



University of KwaZulu-Natal

**Factors affecting Job Satisfaction at Private Education Institutions in
KwaZulu-Natal: A study on C21 Private School**

By

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ABSTRACT

Post-Apartheid, KwaZulu-Natal has experienced positive changes in the field of education. While the government has invested heavily in state run educational facilities, the rapid emergence and expansion of private education institutions should not go unnoticed. These institutions have played a critical role by assisting in the country's transformation process and continue to have an important impact on society's progression. Recently, the field of private education in KwaZulu-Natal has encountered a significant decrease in employee confidence and an ascent in worker turnover, both of which are suggestive of diminished worker inspiration and reduced employee fulfilment. Research on job satisfaction has become rather popular in recent years. This is mainly due to the beneficial consequences noted as a result of studies conducted within this area of focus. Based on this background, this quantitative study was conducted with the main aim to determine those factors which significantly affected job satisfaction at the C21 Private School in Pietermaritzburg, KwaZulu-Natal. Survey questionnaires were used as the tool for data collection. The questionnaires were self-administered and collected from the respondents upon completion. This was followed on by the process of data analysis. The sample size equalled the population size of 50 individuals. 47 of the 50 individuals eventually participated in the study survey which yielded a relatively high response rate of 94%. Some of the noticeable findings in this study include: age and race were the only two socio-demographic variables to exhibit significant association with job satisfaction ($p < 0.05$), the negative perceptions of staff in relation to job satisfaction mainly revolved around two factors – advancement and leadership, and strong positive correlations were found to exist between environment and culture with relationship with colleagues ($r = 0.697$, $p < 0.05$), environment and culture with job security ($r = 0.650$, $p < 0.05$), relationship with colleagues and job security were found to be significantly associated with each other ($r = 0.660$, $p < 0.05$) and leadership with advancement ($r = 0.300$, $p = 0.043$). The main recommendations that this study proposes is, firstly for leadership at private education institutions like C21 Private School to develop, or regularly revisit if already in place, plans that address team building and better communication among staff members. Secondly, the staff composition should be reviewed and informed by national guidelines in terms of racial transformation. Lastly, it is recommended that the management ensures that working conditions are conducive to skills development and empowerment of staff in order to promote job satisfaction.

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

Employee job satisfaction at private education institutions in KwaZulu-Natal impacts on not only the general execution of activities by such institutions, but also on the reputation that these organisations have built over a period of time within the sector. In addition, the relationship between job satisfaction and employee retention at private institutions remains highly contentious (Veldman, Tartwijk, Brekelmans & Webbels, 2013:560). Educators at private education institutions, such as private schools, play an integral and important role at these learning facilities and contribute greatly towards the success of private education.

Shabbir & Wei (2015:575) suggest that the present school and tertiary education setting, regardless of whether the institution is public or private, is definitely influenced by powerless economies, quickly evolving innovation, hierarchical redesigning and abbreviated lengths of service by personnel. Under these conditions, heads of establishments should focus on expelling origins of disappointment from the work environment with a specific end goal to keep representatives occupied, beneficial and fulfilled (Zahoor, 2015:182). Simultaneously, workers also need to assume liability for their own fulfilment in their particular employments.

This chapter provides a brief summary of this research study. It explains the rationale or background for this study, it outlines the problem statement, the study aim, the study objectives, the research questions and the importance of the study. The limitations to the study are also highlighted.

1.2 Background

Lee (2012:133), states that educational institutions have made use of various measures and techniques in order to better employee performance; some have used measures such as incentives and promotions, while others have used a range of non-financial rewards. These interventions were orientated around improving employee motivation, which is integral to job satisfaction. Job satisfaction of employees is crucial in this current age which Wolhuter (2015:1384) describes as “the era of great competition in all spheres of business.” The tough

global economic situation further exacerbates competition. Employees need to be satisfied, so that they are able to consistently deliver high quality work which would lead to their institutions offering exceptional products or services, and consequently being more equipped to survive competition (Haider, Aamir, Hamid & Hashim, 2015:349).

The quality of education is integral to the development of societies the world over (Raziq & Maulabakhsh, 2015:718). Stander & Rothmann (2010:10) assert that, like in many other countries, the South African education system has undergone tremendous change particularly since the advent of democracy. Wolhuter (2015:1377) highlights that since 1994 new education formats, syllabi and facilities have become mandatory across all South African learning institutions irrespective whether the institution is privately or state run.

According to Spector (1997:27), appropriate remuneration, good working relationships with colleagues, prospect of career advancement, skills development, recognition from peers and top management and competence of top management are responsible for organisational commitment. Motivation is a psychological trait leading to organisational commitment (Chan, 2002:560).

1.3 Problem Statement

Shabbir & Wei (2015:580) state that one of the most challenging issues in the education sector, including private education, is a decrease in employee confidence and escalating staff turnover, both of which are markers of lowered motivation and reduced fulfilment.

It is important to consider the subject of job satisfaction at private education institutions in South Africa, given that the staff or personnel at such institutions form not only the pulse of those organisations, but also hold the vital responsibility for creating the perfect learning environment and ethos. It is also important to note that private education institutions are ultimately businesses that aim to make profits. Wolhuter (2015:1377) expresses that, since 1994, there has been a rapid spike with respect to the number of new private education institutions in South Africa.

Haider et al. (2015:352) reiterate that it is difficult for any business organisation to withstand the current competitive environment without providing a quality product, coupled with excellent customer service. Therefore, it is important to carefully examine the factors that impact on job satisfaction of employees and the implications thereof, so that one could use

that information to one's advantage to become more competitive, as employee job satisfaction directly impacts on both quality and customer service.

The study sheds some light on how the emergence of a large number of private education institutions in KwaZulu-Natal has significantly altered the manner in which teaching and learning now takes place. The influx of such institutions has also impacted on the level of commitment displayed by employees within this industry. Accordingly, it is critical for the variables that influence employee motivation and job satisfaction at such institutions to be properly understood.

1.4 Aim of the Study

The study aims to determine those factors that affect job satisfaction at the C21 Private School.

1.5 Objectives of the Study

The purpose of this study is to explore the different motivating and demotivating factors affecting job satisfaction or occupation fulfilment, and to distinguish the connection between job inspiration, work fulfilment and hierarchical duty, with a special focus on private education institutions. This study will investigate and analyse the effect of socio-demographic factors on employee motivation, work fulfilment and level of commitment at private education institutions. This research study expects to support the notion that motivating factors, in particular good remuneration, financial benefits, non-financial advantages, prospects of advancement, skills development opportunities and the allocation of stimulating tasks by management, positively impacts on the overall motivation and job satisfaction of employees (Badri, Mohaidat, Ferrandino & El Mourad, 2013:15).

The study has the following objectives:

- To investigate if the environment and culture of the school impacts on job satisfaction
- To determine if leadership, relationships with colleagues, recognition and advancement are factors for job satisfaction
- To find the relationship between job security and job satisfaction
- To posit recommendations that augment job satisfaction of the staff at private education institutions

1.6 Research Questions

The study has the following research questions:

- What is the significance of the environment and culture of a school in relation to job satisfaction?
- How does leadership, relationships with colleagues, recognition and advancement impact on job satisfaction?
- Does job security have any influence on job satisfaction?
- What recommendations can be postulated to C21 Private School to elevate job satisfaction among employees?

1.7 Significance of the Study

This study has been undertaken in order to distinguish factors influencing job satisfaction at a private education institution, and will furnish the institution with proposals on how staff fulfilment could be raised. The consequences of this study could also be utilised for additional research around the area of diminishing employee fulfilment, and in addition provide the school with astute suggestions to enhance the ebb and flow condition within this institution. The study will also be of benefit to education specialists from the Department of Education as well as school principals, as it could provide valuable insight on ways to optimise staff motivation at schools in general. The study will uncover the factors that are linked to employee job satisfaction, and the factors that may be used by the above mentioned authorities to better the performance of employees by ensuring that they are well motivated.

1.8 Research Methodology in short

Introduction

This chapter will outline the methods which will be followed in respect of information gathering. It will explain the research tool used, as well as the process chosen for data collection and the rationale for the type of study conducted.

Study type

Surveys will be used as the method for the collection of data. A uniquely designed questionnaire will be used as the data collection tool. It will be handed out to the respondents

personally. The questionnaires will have both closed and open ended questions, a combination that allows the researcher to obtain as much information as possible.

Research design

The research methodology for this study is quantitative. According to Zikmund, Babin, Carr & Rhodes (2010:17), “quantitative research refers to the method of research that relies on numerical measurements.” The research will be attempting to provide answers to the questions listed earlier in this chapter.

Measuring instrument

Self-administered survey questionnaires will be used as the instruments of measurement. They will be handed out to respondents to fill in by hand and provide information accordingly.

Validity and Reliability

Creswell (2014:224) suggests that validity could be interpreted as the state of outcome that is given by research conducted. It would be considered to be valid if it gives results as anticipated. Reliability, on the other hand, is explained as the nature of a research that yields the same result repetitively thereby implying that such research can be depended on.

Limitations

The study will be limited to focus on the C21 Private School in Pietermaritzburg, KwaZulu-Natal, as it would be rather complicated and not realistic from a time perspective to carry out the study at numerous private schools. However, the study will be looking at factors that impact on job satisfaction, the scope of such information would be useful not only to schools but business in general, and hence the study could be applied to broader areas or disciplines as well.

1.9 Limitations of the Study

Marshall & Rossman (2011:135) report that a discussion of the study limitations demonstrates that the researcher understands that no research project is perfectly designed; consequently, the researcher will make no overwhelming claims about generalisability or conclusiveness about what has been learnt.

Bearing this in mind, it is important to note that this research study is limited to the C21 Private School.

1.10 Format of the Dissertation

This research study is presented in the following structured and systematic manner:

Chapter One – Overview of the Study – in this chapter the research problem and the study background is introduced. Discussions pertaining to the study aim, objectives, research questions, significance and limitations are also found here.

Chapter Two – Literature Review – through this chapter a summary of the various pieces of literature analysed is presented. The actual literature review process is established and outlined. Pertinent areas of interest which are associated to the study are explored extensively through the presentation of a review of existing literature.

Chapter Three – Research Methodology – this chapter describes a summary of the theory and concepts surrounding research methodology. It discusses general research methods available to researchers, the appropriateness of these methods and their significance. It also explains the methodology used in this study and the reasons thereof.

Chapter Four – Presentation of Results – this chapter focuses on the presentation of the results of the data collection and analysis thereof.

Chapter Five – Discussion of Results – the central theme of this chapter is the in depth discussion of the data analysis, and the implications of the results obtained in relation to previous studies and literature available.

Chapter Six – Conclusions and Recommendations – this is the final chapter of the study and summarises its findings, bringing to light the conclusions that may be drawn, together with recommendations for the college investigated, as well as other private education institutions, and presents ideas for potential future research.

1.11 Chapter Summary

The basis for this research study is concisely outlined in this chapter, which provides a detailed background with respect to the factors affecting job satisfaction. The research problem, research aim, objectives, questions and the format of the dissertation is contained in this chapter. The upcoming chapter encapsulates the numerous literature sources analysed in this study, and proposes the theoretical framework for this research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the notion that there are variables that affect employee job satisfaction. Job satisfaction amongst employees is an important characteristic of organisations or institutions that demonstrate success (Zeb, Rehman, Saeed & Ullah, 2015:295). Private education institutions would be no different, and could also reap tremendous benefit by having satisfied employees. In this chapter, through the review of relevant literature, job satisfaction as well as the factors or variables affecting job satisfaction both in general and specifically in relation to education, would be defined and explained.

2.2 Defining Job Satisfaction

Akhtar & Nadir (2016:236) explain that “Hoppock, in 1935, defined job satisfaction as a combination of psychological, physiological and environmental circumstance that cause a person truthfully to say I am satisfied with my job.” Spector (1997:11) states that job satisfaction refers to the fulfilment that one derives from the day-to-day activities in one’s job. Javed (2014:130) defines job satisfaction as “the fulfilment acquired by experiencing various job activities and rewards.”

By implication, the latter definition could be understood by one as an emotional state of mankind that reflects the positive and pleasant feeling of an individual when he or she appreciates his or her own job.

According to Raziq & Maulabakhsh (2015:720), job satisfaction is how content an individual is with his or her job. Job satisfaction is an attitude that employees have about the work one does, and is based on numerous factors, both intrinsic and extrinsic to the individual.

After having analysed the various interpretations of job satisfaction, it has come to light that job satisfaction is in fact the common ground between one’s expectations and the perceived reality of a job in its entirety.

2.3 Significance of Job Satisfaction to Employers

Job satisfaction is important to employers from the perspective of maintaining and retaining the appropriate employees within the organisation; it is crucial to fit the right person to the right job in the right culture and to keep employees satisfied to ensure optimal performance (Richardson, Karabenick & Watt, 2014:194). Employee contribution to any organisation is the key to success. For this purpose, establishing a balance between the contribution of an employee to the organisation and the organisation's contribution to the employee is must (Zeb et al., 2015:304). In essence, the latter supports the view that employers should make the required effort to ensure employee job satisfaction within the organisation, in order to expect employees to work towards creating a successful organisation.

2.4 Understanding Job Satisfaction in Education

The word 'teaching' cannot be isolated from 'education' and quite often might be used unwittingly interchangeably with one another. Whist there could be many role-players as employees within the education system or profession, the role played by teachers stands out and this is justified by Das & Choudary (2014:107) which state that "the role of the teacher is crucial in the transaction of knowledge to students." Teaching is regarded as a noble profession and teachers are often referred to as nation builders.

Chan (2002:562) highlights that teacher motivation and job satisfaction are inextricably linked as one influences the other. Teacher motivation refers to the stimulus for behaviour in a particular context, whereas teacher job satisfaction refers to the result of behaviour within a particular context. Similar to all organisations, in education, high-quality teaching staff is the cornerstone of successful educational institutions and the educational system overall. One of the steps in developing a high quality school is to understand the factors generally associated with the quality of teaching (Ambrosetti, 2015:30). One of the crucial factors is teacher job satisfaction, since it is directly associated with teacher effectiveness, which in turn affects student achievement (Das & Choudhury, 2014:112).

Internationally, teacher job satisfaction has been connected to important human resource management issues, such as teacher attrition rates, satisfaction with school administration, loyalty to the organisation, school improvement, productivity and efficiency (Veldman et al., 2013:561).

Obineli (2013:29) explains that “a teacher who has high job satisfaction is perceived to have a high level of commitment to his or her work.” Teacher job satisfaction relates to a teacher’s perception of what he or she expects to get from teaching, and what he or she is actually getting from teaching. Teacher job satisfaction is thus a function of the extent to which a teacher’s aspirations, desires and needs are met or satisfied on the job (Badri et al., 2013:16).

Abdullah & Hui (2014:65) suggest that a teacher who is happy or satisfied with his or her job generally has a sense of obligation to uplift the society that he or she lives or works in; whereas, one who is dissatisfied may exert a negative influence on student learning.

Shabbir & Wei (2015:579) highlight that the factors responsible for job dissatisfaction among teachers, both in public and private institutions, were commonly administrative problems, such as the evaluation of students’ performances, handling of discipline problems, the teacher’s heavy workload, poor salaries, lack of respect for the teaching profession and promotion bottlenecks.

