The purpose of the study is to investigate the factors that influence the Work Performance of primary school teachers in the Chatsworth Circuit. To find what are the factors that affect the Work Performance of primary school teachers in the Mxenge Circuit. A second purpose is to investigate how do they influence the Work Performance of primary school teachers in Mxenge Circuit and why they influence the Work Performance of teachers in the way they do.

This study is important in primary education, especially now that the quality of education in South Africa has been challenged both internally and externally. Various international and local tests have indicated the poor performance of learners in these tests. South Africa needs motivated staff if learner performance is to be enhanced at this level.

Education of young learners and the fact is crucially important in the early years of primary school education is dependent on what teachers actually do.

The study is of importance to the policy makers and primary administrators as it will identify major strategies that could possibly be employed to positively influence teachers' Work Performance. It will particularly identify strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the teachers' Work Performance among primary school teachers in the Mxenge Circuit.

Through your participation I hope to understand the factors that influence the teachers' Work Performance, how do these factors influence the teachers' Work Performance? and Why do these factors influence the teachers' Work Performance? The results of the focus group are intended to contribute to The study is of importance to the policy makers and primary administrators as it will identify major strategies that could possibly be employed to positively influence teachers' Work Performance. It will particularly identify strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the teachers' Work Performance among primary school teachers in the Mxenge Circuit.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

Equipment	Willing	Not-willing
Audio equipment		
Photographic equipment		
Video equipment		

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about 15 to 20 minutes to complete. I hope you will take the time to complete this survey.

To be completed by students:

I can be contacted at:

Email: sbahlen@yahoo.com

Cell: 0767616862

You may contact my supervisor, should you have any queries or questions you would like answered.

My supervisor is Dr. Angela James who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: jamesa1@ukzn.ac.za Phone number: +27 31 2603438.


You may also contact the Research Office through

Ms P Ximba,

Tel: 031-2603587

Thank you for your contribution to this research.

ANNEXURE E: ETHICAL CLEARANCE

 **UNIVERSITY OF
KWAZULU-NATAL**
INYUVESI
YAKWAZULU-NATALI

07 March 2016

Ms Sibahle Nzama (984212029)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Nzama,

Protocol reference number: HSS/1678/015M
Project title: Investigating factors that influence the work performance of primary school teachers in the Nxenge Circuit

Full Approval – Expedited Application

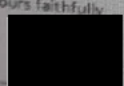
In response to your application dated 12 November 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully,


Dr. Sharmika Singh (Chair)

/ms

Cc Supervisor: Dr Angela James
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee
Dr Sharmika Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag 95400, Durban 4000
Telephone: +27 (0) 31 260 3997/03504557 Facsimile: +27 (0) 31 260 4699 Email: ethics@ukwu.ac.za
Website: www.ukwu.ac.za

1910 2016
100 YEARS OF ACADEMY

ANNEXURE F: TURNTIN REPORT

90... x

1/24/2019

Turnitin

Document Viewer

Turnitin Originality Report

Processed on: 23-Jan-2019 7:33 AM CAT
ID: 1267385417
Word Count: 21175
Submitted: 1

Investigating factors that influence the work... By Sibahle Nzama

Similarity Index	Similarity by Source
4%	Internet Sources: 5/4 Publications: 4% Student Papers: 5/3

exclude quoted exclude bibliography exclude small matches
report mode: quickview (classic) report

- 1% match (publications)
Nwachika, Terepooonethorn, "Factors affecting the effectiveness of police performance in Metropolitan Police Bureau". *Kessetsart Journal of Social Sciences*. 2017
- 1% match (publications)
Newton, Eric, "Quality in Teacher Education and Training: The Case of Barbados". *European Journal of Teacher Education*. 1995.
- <1% match (publications)
Timothy, Robert, John Merritt, Emma Graham-Clarke, Alison Bushton, "Barriers to and facilitators of independent non-medical prescribing in clinical practice: a mixed-methods systematic review". *Journal of Physiotherapy*. 2017
- <1% match (publications)
Ben, B. Adams, Thomas A. Grifonek, "Chapter 16 The Recursive Knowledge Development Model for Virtual Environments". *IGI Global*. 2017
- <1% match (publications)
Kumar, Jayanthi, "The Nature of Teacher Professional Knowledge in Secondary Public Schools: The Case of Suburban Schools and Rural Districts". *International Journal of Education*. 2013.
- <1% match (publications)
Sahne, Semrahan, "Performance Concepts and Performance Theory". *Wiley Handbooks in the Psychology of Placement in Graduates*. 2016/2014
- <1% match (publications)
Lynn, Judith, "The Effect of Kindergarten Knowledge Acquisition Interventions on Teacher Self-Efficacy". *Social Science and Research in Education*. 2017.
- <1% match (publications)
Bachman, R. Lynn, John Lynch, Judith Ann, "Administrative support and its influence on school and school leaders". *Teachers and Teacher Education*. 2017.
- <1% match (publications)
John, A. Gwynne, Shari, J. Brockmeier, "Whose? Institutional responsibility: who and what in Whose? The Performance of a Case Study of Learning Theory in Adult Education". *Journal of Education*. 2017.