2.5 Factors Affecting Job Satisfaction

There are quite a few factors that may influence the level of job satisfaction or occupation fulfilment of workers (Mafini, 2014:2). There currently exists an extensive body of scholarly research that appears to emphasise on salary and remuneration, advancement and promotion, work environment, employee training programmes, teamwork and relationships with colleagues, rewards and recognition as well as job security and leadership as core employee satisfaction factors and these would be explored more in detail individually. Shabbir & Wei (2015:580) reveal that intrinsic job satisfaction factors affect feelings of self-fulfilment and enjoyment that employees gain from their jobs directly, while extrinsic job satisfaction factors refer to factors outside the job itself, and are more often than not, administered by someone other than the individual concerned.

2.5.1 Salary and Remuneration

Individuals the world over take part in work primarily to earn income. Income is essential for one to be able to provide the necessities and wants for one’s self and one’s family (Gkolia, Belias & Koustelios, 2014:333). Furthermore, employees (including teachers) require sufficient financial resources to be equipped to look after themselves as well as their families.

Haider et al. (2016:349) suggest that money is an economic reward and a means of enchaining job satisfaction among workers. Sufficient compensation paid timeously to employees would most certainly help in improving employee confidence, satisfaction and commitment. Financial remuneration meets both the tangible or material needs of employees, as well as provides mental fulfilment and peace of mind to employees (Wei & Abdullah, 2016:49).

Equitable and consistent remuneration of educators has demonstrated the ability to boost teacher motivation (Tschannen-Moran & Gareis, 2015:270). The non-existence of sufficient work place financial support could lead to teachers cultivating negative attitudes at work, with some even going to the extent of actively seeking employment at alternate places of work that would provide such support (Van Maele & Van Houtte, 2012:882). Youthful, eager and skilled individuals of the current generation resist joining professions that cannot boast lucrative remuneration deals for employees (Brundrett & Rhodes, 2014:137). A high remuneration package primarily creates stability and commitment in the education profession, and the contrary is true when the payments are low. Teachers join the profession with an aim of satisfying their needs (Gkolia et al., 2014:333).

Pay is without a doubt a factor that assumes an exceptionally persuasive part in deciding employment fulfilment and job satisfaction. Nonetheless, in a research study conducted in Malaysia, academic staff of public and private universities who participated in the survey had indicated that of all the factors that were listed to impact on job satisfaction, salary had the least relevance to them (Mustapha, 2013:245). This could then suggest that decision makers and management at education institutions should give serious thought to having remuneration systems and controls guided by perceptions, occurrences and approaches taken at other similar education institutions, or by best practices derived from within the sector.

Mustapha (2013:246) emphasises that considering the availability of research grants, accessing funds for attending conferences, the allowance of sabbatical leave and fostering close relationships within departments by management, contributes to favourable working conditions that would further enhance the job satisfaction of academic staff, since academic staff are not motivated largely by salary alone.

Gawel (1997:2) classifies pay or remuneration as a hygiene factor, and supports the argument that pay could lead to feelings of dissatisfaction, but not satisfaction. When one's existing pay matches, or is in excess of one's desired pay, satisfaction happens. Dissatisfaction occurs

when the existing pay is below the desired level of pay. Any substantial increase or decrease in salary or remuneration structure could inadvertently have major long term effects on organisational job satisfaction. (Van Houtte, 2006:249).

Gawel (1997:3) shows that when respondents were asked to rank job factors, wages were rated less important than job security and the opportunity for advancement but more important than job content, supervision, social aspects of the job, communication, working conditions and benefits.

2.5.2 Advancement and Promotion

Haider et al. (2016:345) define advancement as “the progression or improvement in one’s actual job duties and improves employee satisfaction levels.” Employee advancement is not always a formal promotion, although very often it is an official transfer from one position to another (Haider et al., 2016:348). Advancement also can be a lateral move, such as an educator making a lateral move from school to another (Das & Choudhury, 2014:111). Generally, a lateral move of this type presents some benefit to the teacher, who is likely on a track towards some specialisation offered at a particular school. Therefore, even lateral moves are part of employee advancement. Advancement forces performance - employees who move upward or laterally have an obligation to their employers to prove that they are worthy of the promotion or demonstrate their skills with another employer (Brundrett & Rhodes, 2014:162).

Brundrett & Rhodes (2014:165) suggest that high worker productivity is generally rewarded by an organisation in the form of a promotion, which subsequently results in further acceleration of employee effort. In organisations, where promotion is regarded as insignificant or has less meaning to employees, an increase in salary might be regarded as better method to compensate employees for their increased effort (Shabbir & Wei, 2015:577). The literature clearly shows that issues around advancement and promotion are extremely vital but sensitive at the same time. Hoosen & Latif (2016:202) explain that employees who are not promoted/rewarded feel undermined and are less satisfied with their work. This then unquestionably affects job satisfaction, because employees who are not fulfilled at work, are less beneficial to their employer (Ambrosetti, 2015:29). Advancement offers opportunities for personal growth, increased responsibility and augmented social status for employees (Brundrett & Rhodes, 2014:171).

“Promotion is beneficial to employees because it has to do with higher salaries, the uptake of more responsibility and the elevation of social status” (Mafini & Poee, 2013:6). According to Haider et al. (2016:345), the promotion of employees result in them developing higher purchasing power, through promotions employees are given more opportunities to take greater initiative and to improve work competencies, while simultaneously being afforded the chance to enjoy higher levels of contentment in the new found positions.

Tschannen-Moran & Gareis (2015:266) state that staff promotion helps to boost the morale of teachers in particular, and motivates them to work smarter, thereby increasing productivity, efficiency and job satisfaction. Some teachers however could become counter-productive once reaching the glass ceiling with regards to advancement. Abdullah & Hui (2014:60) explain that when teachers cannot advance or progress any further, they could become demoralised, frustrated and dissatisfied with their jobs, and possibly look elsewhere for greener pastures.

A research study carried out by Morse (2015:89) reveals that “the respondents who were school principals did not show any strong desire to move up the ladder because they assessed their career success in terms of how they had moved from the starting point rather than how far they desired to move.” This then implies that promotion could be a source of job satisfaction till a particular level and thereafter may no longer have significant influence on job satisfaction.

2.5.3 Work Environment

The work environment is an important factor that can influence the level fulfilment of workers (Van Houtte, 2006:250). Wang, Ma & Liu (2014:1070) argue that “an inspired workplace will result in inspired workers, which will enhance work performance.” Badri et al. (2013:15) emphasise that the importance of considering the atmosphere, quality and style of buildings and offices in relation to job satisfaction should not be underestimated. The work environment should embrace working conditions such as the temperature, humidity, ventilation, lighting, noise levels, cleanliness of the workplace and adequate tools and equipment (such as public address systems, computers and resource materials for teaching as well as good offices). It is without a doubt true, that decent working conditions permit educators to work at ease and thereby with greater confidence (Raziq & Maulabakhsh, 2015:718).

Extremely poor conditions harbour frustration and regret, and consequently a high sense of dissatisfaction (Zahoor, 2015:183). Concurring with the previous statement Alikhani, Langerodi & Ahmadpour (2013:244) note that “many teachers in public schools lack motivation and job satisfaction because of poor salary and the poor condition of the environment of their workplace.”

Shabbir & Wei (2015:580) suggest that for a teacher to attain full satisfaction in their school there must be adequate facilities, proper instructional materials, sound security measures, fair contract conditions and overall a functional school community. A good school environment involves key personalities who are supportive to the welfare of teachers like administrators, students and parents. These physical attributes help create assertiveness and positivity in educators; traits associated with employees experiencing job fulfilment and satisfaction (Abdullah & Hui, 2014:66). The ambiance of the workplace is vital as it impacts on teacher output (Zahoor, 2015:184). It is imperative for managers to establish solid and conducive platforms within the work environment to facilitate the delivery of instructions (Raziq & Maulabakhsh, 2015:721). Teachers ought to be catered for if African countries dream of having quality personnel that can compete in the global village of education, especially in relation to science and technology (Obineli, 2013:27).

Saba (2011:6) states that the physical working conditions of employees is very important, because without good working conditions there is less job satisfaction, which in turn, leads to poor quality of work. This view has been supported by other researchers as well. Mehboob & Bhutto (2012:1450) highlight through their research that working conditions was the least satisfying factor for the academics surveyed in their study. Naseem & Salman (2015:5) reveal that a conducive working environment will more likely satisfy lecturers - computing facilities that are adequate and the provision of stationery, teaching aids and other resources contribute to such an environment.

2.5.4 Employee Training Programmes

To be competitive and profitable, a company must include education, training and employee development as an essential part of its strategy (Bercu, 2017:1344).

According to Haider et al. (2016:345), employees that are offered learning and training opportunities by the organisation are more likely to perceive the organisation as one that

values its employees and regards employee job satisfaction as very crucial. These employees would generally display greater commitment and devotion to the organisation.

In addition, Haider et al. (2016:348) point out that organisations that invest in employee learning and training demonstrate the ability to understand the strategic importance that it has with respect to ensuring long term availability of required skills and knowledge.

Bercu (2017:1340) explains that the idea of training for staff originated in Romania through the organic law in 1972 becoming a fundamental right, which presently is etched in the Romanian Constitution (Article 32). Haider et al. (2016:345) suggest that employee training could take one of many forms, including attending courses organised by employers, through vocational internships in order to respond to job requirements, through internships and specialised apprenticeships organised at the place of work and through individualised training or other forms of training taken by the employer.

Manpower development programmes increase job satisfaction, while the non-availability of such schemes could more than likely result in great dissatisfaction with the job (Bercu, 2017:1343). Mafini & Poee (2013:3) point out that teacher satisfaction is directly linked with the quality and quantity of training and career opportunities provided.

Bayram & Dinc (2015:275) highlight that in the field of education, the continuous development and training of educators is an unavoidable occurrence given the dynamic nature of current education systems. Badri, Alnuaimi, Yang, Al Rashidi & Al Sumaiti (2017:9) state that the government, and all employers of labour, must embark on staff development programmes in order to improve the performance of workers such that productivity can be significantly improved.

2.5.5 Team Work and Relationships with Colleagues

According to Mafini & Dlodlo (2014:7), most employees in the workplace thrive on social interactions at work and regard this as a vital factor with regards to job satisfaction. Synergy and cohesion within departments results in enhanced job satisfaction. Close knit teams are more likely to learn new things, as well as job enlargement elements which have found to be positively associated with job satisfaction. Having friendly and helpful colleagues also contributes towards job contentment amongst employees. The state of relationships that exist between co-workers in an organisation, including those between supervisors and

subordinates, could be a significant pointer of job satisfaction or dissatisfaction (Veldman et al., 2013:561).

The relationships between colleagues stands out clearly as a factor that could affect job satisfaction, because without their co-operation with one another, smooth operations at institutions could be jeopardised, due to staff members isolating themselves from one another at the workplace (Abdullah & Hui, 2014:69).

2.5.6 Rewards and Recognition

Zeb et al. (2015:295) explain that employees should be regarded as assets to an organisation. In order to motivate employees an effective system for rewards and recognition should be in place. The idea of reward and recognition has become prominent in recent times, as many managers and researchers have become intrigued by the notion that reward and recognition could be presented to employees as either material (cash) or non-material (non-cash) benefits for specific desirable actions.

Haider et al. (2016:343) describe a reward as something which is exchanged in return for success or an achievement, whereas recognition is the sense which is bestowed upon someone for creating value at the organisation. The main difference between the two is that a reward is a tangible or intangible incentive, as opposed to recognition which is simply public acknowledgement for one's contribution.

According to Haider et al. (2016:344) "many research studies have been conducted regarding reward and recognition such as Maslow's Theory (1943, 1954), Herzberg Theory (1959), Alderfer's Theory (1972) and Vroom's (1964) ERG Theory." Based on the aforementioned theories it is contended that there is a strong relationship between reward, recognition, and employee job satisfaction.

Recognition refers to the approval or appreciation that an employee receives from the employer, other superiors, personalities in the organisation, supervisors, peers and the society in common or from the general public (Spector, 1997:34). Gkolia et al. (2014:335) explain that in schools or education institutions, teachers constantly receive credit from the management in the form of either verbal or written acknowledgement. This amounts to recognition and positively impacts on teacher motivation. Haider et al. (2016:344) point out that non-financial rewards are the most dominant predictors of employee job satisfaction.

2.5.7 Job Security

Kraimer, Wayne, Linden & Sparrowe (2005:390) define job security as “a psychological state in which workers vary in their expectations of future job continuity within an organisation.”

Organisational benefits such as job security may induce in employees a sense of reciprocity and a perception of obligation to commit to an organisation. In contrast, employee loyalty and intention to stay with an organisation decrease when employers are unable to provide job security (Wang et al., 2014:1073).

Job insecurity results in a reduced level of organisational commitment (Mafini & Dlodlo, 2014:10). Lack of job security could be the main cause of employees withholding extra role behaviour in an organisation (Javed, 2014:130). Wang et al. (2014:1075) further explain that employee concern relating to a perceived low level of job security could be suggestive of deeper lying lowered motivation. In contrast, if employees perceive that they have job security, they might invest more effort in their present position, and also be willing to expand the scope of activities that they are involved in at their place of work.

2.5.8 Leadership

Zahoor (2015:182) states that the impact and type of effective leadership has a significant role in the improvement of organisational performance. Bercu (2017:68) spells it out clearly that “leadership has a specific place in influencing job satisfaction.” Pool (1997:280) supports the latter by suggesting that leadership behaviour is a predictor of job satisfaction. According to Bateman & Organ (1983:593), there is a strong relationship between job satisfaction and employee supervision. The basis for this relationship is that supervisors in organisations represent the most direct source of variance in events that influence positive effects on employees.

Bayram & Dinc (2015:277) suggest that of all leadership types, transformational leadership has been one of the most successful as it provides an opportunity that enriches and supports the successful cooperation between the leader and the follower.

Team performance within an organisation, high employee satisfaction and increased job motivation are hallmarks of organisations with driven leaders that possess the primary characteristics of transformational leadership (Bayram & Dinc, 2015:278). Zahoor

(2015:184) states that transformational leaders give special attention to their followers' needs, which more often than not result in the followers being more likely to make extra effort towards achieving the longer-term goals of the organisation, in order to meet the leader's expectations. Thus, in this situation the result is an increase in job satisfaction.

2.6 Importance of Motivation in relation to Job Satisfaction in Education

Gkolia et al. (2014:322) suggest that there are several diverse considerations that have to be taken into account prior to evaluating employee job motivation or one's attitude towards one's job. These considerations may include but are not limited to the financial, psychological or emotional position of the employee at any given point in time.

Managing human resources is fundamental to organisational success, and whether or not employees are motivated to make a positive difference. Motivated staff could bring about significant positive change within the school environment (Van Maele & Van Houtte, 2012:884).

Brundrett & Rhodes (2014:56) explain that the role of a teacher cannot be ignored in the developmental process of a nation. Stability of a society is facilitated by the promotion and acceleration of growth through disciplined, academically sound and professional competent academicians. The greatness and success of schools is almost always as a result of the hard work and integrity of a motivated workforce which mostly comprises teachers (Van Houtte, 2006:249). "The most traditional role and objective of an educator is to protect the development of intellectualism" (Shabbir & Wei, 2015:577). Competent and learned educators are considered an important asset of any educational institution. In addition, Abdullah & Hui (2014:63) suggest that teaching is a very sacred profession and teachers have a great role in the intellectual, personal and social development of students - thereby influencing a whole nation's development.

Teaching is considered the supreme art of academics that is used in awakening the joy in creative expression and knowledge. Academics motivate and support nations to achieve commanding heights of development through the promotion of intellectualism (Badri et al., 2013:15). Teachers could have an influence on children more profound than any other and help place a nation in a glorious position with a dignified status (Zahoor, 2015:183). "Lack of motivation and commitment by teachers could likely have a negative impact on student

learning and most importantly it could put the future of children at stake” (Van Houtte & Van Maele, 2012:888).

Gkolia et al. (2014:339) explain that the contributions made by teachers in human capital development and technological advancement greatly depends on teacher motivation and the willingness to take initiative. According to Spector (1997:87) there are several determinants that impact on employee motivation, some of these include the state of the physical working environment, systems for employee recognition and rewards, equitable distribution of workloads and the fairness of staff policies.

A motivated academic is recognised by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through one’s exemplary character because a teacher is always expected to be a role model for students (Van Houtte, 2006:251). Competent academics make efficient use of broad, deep and integrated sets of knowledge and skills and make lectures more interesting by coding examples (Badri et al., 2017:6).

School performance greatly depends on a motivated work force. Educational institutions could gain better ranking and enjoy good reputation through competent and committed staff, so the importance of excellent performance of employees is foremost and a prerequisite for a successful and sound educational system (Richardson et al., 2014:201). Teaching is considered to be an extremely honourable yet noble profession. Educators are often emulated by their learners since they are looked upon as role models (Van Maele & Van Houtte, 2012:884).

2.7 Non-core Factors Affecting Job Satisfaction in Education

Tschannen-Moran & Gareis (2015:269) suggest that examining a variety of types factors that influence teacher job satisfaction may help to decrease the likelihood of teacher turnover, inefficiency in instruction and improve the general quality of education.

2.7.1 Societal Support

Obineli (2015:27) states that Societal Support to a teacher attests that the role of the teacher, as in most African schools, has been influenced by societal attitudes and ideologies. Teachers in most African countries are however still viewed as machines that ought to impart knowledge and skills to learners at all cost, in order to achieve. If learner accomplishments

are not attained, it is the teacher who is usually pin pointed at for being at fault. Nonetheless, in some countries on the continent, there exists evidence to show that communities support educators in rural schools by sharing the responsibility of maintaining learner discipline so that teachers can focus more on their core role of imparting knowledge (Veldman et al., 2013:560). This type of involvement by communities would be seen as being consistent with enhancing job satisfaction of school teachers.

2.7.2 Job Expectations

According to Van Maele & Van Houtte (2012:881), when teachers realise the presence of their job expectations, they get zealous with their job and feel comfortable about their career, thus deriving satisfaction from the positive attitude formed as a result of the suitable school environment that meets their professional prospects. In the absence of dashing any of the hopes of teachers, an in-depth analysis of educator needs is often essential (Van Houtte, 2006:252). The nature of teaching is a sacrifice; no one can ever pay a teacher for the amount of work he or she performs. Teachers need to be realistic about their expectations too, not just to fight for high remuneration but also to see the value of their profession and how it impacts on the lives of others (Richardson et al., 2014:206). There is a general notion that teachers are, to a large degree humanitarians – their main priority is to spread knowledge and not to make loads of money (Ambrosetti, 2015:30). Job satisfaction of any kind could be achieved first and foremost, when one develops love and appreciation for the career one takes (Mafini & Poee, 2013:9).

2.7.3 Personal Attributes

Personal characteristics of employees affect job satisfaction. These include skills, personality and education status of individuals (Morse, 2015:88). Job satisfaction is also impacted on by various employee ambitions, which individuals intentionally or unintentionally hope to realise from particular jobs (Alikhani et al., 2013:244). Job satisfaction is the key to the creation of zest and determination in employees. In the field of education, personnel must show strong personal character by wanting to exceed expectations despite the presence of adversities. (Badri et al., 2017:13). Teaching is a tiresome job that needs a great amount of self-motivation and self-determination for it to produce job satisfaction as well as lead to improvements in the education setting (Van Houtte, 2006:252).

2.8 Macro Environmental Factors Indirectly Affecting Job Satisfaction

External or macro environmental factors also impact on the job fulfilment of staff working at education institutions. These factors cannot be manipulated or influenced by internal management at the level of organisations. Such factors include changes in the economy, technological advancements, political effects and amendments to legal regulations.

2.8.1 Political Influences

Mafini (2014:6) explains that the education landscape in South Africa has experienced massive change since the arrival of democracy in 1994. The political changes and the demise of apartheid prompted radical transformation in the education system, that were favoured to enable education institutions in the country to produce outcomes that correlated with the dynamic needs and demands of the a democratic society.

A higher perception of school politics results in decreased levels of job satisfaction among academics, while a lower perception of organisational politics leads to increase in the levels of job satisfaction among employees (Tschannen-Moran & Gareis, 2015:261). Spector (1997:72) highlights that if organisational politics are perceived as a major concern and important, this could certainly increase employees' satisfaction. However, if they are not highly perceived then, ultimately, the level of satisfaction for employees lowers.

The political context is enhanced by schools playing a role in building civil society, encouraging open-minded citizenship, promoting independent self-sufficiency, supporting evenly balanced prospects, and striving for competence. This could further facilitate national schools growth, through the development of a skilled, competitive, and knowledge-based work force, and through the promotion of democratic ideals. Through these factors, greater social unity and peace in all schools are promoted (Shabbir & Wei, 2014:577).

2.8.2 Economic Factors

Abdullah & Hui (2014:65) highlight that schools assist by enabling employment, raising of salaries and savings and by developing individual circumstances and mobility. This, as a result, ensures higher productivity, contributes towards the country's gross domestic product and assists with overall skills development. In an increasingly knowledge-based, global

economy, it is the economy of a country that is a decisive component of competitiveness and affluence. With education controlling an explicit influence on national productivity, it largely establishes the levels of living and the ability of a country to compete in the global economy (Javed, 2014:127).

2.8.3 Restructuring

Many schools, particularly in Sub-Saharan countries, have initiated voluntary severance/redundancy schemes, with others indicating their intention to follow suit (Obineli, 2015:30). According to Lee (2012:133), the preferred option in terms of organisational restructuring is, more often than not, offering employees to leave on voluntary terms, however an increase in compulsory redundancies at organisations has become more common. Tschannen-Moran & Gareis (2015:258) explain that the ability to restructure, even as the commitment, engagement and creativity of staff is retained, becomes crucial for continued success. In addition, it is vital that successful, organisational change programmes are also carried through. According to Veldman et al. (2013:566), change is inevitable for any organisation that wants to remain competitive in the turbulent economic environment of the current day. Equality impact assessments of schools redundancy or restructuring processes are important, to prevent discriminatory outcomes and to ensure compliance with anti-discrimination legislation.

2.8.4 Technology

Dependable and ongoing development and incorporation of creative new technologies, as academic instruments, is pivotal to job satisfaction in education (Brundrett & Rhodes, 2014:174). This is caused by the ever-changing technology demands that continuous change in the world of work, and necessitates organisations to adapt to the changing requirements of technology (Veldman et al., 2013:558). According to Aytac (2015:389), without the latest technological innovations the teaching world would remain behind in the betterment of teaching, learning and research. Such a circumstance would be a travesty of education and would also be detrimental to the enhancement of job satisfaction of all education personnel irrespective of gender, as it would possibly lead to massive work overloads, resulting from an abundance of paper based tasks (Kumari & Ibrahimi, 2015:931).

2.9 Motivational Theories that relate to Job Satisfaction

Zeb et al. (2015:297) affirm that there exists a definite link between employee motivation and job satisfaction. This has been well established by various theorists the world over. Maslow's Need Hierarchy Theory and Herzberg Two Factor Theory are reviewed below in light of exploring the association between the two concepts.

2.9.1 Maslow's Need Hierarchy Theory

Zeb et al. (2015:299) highlight that this theory states that human needs could be divided into two categories – lower level needs or higher level needs. The first type of needs could be satisfied externally or extrinsically, while the second type could be only be realised within a person. Lower level needs are the basic biological human needs such as food, shelter, sex and clothes, while upper level needs are those which the individual strives to achieve after the satisfaction of the lower level - such needs include self-esteem and self-actualisation (Zeb et al., 2015:300). Kellerman (2015:539) points out that intrinsic rewards are intangible, such as recognition, appreciation and praise. Extrinsic rewards are external, tangible and reflect lower-order human needs such as food, shelter, sex and clothes. In his theory Maslow (1943:370) states that employees can be motivated by satisfying their needs. On the employment front workers become fulfilled when they are acknowledged, given more authority or prominence, and when constructive criticism of their work is provided.

Maslow (1943:371) declares that needs develop within a hierarchical structure. Upon meeting the needs at the bottom level of the hierarchy, would one then pursue to realise the needs at the top. Patrick (2014:104) suggests that “it could be said that when physiological, safety and social needs are satisfied, the individual strives for self-esteem and self-actualisation.” Maslow's hierarchy theory firmly favours the notion that a satisfied employee is one who has met the basic needs of reward and recognition or has even gone beyond this point to attain the level of realising self-esteem.

Haider et al. (2015:343) reveal that “incentives, rewards and recognition are the basic factors for motivation of employees.” According to Kellerman (2015:542), reward and recognition develop an enthusiasm among workers, augments their desire for work and also establishes a connection between performance and motivation of the workers.

Cizek (2012:47) expresses that behaviours which are motivated by the need for self-esteem, competence and self-determination are called intrinsic factors, while behaviours which are

satisfied by reward are extrinsic. Zeb et al. (2015:304) add that extrinsic and intrinsic rewards enhance employee performance and leads to higher job satisfaction.

2.9.2 Hertzberg Two Factor Theory

Hertzberg, Mausner & Snyderman (1959:14) explain motivation in terms of the Two Factor Theory. According to this theory, a motivation factor could fall into either one of two classes - satisfiers or dissatisfiers. Hertzberg et al. (1959:19) suggest that satisfiers or motivators are intrinsic motivational factors which are related to the job itself and internal to an individual. These include recognition, development and responsibility. This is aligned to Maslow's need hierarchy theory, where self-esteem was an upper level need.

Wang & Chui (2016:137) clarify that dissatisfaction or hygiene factors are extrinsic motivational factors which remove dissatisfaction, and includes remuneration, employment conditions and relationships with peers. This supports Maslow's theory on physiological needs which are located at the bottom of the needs hierarchy. Lazaroiu (2015:71) shows that the Hertzberg's theory constitutes the same framework in support of the argument of reward and recognition, and its effect on employee's job satisfaction, as constituted by Maslow's hierarchy theory. Self-esteem is synonymous with recognition and is reflected by the motivating factors. Hygiene factors are closely associated with physiological needs found at the lower end of the needs hierarchy (Haider et al., 2016:349). Evans & Olumide-Aluko (2012:76) reiterate that the two factor theory of Hertzberg separates the needs of mankind into two distinct categories.

Hertzberg et al. (1959:43) outline that satisfiers or motivators are responsible for motivating people to perform better, whereas, the dissatisfiers actually prevent job dissatisfaction by describing the environment. According to Zeb et al. (2015:299), hygiene factors do not significantly enhance job motivation, as these factors are predominantly orientated on the environment.

Zeb et al. (2015:300) further illustrate that job satisfaction is consistently contingent upon certain factors such as achievement, recognition, responsibility and advancement that is related to intrinsic motivation. Haider et al. (2016:347) explain that dissatisfied employees attribute work dissatisfaction to extrinsic factors such as company policy, salary, working condition, administration and supervision. Hence, Hertzberg discovered through his experiments that dissatisfaction is not the opposite of satisfaction. Evans & Olumide-Aluko

(2012:84) make it clear that simply eliminating the dissatisfying factors from one's job does not automatically result in the job becoming satisfying. Zeb et al. (2015:305) reiterate that the opposite of satisfaction is not dissatisfaction and the opposite of dissatisfaction is not satisfaction.

Lazaroiu (2015:72) suggests that hygiene factors should include factors such as company policy, poor interpersonal relationships and job security. The realisation of lower needs does not necessarily motivate employees, rather it may demotivate the employees if these factors are not met accordingly.

Wang & Chui (2016:144) emphasise that Herzberg's satisfiers motivate employees to an optimal height of performance or achievement. Such factors directly relate to an employee's work behaviour. Zeb et al. (2015:302) state that these factors would include a sense of achievement, nature of work, responsibility, opportunity for personal development and growth, recognition and feedback.

2.10 Chapter Summary

Job satisfaction or employee fulfilment is key to the realisation of improvement in education. Job satisfaction is integral for making sure that employees exhibit a willingness to embrace a work ethic that is aligned to organisational vision and goals. The literature reviewed in this chapter clearly reveals that employee job satisfaction directly impacts on organisational success.

There is a close correlation between job satisfaction and employee motivation. According to the literature, motivated employees are always likely to experience job satisfaction. In the field of education, motivated teachers add value to society by continuously stimulating the generation of thought provoking ideas and the creation of new knowledge.

While the relevant literature reviewed provides sufficient evidence to support the idea that there is a definite association between job satisfaction and motivation, as well as the notion that there are a set of core factors which affect employee job satisfaction, there is a lack of research relating to job satisfaction in private education institutions. Creative research is needed to address this focus area, commencing with the research methodology that is articulated in the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In chapter two, a literature review on the factors affecting employee job satisfaction and employee motivation was presented. Research methodology is simply the approach taken to acquire the information one sets out to gather (Howell, 2013:22). This chapter now provides a comprehensive outline of the research methodology that was utilised for this research study, including the following: the type of research that was selected, the reasoning behind the selected methodology, an elaboration on the applied research philosophy, a deeper understanding of the research strategy used, definitions and descriptions relating to the population targeted, the sampling process, the research instrument, the rolling out of the questionnaire, data collection and analysis, data validity and reliability, encountered study limitations, the handling of bias and important ethical aspects considered.

Research is defined as a process of collecting and interpreting information to answer questions; the process followed would only qualify as research if it is controlled, rigorous, systematic, valid and verifiable, empirical and critical (Marshall & Rossman, 2011:36).

The chosen approach for this research study was quantitative. In order to determine the factors which affected job satisfaction at the selected school, mainly structured closed ended questions were required to collect data. The target population was established to be all 50 employees of C21 Private School.

3.2 The Research Design

Creswell (2014:38) explains that research design is the critical process that transforms an idea, interest or question from ‘just a thought’ into a meaningful and purposeful investigation of social or physical process. For this study, the research components were chosen in light of the research objectives. The objectives of most studies can be accomplished by adopting one of three research designs. These research designs include descriptive, exploratory and causal research (Creswell, 2014:53).

Based on the aim of this study, which was to identify factors affecting job satisfaction, the most appropriate research design established and selected was a descriptive research design. Kothari (2008:212) explains that descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. According to Saunders, Lewis & Thornhill (2009:330), the purpose of descriptive research is the exploration and description of phenomena in a real-life situation. Descriptive studies tend to provide accurate information and help to form the basis of simple decision-making, by setting out to provide answers to what, how, when, who or where questions.

Zikmund (2003:394) suggests that the major purpose of descriptive research is to describe characteristics of a population phenomenon. Descriptions of those factors mostly affecting employee job satisfaction at the C21Private School would be made possible through this study. Zikmund (2003:411) further states that descriptive research is conducted when there is some previous understanding of the research problem.

Quantitative and qualitative research are the two distinct types of research used in studies. Quantitative research was deemed to be the most suitable type of research for this study, given the time constraints associated with this study and since the results of quantitative research is normally generalisable. According to Howell (2013:187), qualitative research is research conducted in a natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest; quantitative research is an inquiry done on an identified problem based on testing a theory, measured with numbers and analysed using statistical techniques.

In the light of the information explained above, a quantitative descriptive research design was the most appropriate choice for this study.

3.3 Rationale for selecting the Quantitative Method

Quantitative methodology was applied in order to acquire the primary data for this study. Marshall & Rossman (2011:140) explain that the quantitative method is advantageous because quantitative research seeks answers to questions, systematically uses structured surveys to answer the questions, collects evidence, produces findings that are not determined in advance and it is also a research method effective in obtaining specific information about values, opinions, behaviours and social contexts of a certain population.

Some additional reasons for using this method included:

- The researcher could ensure a greater degree of objectivity;
- Analysing data for the sample size in this study would be more efficient with the use of the quantitative method; and
- Similar research studies conducted that were successful had used the quantitative method

“Quantitative research uses data collection methods such as questionnaires, surveys, measurements and other equipment to collect numerical or measurable data” (Kothari, 2008:40). Saunders et al. (2009:23) explain that “quantitative research provides data that is objective and easily quantifiable, which lends itself to rigorous analysis.” In this study, a highly structured questionnaire was used. The survey was designed to ascertain the respondents’ perceptions on the factors affecting job satisfaction at the school.

3.4 The Research Philosophy

Research utilising the quantitative approach is said to be mostly numerical, and is designed to ensure objectivity, generalisability and reliability. One important feature of quantitative techniques is that the process of data collection is distinct from analysis. Some techniques such as interviews or observations can be interpreted either quantitatively or qualitatively. However, techniques such as psychological tests and activity sampling are usually used predominantly in quantitative ways (Creswell, 2014:121).

The positivism paradigm and quantitative methodology are a common combination employed by researchers, however positivism is not an exclusive paradigm that one is compelled to use with the quantitative method. Some researchers explore a new paradigm called phenomenology which has developed over the past few decades.

Qualitative studies involve data consisting of various forms of words. Saunders et al. (2009:344) define qualitative methods as an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world. Qualitative research is less structured, longer and has a more flexible relationship with the respondents, so that the resulting data has more depth and greater richness of context. It also means that the potential for new insights and perspectives is greater. Primary techniques of qualitative methods include in-depth interviews and observations.

The positivism paradigm was used for this quantitative research study. Measured quantities was important in explaining the implications of derived measurements. Data was anticipated to be analysed promptly, so as to make certain that the researcher had sufficient time to closely question what emerged from that analysis.

3.5 Research Strategies

Saunders et al. (2009:90) state that “research strategy refers to the general plan of how a researcher will go about answering research questions.” There exists a large pool of research strategies from which an investigator could choose, depending on the nature of the research objectives of a particular study. For this study the survey strategy was adopted. According to McMillan & Schumacher (2010:233) “survey research is projectable research, which means that the results could be generalised to the population as a whole.”

One of the greatest strengths of the survey strategy that contributes to it being a preferred strategy among researchers is that it has proven to be dependable in the collection of vast amounts of data. Other strengths of the survey strategy include it being versatile, efficient and generalisable (Zikmund et al., 2010:329).

Howell (2013:194) states that data refers to facts, figures and other material which could be found in the present or past, and serves as basis of a study and analysis; therefore data collection requires careful planning to obtain useful information about a situation or problem.

Kothari (2008:305) explains that there are two types of information sources in research, primary sources which provide first-hand information and secondary sources which provide second-hand information.

3.6 Data Collection Methods

3.6.1 Primary Data Collection

According to Marshall & Rossman (2011:167), the two most used primary data collection methods by researchers are interviews and questionnaires. These two methods are data collection instruments in which the researcher asks questions to the selected respondents in search for answers to the research questions. In this study, a questionnaire comprising all but

one closed-ended questions or statements was utilised for the purpose of primary data collection. The variables in this study were clearly defined, hence the questionnaire was deemed as the most appropriate method for data collection.

3.6.2 Secondary Data Collection

Secondary data is data which is collected by the researcher, and this data is available through sources such as case studies reports, published texts, the internet, accredited journals and literature reviews (Kothari, 2008:287). For the purpose of this research study, such sources would be used to validate findings made. Marshall & Rossman (2011:169) list the advantages of secondary data when conducting research:

- Efficient and timeous;
- Supports and guides primary data collection;
- Assists the investigator to vividly comprehend the research problem; and
- Smoothly facilitates comparisons with study findings

3.7 Target Population

McMillan & Schumacher (2010:119) state that “a population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which the researcher intends to generalise the results of the research.”

For the purpose of this study, the C21 Private School was utilised. The target population consisted of 50 employees comprising of educators, managers and support staff.

3.8 Sampling

Initially the stratified random sampling technique was selected to be used to draw the sample for this study. This method helps to improve the representation of each strata (group) within the population, as well as to ensure that these strata are not over represented. Cooper & Schindler (2003:53) explain that “a random sample is preferential because it is free from bias and therefore each unit has a chance to be included in the sample.” Random sampling is also extremely simple. However, in this instance, since the population size was relatively small so the researcher decided that the sample should include the entire population. Hence the

sample size was equal to the population size, that is all 50 employees of the C21 Private School.

3.9 The Research Instrument

The research instrument effectively refers to the survey questionnaire which was used in the study. The questionnaire contained only a single open-ended but mostly closed-ended questions that assisted the researcher to obtain the primary information for the research. Self-administered questionnaires have over the past century become a common method of gathering information especially due to its efficacy (Kothari, 2008:322).

According to McMillan & Schumacher (2010:365), questionnaires are used for descriptive or explanatory research - descriptive research uses attitude and opinion questionnaires, or questionnaires on organisational practices to identify and describe the variability in different phenomena. In contrast, Marshall & Rossman (2011:213) indicate that explanatory or analytical research enables the researcher to examine and explain relationships between two variables in particular cause and effect relationships.

The design of the questionnaire used in this study was informed by how it was intended to be administered; in particular, with respect to the number of contacts the researcher anticipated to have with the respondents. It was planned that the potential 50 respondents in this study would complete the self-administered questionnaires, and due to practicality the number of contacts with the researcher was limited to one. The questionnaires were personally handed to each respondent and collected from each respondent a short while later.

3.10 Pilot Study

Creswell (2014:199) suggests that a pilot test occurs when the tool of research is tested to see if it will function normally. A pilot study was conducted as a precursor to the research study using just 5 respondents. The questionnaire was issued to respondents excluded from the chosen sample, and through this process the researcher was able to clearly establish correctness, time factors and the level of interest in relation to participation in the survey. This enabled the researcher to ensure that the tool, to a large degree, was free from errors before it was actually administered to the study sample.

3.11 Questionnaire Construction

For this study, the researcher used structured closed-ended pre-coded questions as well as a single open-ended question to collect the data for this research. The first part of the questionnaire obtained the biographical information of the respondent which included gender, age category, years of service at the school, post held and race group. The second part of the questionnaire focused on eliciting a response to various aspects relating to job satisfaction – these included working environment and culture, relationships with colleagues, job security, recognition, advancement and leadership. The last part of the questionnaire contained the only open-ended question, which sought to obtain recommendations from the respondents on ways to possibly improve job satisfaction at the school. It also ended the questionnaire with an opportunity for the respondent to commit to how he or she felt about their job, in terms of job satisfaction.

According to Creswell (2014:155), a questionnaire is a data collection instrument which allows the researcher to pose questions which would give answers to the research questions. For this study, the investigator designed the questionnaire statements using the five point Likert Scale as a style guide. Creswell (2014:162) indicates that a highly structured questionnaire allows the respondents to choose from a predetermined set of responses or scale points. Marshall & Rossman (2011:187) explain that the Likert scale involves the use of a special rating scale which asks respondents to indicate the extent to which they agree or disagree with statements or questions (strongly agree, agree, neutral, disagree and strongly disagree). A matching five point Likert scale was used in this study, given that it had the ability to facilitate robust statistical analysis.

3.11.1 Advantages of using a Questionnaire

Kothari (2008:304) explains that the use of a questionnaire when compared to other types of surveys has a number of advantages, namely it being cost effective and it is logistically easier to facilitate when compared to verbal or telephone surveys. The answers to questionnaires are in most cases standardised, which therefore also makes it easier for the researcher to compile questions.

3.11.2 Administration of the Questionnaire

Permission was obtained from the management of C21 Private School to address members of staff and conduct the study survey immediately after one of the weekly staff meetings. During this session the researcher explained the purpose of the study and the contents of the questionnaire, the voluntary nature of this survey and that confidentiality was to be treated as a priority. The survey was conducted through the self-administered questionnaires that the respondents completed by hand. The questionnaires were subsequently returned to the researcher after approximately twenty minutes. Once analysed, the researcher ensured that all the questionnaires were securely stored away, in accordance with the university policy and the guidance provided by the researcher's supervisor.

3.12 Data Analysis

Questionnaires were examined thoroughly in terms of whether or not instructions were abided to. Those which appeared compromised were excluded from the analysis. The data analysis was facilitated through the predetermined coding of variables and statements. Both qualitative and quantitative techniques were applied for the purpose of data analysis. This integration enhanced the analysis by making sure that the limitations of either type of data did not take prominence. The investigator used version 24.0 of the SPSS software to analyse the data. Quantitative analysis was performed through descriptive statistics including frequencies, percentages, tables and figures to illustrate the various distributions. The exact form of illustration was dependent on each individual data set.

3.13 Validity and Reliability

3.13.1 Validity

Cooper & Schindler (2003:168) highlight that "validity is the extent to which the questionnaire would measure what it is supposed to measure and perform as it was designed to perform." According to Kothari (2008:351), it is very unusual, if ever possible, that a research instrument could be completely valid. Validity is normally measured in degrees. As a process, validation involves collecting and analysing data to assess the accuracy of our questionnaire. There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally includes pilot testing (Marshall & Rossman,

2011:182). A pilot study consisting of five respondents was conducted to determine any inaccuracies with respect to the questionnaire used in this research study.

McMillan & Schumacher (2010:138) state that “external validity is the extent to which the results of this study could be generalised from a random sample of the research population.” Saunders et al. (2009:538) indicate that establishing external validity for an instrument, follows directly from sampling. The sample should be an accurate representation of the population, because the total population may not be available. If the questionnaire is externally valid it would help obtain population generalisability, or the degree to which the sample represents the population.

“Content validity refers to the appropriateness of the content of the questionnaire” (Howell, 2013:87). Simply put content validity assesses whether or not the measures (questions and statements) aptly answers the investigator’s questions.

3.13.2 Reliability

Kothari (2008:124) explains that “reliability pertains to the accuracy of measures. The same instrument must be able to produce the same data at a later stage under similar conditions.”

Concerns around validity and reliability in relation to survey usability are not uncommon in research (Richardson et al., 2014:211). Areas that were specifically considered given the context of this study included:

- Survey duration
- Clarity of the questions
- Ease with which scoring can be done
- Existence of any parallel forms
- Reports of any previously encountered challenges

The investigator supported stringent control of the handling of data in this study. Reliability of research data refers to the degree to which an assessment consistently measures whatever it is measuring (Howell, 2013:213). Thus, the key to reliability in this study was consistency.

3.14 Limitations of the Study

Marshall & Rossman (2011:187) unequivocally mention that the researcher should understand that no research project is perfectly designed. Consequently, the researcher should not make any overwhelming claims about the generalisability or conclusiveness regarding any information generated from the study.

A clear limitation of this study is that only one school, C21 Private School, was investigated. Constraints were anticipated with regard to encouraging employees across all job levels to participate. Nevertheless, it was envisaged that most employees, particularly educators, at all levels would agree to participate. The time available to spend on data collection was another limiting factor of note.

3.15 Elimination of Bias

Cooper and Schindler (2003:667) mention that the forms of bias in a research study are: gender, racial or ethnicity references, inappropriate language use, stereotyping and any form of assumptions. To eliminate bias in this study, the researcher designed the statements found in the questionnaire in such a manner that the responses regarding the variables investigated was not in any way affected by one's race or ethnicity. Simple language was used to word the statements. Furthermore, the quantitative approach in itself contributed towards the elimination of bias.

3.16 Ethical Considerations

According to Cooper & Schindler (2003:687) ethics can be described as “the norms or standards of behaviour that guide moral choices about behaviour and relationships with others.” Saunders et al. (2009:502) highlight that the ethics of a research design has important implications for the negotiation of access to people and organisations, as well as the collection of data. According to Creswell (2014:284) the goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities. Cooper & Schindler (2003:808) further explain that unethical activities are pervasive and include violating non-disclosure agreements, breaking respondent confidentiality, misrepresenting results, deceiving people, invoicing irregularities and avoiding legal liability. To promote sound ethical values for this study, the following was put in place:

- Informed consent
- Voluntary Participation
- Avoidance of harm or non-maleficence
- Avoidance of coercion and perverse
- Avoidance of deception
- Non-violation of privacy/confidentiality

This research study ensured the following to all respondents:

- Respect
- Beneficence
- Justice

The researcher ensured that this research study was conducted in the most ethical manner possible and that the guidelines outlined above were strictly adhered to. The researcher constantly bore in mind that negative implications would arise, and be of detriment to the credibility of this study, if the ethical requirements for this study were ever compromised.

Saunders et al. (2009:185) emphasise that “society entrusts researchers with the privilege of using other humans to advance knowledge, but the research community as a whole suffers when even a few investigators ignore the basic principles of ethics.”

3.17 Chapter Summary

The research design, research methodology, sampling as well as the sampling techniques that were employed for this study were explored in this chapter. The chapter also focussed on the survey instrument or questionnaire, data collection and analysis, validity and reliability, bias elimination and ethical considerations. In the chapter that follows, the results obtained from this study will be presented.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

This chapter is a presentation of the primary data obtained. The data collection was performed as per guidelines outlined in the third chapter. The data was collected from the responses to the questionnaires that was administered to the employees of C21 Private School. It was analysed and presented in the form of descriptive and inferential statistics using the SPSS software package. The information obtained provided the researcher a basis to articulate the theory with regards to the factors that affect job satisfaction at private education institutions.

Three distinct sections constitute this chapter. The data collected in terms of frequencies, percentages, charts and descriptive statistics in relation to participant demographics is contained in section one. The second section highlights the data obtained regarding the working environment and culture at the school, as well as the factors affecting job satisfaction, while the third section outlines the data obtained with respect to leadership and job satisfaction.

As highlighted previously, the researcher decided to sample the entire population of 50 individuals that were employed at C21 Private School, however a final total of 47 individuals, from within the population of 50, eventually formed the survey group by willingly completing the questionnaires appropriately.

Data analysis: Data was captured, coded and analysed using SPSS 24.0 version. Frequency distributions were conducted for categorical variables and descriptive statistics (mean, SD) was calculated for numerical variables. Spearman's rank correlation test was done to determine the relationship between two ordinal variables. Chi-squared test of association was conducted to determine if there was any relationship between job satisfaction with the other variables. P-values <0.05 were considered statistically significant.

4.2 Participation

A total of 47 participants completed the questionnaire. The reliability analysis showed that the data was reliable as the Cronbach's Alpha value was 0.725 (Table 4.1).

Table 4.1: Reliability analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.725	32

4.3 Results

The socio-demographic variables indicated that there were more male participants (70%), 77% were older than 35 years, two thirds of them were working between 4-6 years, 72% were teachers, and 77% were Indian (Table 4.2).

Table 4.2: Summary of socio-demographic variables

Variables		Frequency	Percent
Gender	Male	33	70.2
	Female	14	29.8
	Total	47	100.0
Age	18-35 years	11	23.4
	36-45 years	26	55.3
	46-55 years	10	21.3
	Total	47	100.0
Years in service	1-3 years	6	12.8
	4-6 years	31	66.0
	7-9 years	10	21.3
	Total	47	100.0
Post level	Administration	4	8.5
	Support staff	4	8.5
	Deputy principal	1	2.1

	HOD	4	8.5
	Teacher	34	72.3
	Total	47	100.0
Race	Black	11	23.4
	Indian	36	76.6
	Total	47	100.0

There were six Likert type statements asked to the participants to determine the environment and culture of the organisation. Results showed that more participants agreed to most of the statements. For example, more than two-thirds (68%) agreed that teachers receive satisfactory salaries, and 64% agreed that teachers receive satisfactory benefits. More than a third (38%) negatively reported that departmental working conditions are acceptable and 31% disagreed that their HOD is a good mentor. Summary of all the statements are shown in the below figure 4.1.

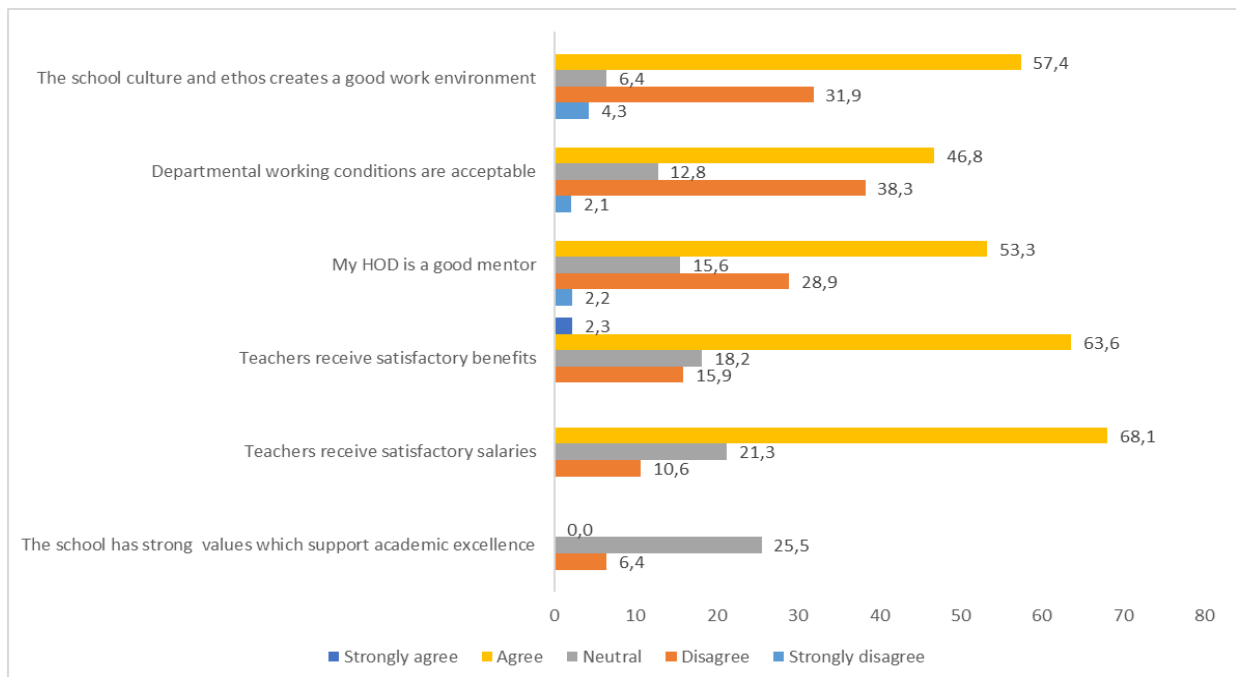


Figure 4.1: Environment and culture

Adding all the scores from the six statements it could be seen that 71% of the participants scored 19 or more indicating they had positive views regarding the company's environment and culture (Figure 4.2).

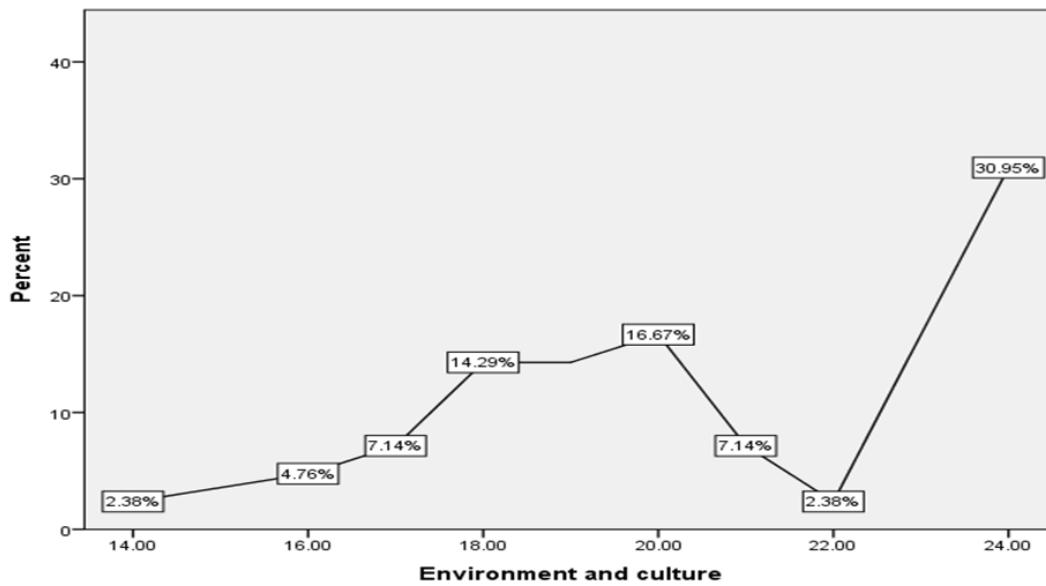


Figure 4.2: Distribution of total scores for environment and culture

With regards to determine the relationship with colleagues, five statements were asked. It was found that more participants positively responded to all the statements (Figure 4.3). For example, 70% agreed that their colleagues always communicate with one another in relation to academic issues, 62% positively indicated that teachers work together as a team. It was also found that more than a third of the participants negatively reported that they plan and coordinate their efforts together as a team (36%), and they had a good relationship with other teachers (38%).

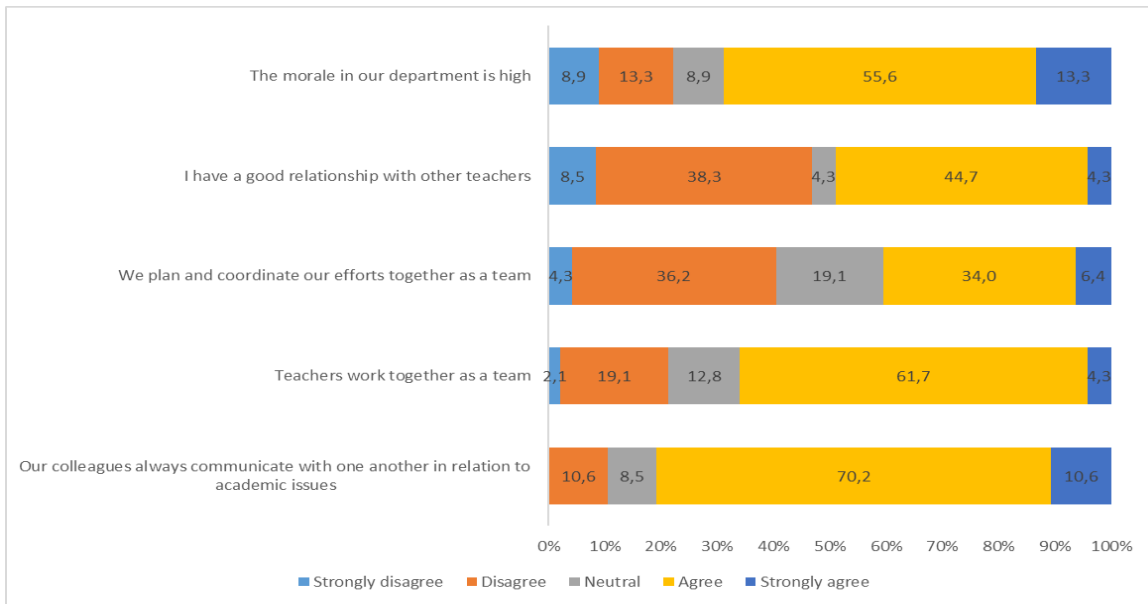


Figure 4.3: Relationship with colleagues

The overall scores showed that 60% of the participants scored 16 or more meaning they had positive views regarding relationship with their colleagues (Figure 4.4).

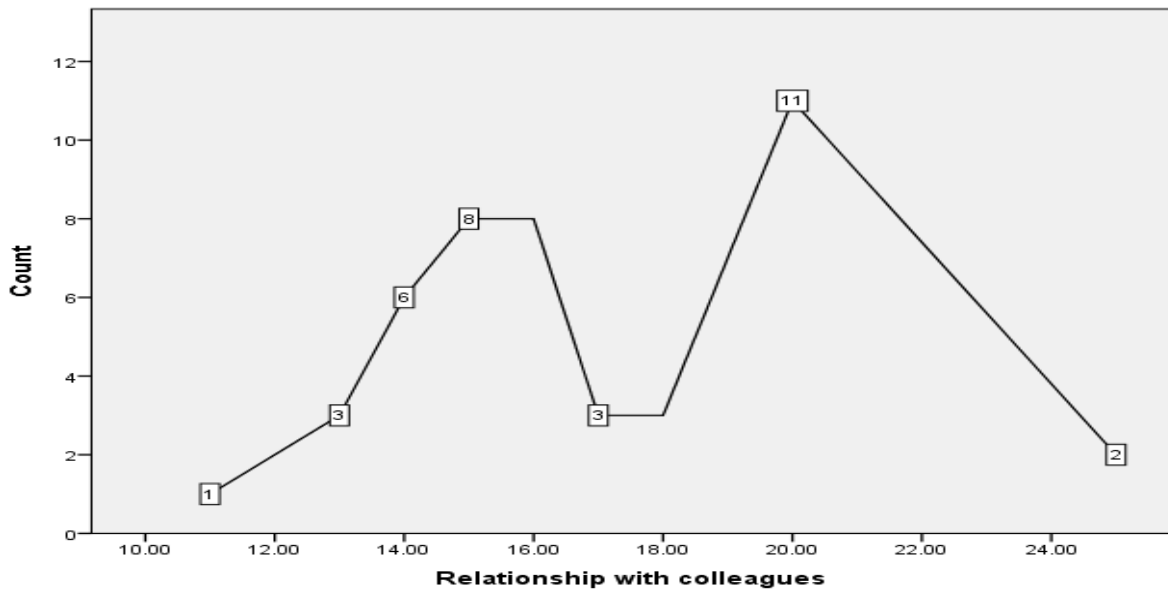


Figure 4.4: overall scores with regards to relationship with colleagues

To identify if job security is a factor or not, five statements were posed to the participants. Results indicated that more participants agreed to three statements and two statements more participants reported negatively. More than two-thirds (70%) agreed that they feel free to express their opinions without worrying about negative actions/responses, and 64% agreed that they have job security as an educator. On the other hand, 51% negatively reported that their job is important for the overall output of the school, and 52% disagreed or strongly disagreed that there is a sense of stability and continuity in their department (Figure 4.5).

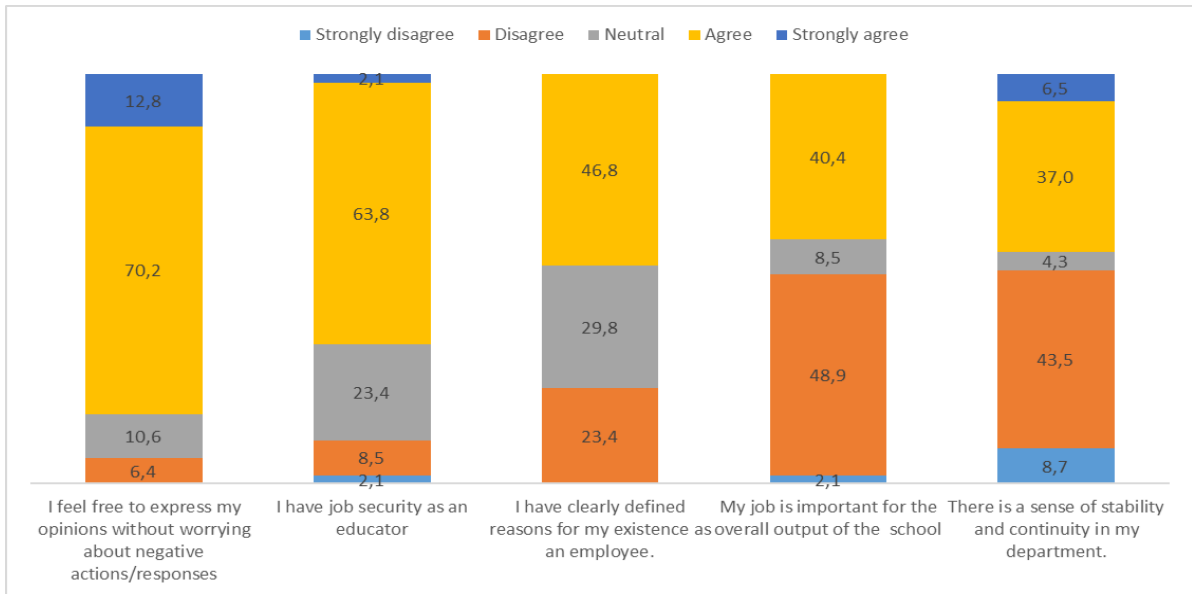


Figure 4.5: Job security

Adding all the scores, it was found that 59% of the participants had reported positively towards job security as having agreed or strongly agreed to the statements (Figure 4.6).

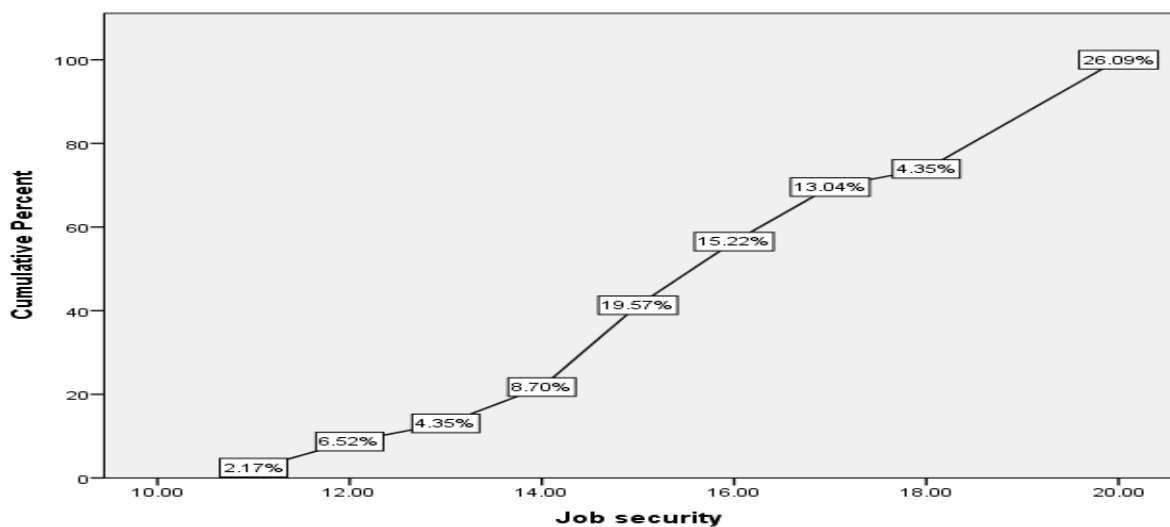


Figure 4.6: Overall scores for job security

To determine if recognition is a factor for satisfaction or not, the researcher asked four statements. More than half of the participants agreed that hard work is usually rewarded at my school (53%), and I receive enough recognition for the work that I do (51%). It was found that 55% participants disagreed that If I do a better job, I have a better chance of getting ahead, and 46% negatively reported that recognition of my work motivates me to enhance my achievements (Figure 4.7).

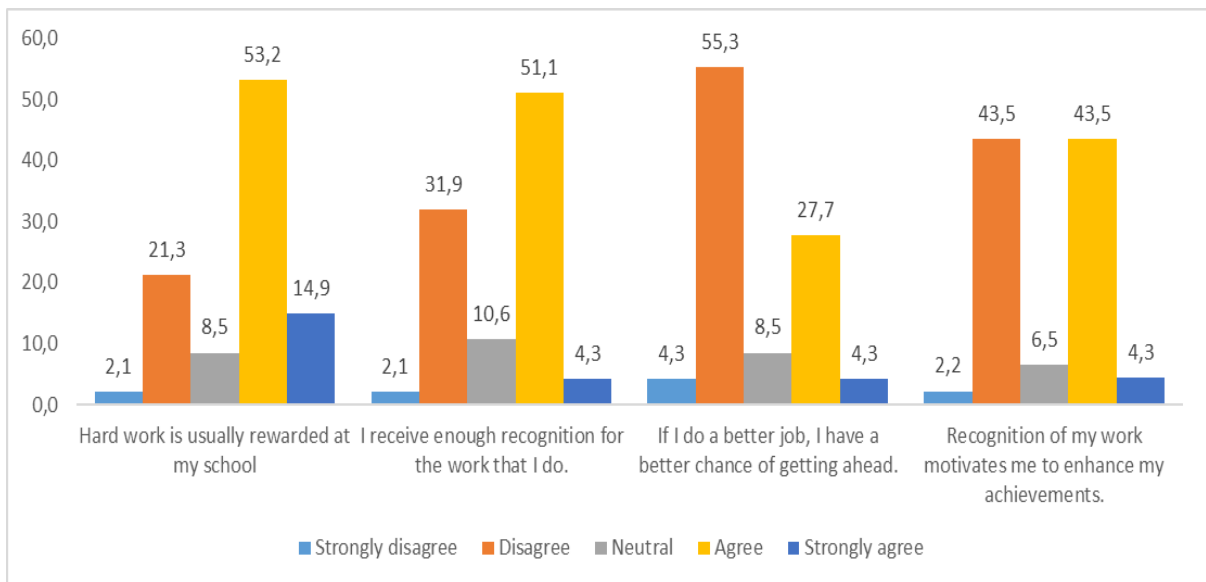


Figure 4.7: Recognition

Summing all the scores from the four statements, it was found that 57% of the participants scored 12 or less meaning, they had negative perception about recognition (Figure 4.8).

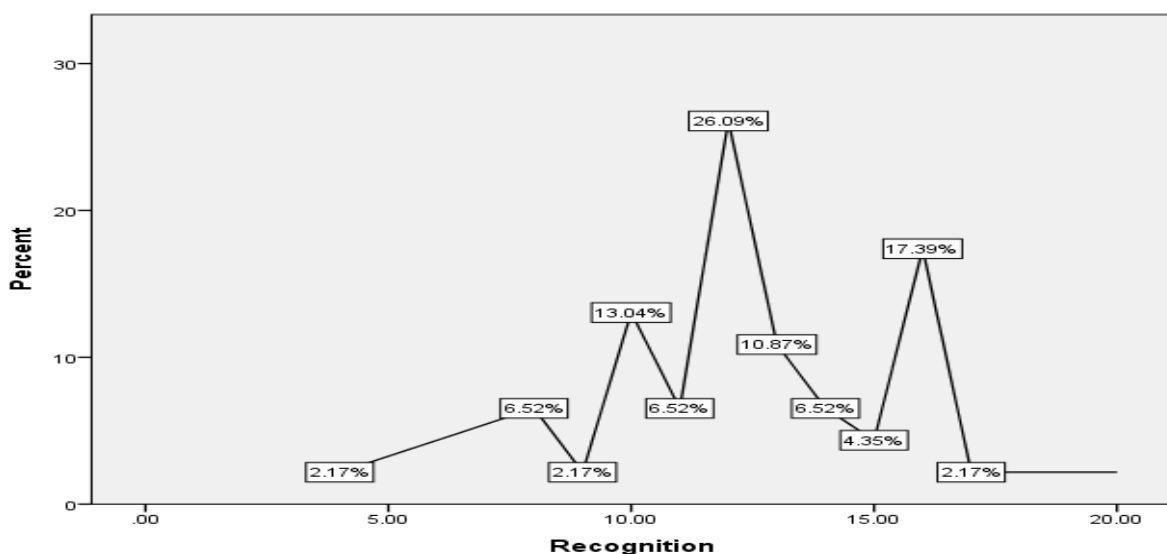


Figure 4.8: Overall scores for recognition

In this study, the researcher asked four statements to determine if advance is a factor for satisfaction or not. Results highlighted that more participants disagreed with the following statements: Opportunities exists for training and development of teachers (62%), and there are opportunities for teachers to be promoted (51%).

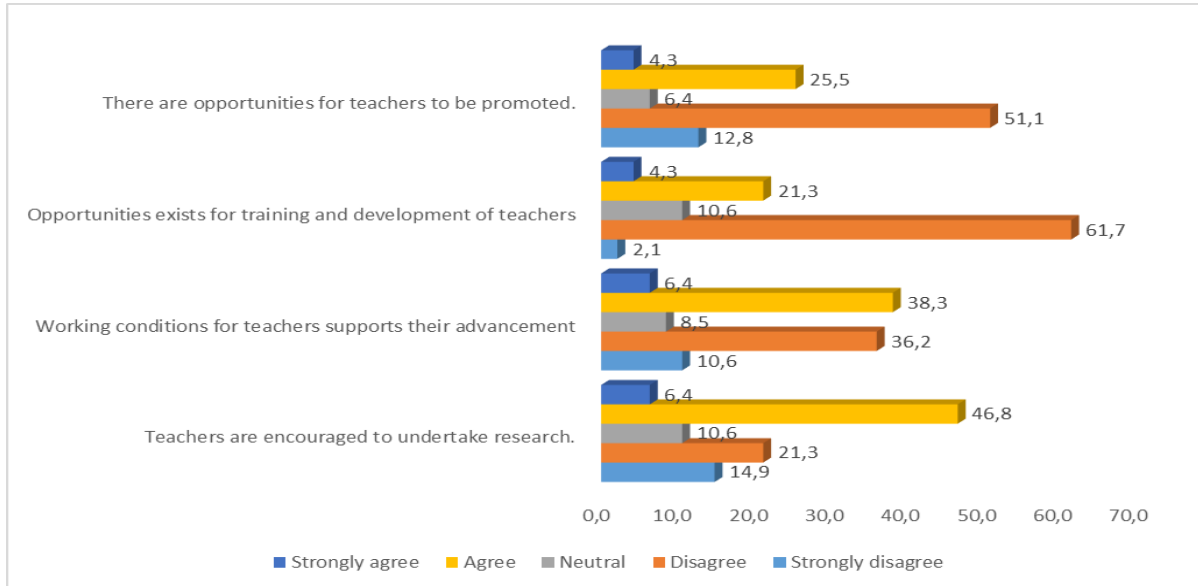


Figure 4.9: Advancement

Adding all the scores, it was found that 79% of the participants scored 12 or below from four statements. This meant that the majority of the participants had negative perception regarding advancement (Figure 4.10).

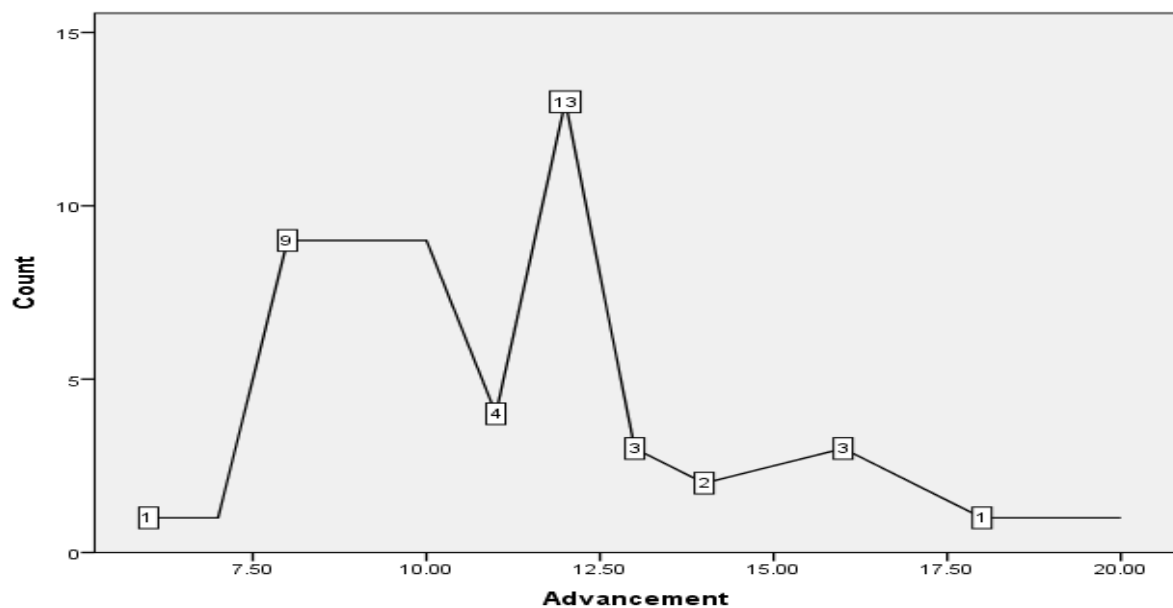


Figure 4.10: overall scores for advancement

To determine if leadership is a factor for job satisfaction or not, eight statements were asked. Frequency distribution of the statements show that more participants responded negatively to most of the statements. More than half of the participants disagreed that management do not guide as a friend but as a dictator (54%), and the school management team invites teachers to participate in the decision-making process (51%). But, 62% agreed that teachers have enough freedom to make their own decision within the given responsibility.

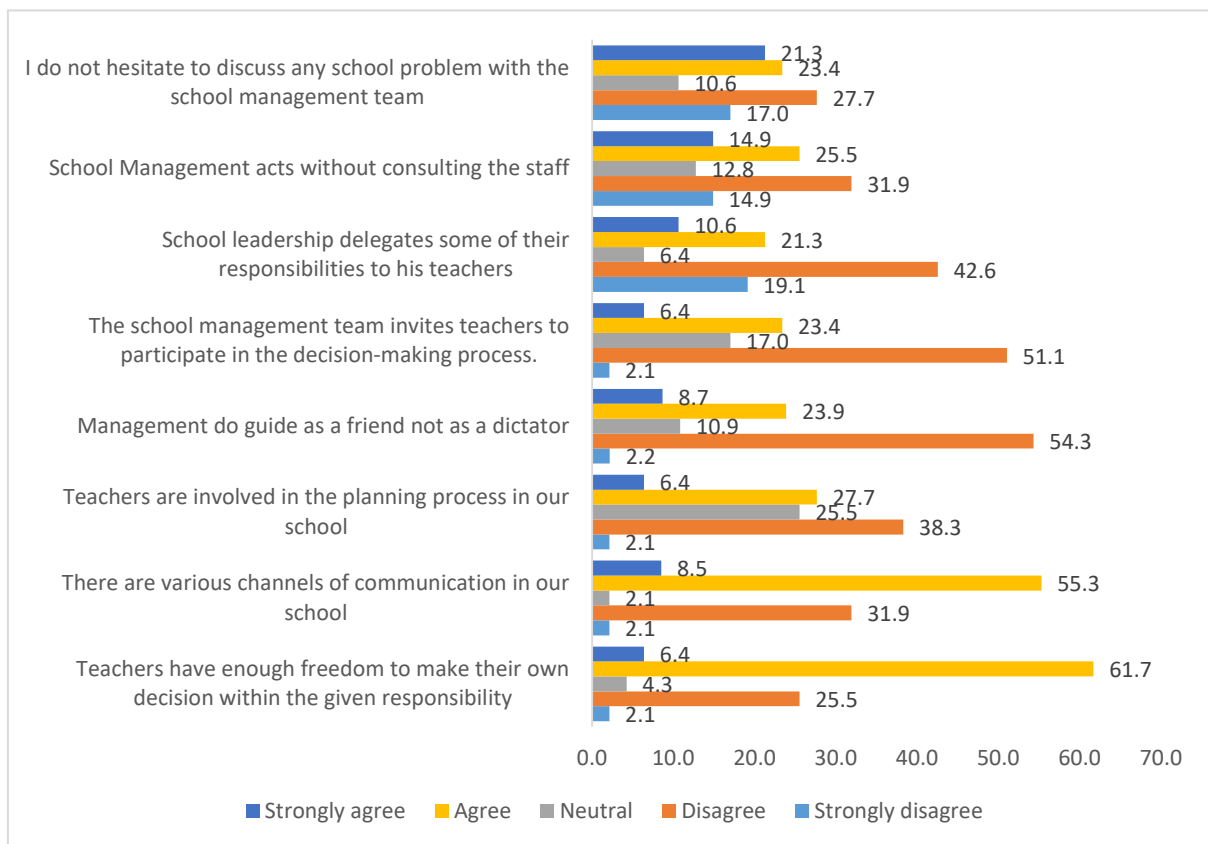


Figure 4.11: Leadership

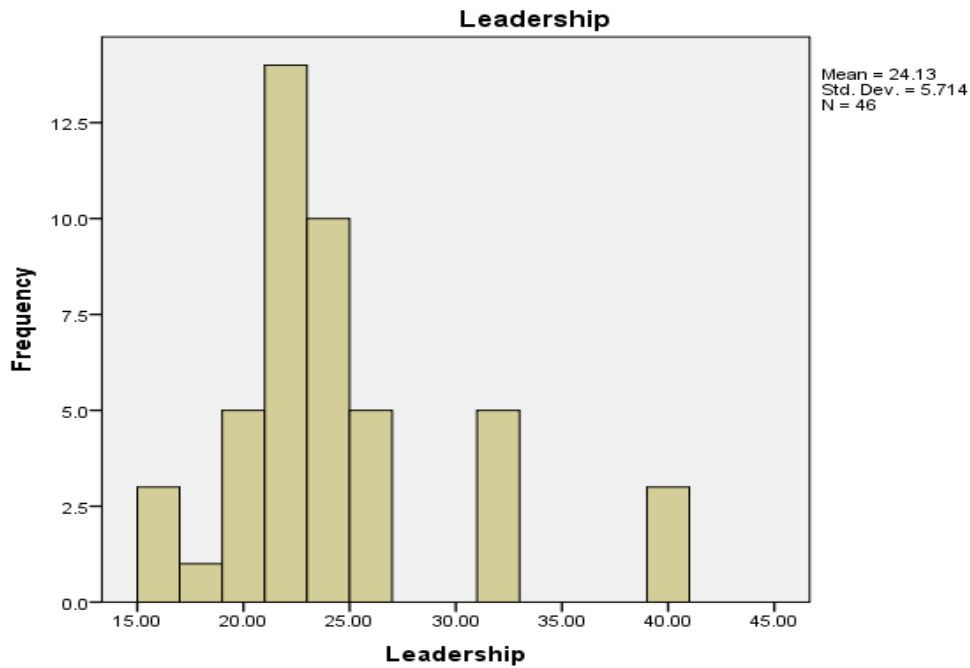


Figure 4.12: Overall scores for leadership

The overall scores show that 72% of the participants scored 24 or less from the eight statements (Figure 4.12). This means that majority had negative perception regarding leadership in the school environment.

Table 4.3: Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Environment and culture	.334	39	.000	.468	39	.000
Relationship with colleagues	.171	39	.006	.924	39	.012
Job security	.184	39	.002	.905	39	.003
Recognition	.166	39	.009	.923	39	.011
Advancement	.200	39	.000	.925	39	.012
Leadership	.247	39	.000	.834	39	.000

a. Lilliefors Significance Correction

Spearman's correlation analysis showed that environment and culture was significantly positively correlated with relationship with colleagues ($r=0.697$, $p<0.05$), and job security ($r=0.650$, $p<0.05$). Relationship with colleagues and Job security were significantly correlated with each other ($r=0.660$, $p<0.05$). Leadership was found to be significantly correlated with advancement ($r=0.300$, $p=0.043$).

Table 4.4 Spearman's Correlation Analysis

			Environment and culture	Relationship with colleagues	Job security	Recognition	Advancement
Spearman's rho	Environment and culture	Correlation Coefficient	1.000	.697**	.650**	.263	-.004
		Sig. (2-tailed)	.	.000	.000	.093	.980
	Relationship with colleagues	Correlation Coefficient	.697**	1.000	.660**	.234	.229
		Sig. (2-tailed)	.000	.	.000	.126	.130
	Job security	Correlation Coefficient	.650**	.660**	1.000	.219	-.049
		Sig. (2-tailed)	.000	.000	.	.149	.746
	Recognition	Correlation Coefficient	.263	.234	.219	1.000	-.095
		Sig. (2-tailed)	.093	.126	.149	.	.530
	Advancement	Correlation Coefficient	-.004	.229	-.049	-.095	1.000
		Sig. (2-tailed)	.980	.130	.746	.530	.
	Leadership	Correlation Coefficient	.135	.180	.088	-.064	.300*
		Sig. (2-tailed)	.399	.241	.567	.677	.043

Bivariate analysis was conducted to find association between socio-demographic variables and job satisfaction. It was found that age was significantly associated with job satisfaction ($p < 0.043$). It could be seen that older participants (>35 years) were more satisfied than their younger counterparts. Results also showed that race of the participant was significantly associated with job satisfaction ($p < 0.05$). More black participants were not satisfied compared to Indian participants.

Table 4.5: Bivariate Analysis - Association between socio-demographic variables and satisfaction

			Satisfied		Chi-Square	p-value
			No	Yes		
Gender	Male	Count	9	23	2.520	0.143
		% within Satisfied	90.0%	63.9%		
	Female	Count	1	13		
		% within Satisfied	10.0%	36.1%		
Age	18-35 years	Count	2	8	6.302	0.043
		% within Satisfied	20.0%	22.2%		
	36-45 years	Count	3	23		
		% within Satisfied	30.0%	63.9%		
	46-55 years	Count	5	5		
		% within Satisfied	50.0%	13.9%		
Years in service	1-3 years	Count	1	5	1.329	0.515
		% within Satisfied	10.0%	13.9%		
	4-6 years	Count	8	22		
		% within Satisfied	80.0%	61.1%		
	7-9 years	Count	1	9		
		% within Satisfied	10.0%	25.0%		
Post level	Administration	Count	1	3	1.560	0.816
		% within Satisfied	10.0%	8.3%		
	Support staff	Count	1	3		
		% within Satisfied	10.0%	8.3%		
		Count	0	1		

	Deputy principal	% within Satisfied	0.0%	2.8%		
	HOD	Count	0	4		
		% within Satisfied	0.0%	11.1%		
	Teacher	Count	8	25		
		% within Satisfied	80.0%	69.4%		
Race	Black	Count	5	6	4.779	0.029
		% within Satisfied	50.0%	16.7%		
	Indian	Count	5	30		
		% within Satisfied	50.0%	83.3%		

The chi-squared test of analysis did not find any significant association between job satisfaction and Environment and Culture, Relationship with colleagues, Job Security, Recognition, Advancement, and Leadership ($p > 0.05$).

Table 4.6: Chi-Squared Test of Analysis - Association between job satisfaction with Environment and Culture, Relationship with colleagues, Job Security, Recognition, Advancement, and Leadership

			Satisfied		Chi-Square	p-value
			No	Yes		
Environment and Culture	Negative	Count	2	10	0.246	0.620
		% within Satisfied	20.0%	27.8%		
	Positive	Count	8	26		
		% within Satisfied	80.0%	72.2%		
Relationship with colleagues	Negative	Count	2	15	1.577	0.209
		% within Satisfied	20.0%	41.7%		
	Positive	Count	8	21		
		% within Satisfied	80.0%	58.3%		
Job Security	Negative	Count	3	16	0.674	0.412
		% within Satisfied	30.0%	44.4%		
	Positive	Count	7	20		
		% within Satisfied	70.0%	55.6%		

Recognition	Negative	Count	6	20	0.063	0.802
		% within Satisfied	60.0%	55.6%		
	Positive	Count	4	16		
		% within Satisfied	40.0%	44.4%		
Advancement	Negative	Count	9	27	1.035	0.309
		% within Satisfied	90.0%	75.0%		
	Positive	Count	1	9		
		% within Satisfied	10.0%	25.0%		
Leadership	Negative	Count	9	23	2.520	0.112
		% within Satisfied	90.0%	63.9%		
	Positive	Count	1	13		
		% within Satisfied	10.0%	36.1%		

4.4 Chapter Summary

This chapter presented the analysis of the data collected. The data collected by the researcher was reliable and the questionnaire developed was aligned appropriately to obtain the data required to meet the researcher's objectives. The next chapter is a more in depth discussion on the data analysis presented in this chapter. It also explores the researcher's key findings from the data analysis and highlights the implications thereof in relation to the literature available.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This research study focused on factors that affected job satisfaction at private education institutions in Kwazulu-Natal. The results of the survey conducted at the C21 Private School were presented in the previous chapter. Certain significant relationships and findings among some of the variables have been carefully noted. In this chapter, conclusions are derived from the results, and these are then used to formulate recommendations that can be practically used by an array of stakeholders in or associated with the field of Education.

Analysis and discussion of the survey data is revealed within the framework of the body of knowledge presented in the literature review. This discussion could more than likely facilitate certain potential policy changes, to improve job satisfaction amongst the survey group and other similar groups of employees.

This chapter initially revisits the research objectives. This is then followed on by an in-depth examination of the results of the survey within the broader context outlined in the literature review. Findings relating to both the socio-demographic elements, as well as the factors affecting job satisfaction that were investigated through the survey, shall be discussed.

5.2 Overview of Research Objectives

The research objectives pertaining to this study were as follows:

- To investigate if the environment and culture of the school impacts on job satisfaction
- To determine if leadership, relationships with colleagues, recognition and advancement are factors for job satisfaction
- To find the relationship between job security and job satisfaction
- To posit recommendations that augment job satisfaction of the staff at private education institutions

5.3 Socio-Demographic Findings

The biographical information revealed that most of the respondents were Indian males, older than 35 years of age and who had at least 4 years of service at C21 Private School. The respondents were predominantly teachers. This information could imply that the majority of the respondents that formed part of the survey were experienced educators who more than likely, had previously taught at other educational institutions. Their responses in this survey could therefore have been influenced either negatively or positively by their prior work experience.

The Bivariate Analysis was used to ascertain whether or not any associations existed between the socio-demographic variables investigated and job satisfaction. The findings related to each socio-demographic variable shall be discussed and elaborated below.

5.3.1 Gender

The majority (70%) of the respondents in this study were male, while the remainder of the participants (30%) were female. This was in line with how the gender of the staff at C21 Private School is composed in general. The results of a study conducted by Kumari & Ibrahim (2015:931), in which an equal number of males and females participated, reveal that there is no significant gender difference in the overall job satisfaction of private school teachers. The Bivariate Analysis performed on the feedback obtained from the survey at C21 Private School, did not suggest any association between gender and job satisfaction as well. Aytac (2015:393), through a meta-analysis conducted, concludes that “there is a difference, which may be regarded as insignificant among teachers’ perceptions about job satisfaction in terms of the gender variable.”

5.3.2 Age

More than half of all the respondents in this survey were between the ages of 36-45 years. This is not surprising, given that C21 Private School is a private educational institution. Tschannen-Moran & Gareis (2015:268) explain that private educational institutions prefer middle aged employees as opposed to those that were either new to the profession, or those that might have been planning to exit the profession in the near future. It is perceived that middle aged employees possess both an element of experience and dynamism, which forms

part of the broader plan by private schools to attract the niche market who are willing to spend more on education.

The Bivariate Analysis revealed that age was strongly associated with job satisfaction. Older participants (>35 years) were more satisfied with their jobs than the younger participants. This study finding concurred with a similar finding in Chowdhury (2015:80), which highlights that older teachers (>40years) display more satisfaction than younger teachers towards their jobs.

5.3.3 Years in Service

Two thirds of all the respondents had spent between 4-6 years working at C21 Private School. In total, 87% of all the study participants were working at the school for more than three years. According to Lee (2012:137), it usually takes approximately two years for an employee to fully acclimatise oneself to an organisation, so that person-organisation fit is established. Based on the findings at C21 Private School it could be safely argued that most of the staff would be familiar with the work systems at the school, given the time that the majority of the respondents have spent there. However, it must be emphasised that years in service at the school was not identified as a factor having any association with job satisfaction, according to the Bivariate Analysis. This is supported by the finding in Chowdhury (2015:82) which shows that “there is no significant relationship between job satisfaction and teacher effectiveness of the secondary school teachers in terms of teacher experience at the school.”

5.3.4 Post Level

In the questionnaire, respondents were tasked to indicate what position one held or what category of employment one fell into at the C21 Private School. The options included: administration, support staff, deputy principal, HOD and teacher. In line with the South African education landscape, as demonstrated by Mafini (2014:8), it was appropriate that more than 70% of the respondents were educators. Das & Choudhury (2014:111) highlight that teachers are the mainstay of any secondary school. The Bivariate Analysis was used to establish if any significant association could be found between the post one held and job satisfaction. It failed again to do so, but this occurrence could be backed up by another

finding in Chowdhury (2015:83), whereby neither qualification nor position held at a school was found to have any bearing on job satisfaction.

5.3.5 Race

The respondents in this survey comprised only Indian (77%) and Black (23%) employees. The school's geographic location is in a predominantly (historically) Indian suburb which could be a possible contributory factor to the higher number of Indian staff at the school. There were no Coloured or White employees that participated in the survey; upon further investigation it was revealed that no Coloured or White employees form part of the school's staff. Wolhuter (2015:1381) explains that since 1994, the eyes of the world have been on South Africa, observing with interest the societal reconstruction project, upon which the country had embarked. In lieu of this statement, it is suggested based on the current staff composition at this school that more should be done in terms of staff transformation at C21 Private School, and at other institutions that find themselves in similar predicaments.

The Bivariate Analysis showed a significant association between the race of a participant and job satisfaction. More Black staff were not satisfied compared to Indian staff at this school. In an earlier study carried out by Mafini (2014:7) it was found that Black employees were the least satisfied with their jobs as academics in South Africa, when compared to all other race groups. This finding obviously correlates with what was found at C21 Private School.

One of the key explanations proposed by Mafini (2014:8) was that since the emergence of democracy in 1994, the education sector in South Africa - including private and public institutions - had attempted to rapidly transform the education sector, by quickly trying to incorporate more academics of colour into the system, without planning a proper strategy or model for change. As a result, many Black academics were unwittingly almost pressurised into entering a system and this created dissatisfaction for many. Wolhuter (2015:1383) indicates that the South African education sector, even after more than two decades into democracy, is currently in the growth stage. There is still room for addressing any racial gaps that were created during the transformation process, however it is imperative to include the promotion of racial and social cohesion in the education sector at all times.

5.4 Factors Affecting Job Satisfaction in the Educational Context

5.4.1 Working Environment and Culture

The results of the survey pertaining to working environment and culture indicated that the majority (71%) of the respondents had positive views regarding the working conditions and culture at the school. Approximately two thirds of the participants revealed that they were satisfied with the benefits and salaries that they were receiving; this is important since both Cizek (2012:48) and Zeb et al. (2015:305) suggest that financial rewards is a factor that enhances workplace motivation. A study conducted by Raziq & Maulabakhsh (2015:724) emphasise that a conducive working environment has a positive impact on job satisfaction. However, it is also notable that approximately one third of the respondents indicated a negative view with respect to the department working conditions and mentoring provided by management. The latter findings should be of concern, as both working conditions and supervision were observed by Mafini & Dlodlo (2014:12) as extrinsic motivation factors that exhibited statistically significant relationships with job satisfaction amongst employees.

5.4.2 Relationship with Colleagues

The analysis of the responses to the questions in the survey regarding relationship with colleagues illustrates that most of the respondents expressed that they have good relationships with their colleagues, who were also educators. Zahoor (2015:181) supports the notion that good interrelationships amongst colleagues promotes psychological well-being and, could therefore help sustain workplace job satisfaction. It is also noteworthy that more than a third of all the respondents highlighted that there was inherent concern around the absence of staff working together as a team to strategise and plan efforts. According to Mafini & Dlodlo (2014:11), teamwork is another important extrinsic motivation factor known to have statistical correlation with job satisfaction.

There appears to be a high level of collegiality at C21 Private School, but this is not necessarily being translated into work related activities. Veldman et al. (2013:564) suggest that teachers who enjoy cordial relationships within the school environment tend to feel more secure in their jobs within that school environment. This aptly explains the significant positive correlation between environment and culture with relationship with colleagues, as

well as the significant positive correlation between relationship with colleagues and job security, as indicated by the Spearman's Correlation Analysis.

5.4.3 Job Security

The findings indicate mixed perceptions among the respondents with respect to job security. The overall tally indicates that 59% of the respondents ultimately reported positively towards job security at C21 Private School. This is in keeping with the finding from another study conducted by Bercu (2017:1344), which reveals that 58.33% of all the employees surveyed in that study possessed positive responses regarding job security.

The majority of the respondents from C21 Private School felt that they could communicate openly without repercussions. According to Hossen & Latif (2016:208), open communication between staff members assists in keeping staff motivated. Approximately two thirds of all the respondents indicated that they felt that, as educators, their jobs were not at risk. However, half of the participants responded that their jobs did not significantly contribute to the overall performance of the educational institution. This could indicate a mismatch between the viewpoint of the employee with regards to the role that one plays within the larger organisational structure as opposed to their job description in their department. Wang et al. (2014:1075) explain that if not addressed, over the long term, such thoughts could cascade into job dissatisfaction, decreased motivation and ultimately total loss of job security.

In addition, it is worth noting that half of the respondents indicated that they perceived a lack of a sense of stability and continuity within their respective departments. The relationship between the job security of the educator and the stability within a certain department could be investigated in the future, because the statistical data presented in the previous chapter shows an anomaly in these two items when compared to each other (teachers indicate that they feel safe as an employee of the school, but feel unstable and lack certainty over their continuity within their designated department).

5.4.4 Recognition

Analysis of related recognition factors reveal mixed viewpoints of the survey participants. Majority of the respondents acknowledged that hard work was rewarded at C21 Private

School. This is an important finding as Haider et al. (2016:353) point out that gratification of staff would unequivocally lead to motivation. There is a general belief that motivated staff have job satisfaction, which in turn positively affects one's performance and thereby enhances overall organisational productivity (Mafini, 2014:11). It must be emphasised that rewards are not necessarily limited to financial rewards, and could include any kind of non-financial benefit that the organisation could offer which might be seen as valuable by the employee (Haider et al., 2016:354).

While most of the employees felt recognised for the work done at C21 Private School, more than half of the respondents indicated that this did not necessarily make one feel that one was in a better position of moving into a superior role. This is a potential concern in terms of employee motivation and job satisfaction at the school, particularly since a significant percentage of participants also indicated that the recognition of work performed did not necessarily translate to motivation for enhancing one's achievements. Das & Choudhury (2014:106) echo this concern, wherein it states that "job satisfaction is employees' sense of achievement and his success in a particular job and is directly linked with productivity and personal wellbeing."

5.4.5 Advancement

An overall assessment of the responses obtained under this section of the survey suggests that a negative outlook towards employee advancement exists at C21 Private School. The results revealed a correlation between the lack of avenues for the advancement of employees, and working conditions that were non-supportive of teacher advancement. This therefore could result in the increased risk of potential employee dissatisfaction (Gkolia et al., 2014:341).

Almost two thirds of employees indicated the lack of training and development opportunities for teachers, even though teachers were encouraged to undertake research. Bercu (2017:1345), discusses the empirical results of a study carried out to assess the satisfaction of employees at work utilising a series of various questions, including those pertaining to training and professional development provided by the employer. It shows that about 89.58% of the 132 participants indicated that they were supported by their company for professional development, and this directly contributed to them feeling satisfied in their respective jobs at the company. This result should be utilised as a cue for C21 Private School to rectify the

current situation with respect to the lack of training and development opportunities offered to staff members. In doing so, it is also important for institutions to tailor trainings according to the needs of employees. Bercu (2017:1344), highlights that people are more satisfied and perform better if training has a direct effect on their performance.

Furthermore, just over half of the respondents indicated uncertainty with respect to future possibilities of promotions for teachers at the school. This statistic is also worrying since Zeb et al. (2015:305) highlight through a review study, that job promotion is one of the key forms of reward that supports continued job satisfaction of employees.

5.4.6 Leadership

Respondents indicated a negative perception with regards to the overall leadership and decision making at C21 Private School. Even though almost two thirds of the respondents indicated that they had the liberty of making independent decisions within their specific job descriptions, it must be highlighted that majority of the respondents indicated that they were excluded from decision making within the broader context of the organisation by the school's management. The study carried out by Bayram & Dinc (2015:280) reveal that those managers who make decisions pertaining to organisational issues in a more inclusive manner were more likely to enjoy a motivated work team.

In addition, the respondents' perception of the management style at C21 Private School is negative. More than half of the participants (54%) did not agree with the statement that management guided staff in a friendly manner. The responses indicated an agreement that the management at this school resembles dictatorship. Lazaroiu (2015:73) states that a positive correlation exists between transformational leadership and job satisfaction. At the core of contemporary management is transformational leadership, which advocates the guiding and teaching of staff in a friendly manner.

The survey item "school leadership delegates some of their responsibilities to teachers" could have been structured or worded differently, as it might have been misinterpreted by some of the survey participants based on the way it is currently read. The statement was designed to describe management in a positive light (leadership willing to share tasks to empower sub-ordinates) and ascertain if the respondents agreed or not. In retrospect, some respondents might have understood the statement to mean that management is possibly lazy and delegates their responsibility to sub-ordinates.

The last item under the section on leadership in the questionnaire revolved around the openness of staff with management in relation to discussing school problems. It is interesting to note that the responses to this item revealed an almost equal split in terms of those agreeing and those disagreeing that communication problems with management do exist. This could be investigated further in the future, given that more than half of the respondents had agreed that there were various channels of communication at C21 Private School.

The Spearman Correlation Analysis highlights that leadership was discovered to have a significant correlation with advancement. More than 70% of the respondents had negative views or perceptions regarding both these factors. A similar association between these exact two factors is evident in a study carried out by Naseem & Salman (2015:5). The manner in which leaders manage employees therefore has repercussions on employee advancement.

5.5 Chapter Summary

The broad aim of this study focused on establishing a correlation between job satisfaction and the following factors: work environment and culture, relationship with colleagues, job security, recognition, advancement and leadership.

While a global view of the statistical analysis, by means of the Chi-squared test, did not indicate any strong correlation between the various factors investigated with job satisfaction, it is significant noting that the Spearman Correlation Analysis was highly indicative of correlation between certain of the variables investigated in the survey conducted.

Furthermore, a couple of the items in the survey questionnaire might have been worded in a potentially ambiguous manner, thereby introducing an element of uncertainty when interpreting the data. Therefore, this could have also possibly skewed the Chi-squared analysis to a certain degree.

In the next chapter, conclusions surrounding the pertinent issues that arose from this study shall be made, and recommendations on possible solutions to problems identified through this study will be outlined. This includes ideas for possible future research initiatives.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The focus of this chapter is to examine whether or not the objectives of this research have been achieved. The results of the survey conducted at C21 Private School were analysed in Chapter 4 and discussed in Chapter 5. This chapter draws conclusions and posits recommendations that arise out of the discussion chapter. The challenges that arose during this research study will also be brought to the fore. The limitations of this study will be acknowledged in this chapter, as well as an exploration on ideas for associated future research on the topic investigated in this study.

6.2 Conclusion

This study highlighted several issues within the private education context. Firstly, although the majority of the participants expressed satisfaction with the general working conditions and culture of the school, there were a significant number of participants who expressed dissatisfaction with working conditions within their specific departments, particularly with respect to supervision and mentoring received from their superiors. This dissatisfaction did not extend to their relationships with colleagues of the same rank; in fact there appeared to be a high level of collegiality in terms of interpersonal relationships. Of concern however, was that this collegiality did not appear to translate into work related activities, and this could be suggestive of future loss of job satisfaction.

The analysis of the findings concluded that there were mixed viewpoints pertaining to recognition of hard work, as well as job security. The job insecurity appeared to correlate with a lack of a sense of stability and continuity within the respective departments. This could result in diminished motivation of staff in the future. Another concern raised by the respondents was with regard to a potential lack of motivation and subsequent job dissatisfaction, arising from the absence of recognition of work that could facilitate the possibility of future promotion. This dissatisfaction also extended to a significant number of employees, indicating a lack of training and development opportunities, particularly since their working conditions were not conducive to research and skills development. There appears to be an incongruity between management's expectation of staff to develop their

skills and the infrastructure needed to support this. If future promotion, as an incentive is unattainable, the likelihood of job dissatisfaction increases.

An additional conclusion from this study is the negative perception held by staff of the overall leadership and decision making systems at C21 Private School. Although the majority of the respondents indicated that they had the freedom of making independent decisions in their specific job role, they were excluded by management from participating in decision making in the broader context of the school. In addition, the guidance provided by management was seen to be authoritative rather than collegial. These findings could have negative implications with respect to job satisfaction. It is interesting to note that respondents were divided in terms of their perception of the management communication style within the context of issues at the school.

6.3 Implications of this Research

This study has highlighted that the major areas of potential job dissatisfaction at the school are related to relationships with management, as well as the inability of respondents to take advantage of avenues for skills development within the current structure of the school. This could be resolved by the examination of current work policies at this school, as well as the implementation of a revised more inclusive communication strategy between staff and management. This will in turn benefit all employees at C21 Private School, as well as employees at similar private education institutions, and potentially contribute towards increased job satisfaction.

6.4 Study Limitations

Study limitations with regards to this research study include:

- a) The study was limited to a survey conducted at only one private education institution, C21 Private School.
- b) Two of the items in the survey questionnaire were ambiguously worded, which could have affected the interpretation of the data analysis.

- c) Some of the sections in the questionnaire could have benefited from additional questions to gain deeper insight of the issues at the school.
- d) The limited time and resource constraint, given the complexity of the research topic, may have presented a superficial view of the problem.

6.5 Recommendations to solve the research problem

This research study and survey formed the basis for the following recommendations:

- a) The school should strategise to incorporate regular team building activities to ensure a better working relationship between staff and management.
- b) Policies should include the implementation of systems to facilitate better and easier communication between staff at all levels. This system could be adapted to suit the latest technological trends.
- c) Working conditions should be addressed to accommodate the capacity building and skills development of staff.
- d) Policies in relation to promotion, advancement, job security and staff transformation should be developed or amended through collective discussions with all relevant stakeholders at this school.

6.6 Recommendations for Future Studies

- a) A study of additional private education institutions in KwaZulu-Natal could highlight trends within this sector, and enable a comparative analysis.
- b) The study was initiated as a result of specific concerns relating to factors affecting job satisfaction that were highlighted in some literature sources on the topic. This was by no means an all-encompassing list, and it would be expected that future studies tap into those factors that were not investigated in this study.

- c) A mixed method approach incorporating both qualitative and quantitative data could be used in future studies to provide a more detailed understanding of the job concerns in the private education sector.
- d) Based on the findings of this study, it would be advised to further investigate the causes of the perceived lack of stability within the respective departments of teaching at C21 Private School.

6.7 Chapter Summary

The purpose of this study was to explore the different factors affecting job satisfaction or occupation fulfilment. In addition, this study hoped to distinguish the connection between job motivation or job inspiration and job satisfaction or work fulfilment, with a special focus on private education institutions. The findings of this study have contributed a significant understanding to the objective outlined above, particularly with regard to specific factors that could affect job satisfaction. Future research studies would provide a more detailed understanding of the link between job satisfaction and the associated factors within the private education environment.

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APPENDIX A:
PERMISSION TO CONDUCT THE STUDY

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To whom it may concern

Dear Sir / Madam

Consent granted to Mr. Sudhindra Naidoo for Research Study purposes

The above student, Mr. Sudhindra Naidoo, student number 207500613, presently pursuing his Masters Degree in Business Administration at UKZN for the 2017 academic year, has been granted consent to conduct his study at our school. He will be issuing the relevant questionnaire to our educators and staff for the purposes of his study.

Do not hesitate to contact me on 074 911 6526 should any queries arise.

Kind



MR. N. BUDARAM

(Head of Department)

APPENDIX B:
RESEARCH QUESTIONNAIRE

Questionnaire to be administered for Research Purposes

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence

Please ensure that you have provided <i>written consent</i> (Informed Consent Letter 3C) prior to participating in this questionnaire
--

Please place a tick in the most applicable box

Biographical Information

1. Gender

Male	
Female	

2. Age

18-35	
36-45	
46-55	
56 and older	

3. Years of Service at school

1-3 years	
4-6 years	
7-9 years	
10-15 years	
Longer than 15 years	

4. Post Level

Administration	
Support staff	
Principal	
Deputy Principal	
HOD	
Teacher	

5. Racial Group

Black	
Coloured	
Indian	
White	

Kindly complete the questionnaire below which relates to various aspects of job satisfaction. All responses will be kept confidential.

1. Working Environment and Culture

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The school has strong values which support academic excellence					
Teachers receive satisfactory salaries					
Teachers receive satisfactory benefits					
My HOD is a good mentor					
Departmental working conditions are acceptable					
The school culture and ethos creates a good work environment					

2. Factors affecting Job Satisfaction

Relationships with colleagues

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our colleagues always communicate with one another in relation to academic issues					
Teachers work together as a team					
We plan and coordinate our efforts together as a team					
I have a good relationship with other teachers					
The morale in our department is high					

Job Security

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel free to express my opinions without worrying about negative actions/responses					
I have job security as an educator					
I have clearly defined reasons for my existence as an employee.					
My job is important for the overall output of the school					
There is a sense of stability and continuity in my department.					

Recognition

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Hard work is usually rewarded at my school					
I receive enough recognition for the work that I do.					
If I do a better job, I have a better chance of getting ahead.					
Recognition of my work motivates me to enhance my achievements.					

Advancement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers are encouraged to undertake research.					
Working conditions for teachers supports their advancement					
Opportunities exists for training and development of teachers					
There are opportunities for teachers to be promoted.					

3. Leadership and Job Satisfaction

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers have enough freedom to make their own decision within the given responsibility					
There are various channels of communication in our school					
Teachers are involved in the planning process in our school					
Management guides as a friend and not as a dictator					
The school management team invites teachers to participate in the decision-making process.					
School leadership delegates some of their responsibilities to his teachers					
School Management acts without consulting the staff					
I do not hesitate to discuss any school problem with the school management team					

4. Recommendations to ensure Job Satisfaction

Kindly provide any recommendations, on how you as the employee would improve Job Satisfaction at the school.

5. How would you currently describe the way you feel about your job?

Satisfied	
Dissatisfied	

Thank you for taking time to complete this questionnaire.

APPENDIX C:
PROOF OF LANGUAGE EDITING

TO WHOM IT MAY CONCERN

LANGUAGE EDITING

I, Linda Herbert, acknowledge that I did the language editing of Mr Sudhindra Naidoo's dissertation, submitted in partial fulfilment of the requirements for the degree of Master of Business Administration.

The title of the dissertation is:

Factors Affecting Job Satisfaction at Private Education Institutions in KwaZulu-Natal: A study on C21 Private School

If any significant text changes were made to the hard copy that I gave Mr Naidoo on 21 November 2017, I cannot be held responsible for any errors that are made. The quality of the final document, in terms of language editing, remains the student's responsibility.

Detailed feedback of the language editing has been provided to Mr Naidoo in writing.



Linda Herbert

Language editor

0845902179.

APPENDIX D:

ETHICAL CLEARANCE LETTER



05 July 2017

Mr Suthindra Naidoo (207500613)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Naidoo,

Protocol reference number: HSS/0800/017M

Project title: Factors affecting Job Satisfaction at Private Education Institutions in KwaZulu-Natal: A study on C21 Private School

Full Approval – Expedited Application

In response to your application received on 15 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

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 Shénuka Singh (Chair)

/ms

Cc Supervisor: Dr Muhammad Hoque
Cc Academic Leader Research: Dr Emmanuel Mutambara
Cc School Administrator: Ms Zarine Bullyraj

Humanities & Social Sciences Research Ethics Committee
Dr Shénuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 254001, Durban 4000

Telephone: +27 (0) 31 280 2587/835044557 Facsimile: +27 (0) 31 280 4500 Email: ethics@ukzn.ac.za / ethics@ukzn.ac.za / ethics@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Colleges: Edgewood Pietermaritzburg Westville Medical School Pietermaritzburg Westville

APPENDIX E:

TURN IT IN ORIGINALITY REPORT

MBA Dissertation

ORIGINALITY REPORT

2%	1%	0%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Mancosa Student Paper	1%
2	ir.dut.ac.za Internet Source	1%
3	korbedpsych.com Internet Source	1%

Exclude quotes On

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