

**EXPLORING THE INFLUENCE OF PROFESSIONAL
INTERACTIONS WITHIN SCHOOL ENVIRONMENTS ON
LEVELS OF TEACHER JOB SATISFACTION:
A COMPARATIVE STUDY ACROSS DIFFERENT SCHOOL TYPES**

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DECLARATION

I, PregasenKoogathassan Moodley, student number: 209530183,
declare that this research study is my own work and that all the sources used
have been indicated and acknowledged as required.

Signature

Date

ETHICAL CLEARANCE NUMBER:

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ABSTRACT

Since the end of apartheid school education in South Africa has been constantly reviewed, undergone transformation and critiqued with a view to influencing school reforms that would produce a quality driven school education system. Given the changes of the education system since the advent of democracy, teachers have been subject to numerous demands in terms of curricula, assessments, policies, work contexts, the types of management and peer relationships, and the way they need to view such changes. All of these impinge upon the level of job satisfaction teachers feel, which influence motivation to teach and ultimately filter to the quality of teaching and learning that occurs in the classroom.

This study, located within the Kranskloof ward of the Pinetown district, Durban, South Africa, focused on teacher job satisfaction across public, private and Ex-Model C schools, sought to answer the following research questions: 1) What are the current levels of teacher job satisfaction within each of the different school types and how do these levels differ across school types? 2) What is the nature and frequency of professional interactions occurring within each of the different school types? 3) How do these professional interactions in the different school types influence levels of teacher job satisfaction? and 4) Why do these professional interactions in the different school types influence teacher job satisfaction in the way they do? In answering these research questions, this study explored how teachers feel about their role as professionals and how this contribute to their levels of job satisfaction. In the context of this study, professional interactions encompassed the principal's leadership style, teacher involvement in matters concerning their work and the level of teacher collegiality and collaboration. These three themes focusing on the level of professional interactions between the principal and teachers and between the teachers themselves, contributed to the body of literature on teacher job satisfaction by identifying the school context as a professional field, a concept that will be elaborated on later in the study, and its influence on levels of teacher job satisfaction.

This study was mainly underpinned by the needs-based approach, arising from the seminal theories of Fredrick Herzberg (1966) and Abraham Maslow (1959). According to these theories, the level of job satisfaction is influenced by the extent to which teachers' needs within the school environment are met. These theories categorize factors influencing teachers' levels of job satisfaction as being extrinsic and intrinsic and the extent to which these needs are satisfied is measured through the nature and frequency of professional interaction

activities occurring within the school environment. Whilst acknowledging that these two theories are the dominant theories in this study, other theories were mentioned as a means of supplementing the discussion. These additional theories highlighted the influence of teacher's needs being satisfied as a factor influencing job satisfaction. These theories included The Discrepancy Theory of Porter and Lawler (1968), the Affect/Expectancy Theory of Locke (1976) which explained job satisfaction as the difference between expectation and outcome and The Three Factor Theory of David Sirota (2005) which highlighted the significance of inter-personal relationships as a factor within school environments influencing job satisfaction. A mixed method sequential explanatory design was used and involved a first phase quantitative survey of a total of fifty level one teacher participants from the three different school types, and a second phase of semi-structured interviews with nine teachers, three from each school type.

The survey research aimed to provide information on the current status of teachers' job satisfaction levels and to identify the nature and frequency of professional interaction activities occurring within the different school environments and to identify possible relationships between aspects of professional interactions and levels of teacher job satisfaction, whilst the qualitative data sought to explain the relationships between these variables.

The overall finding of this study showed that both extrinsic factors which shape the school context and identity through professional interactions (principal's leadership style, teacher involvement and teacher collegiality and collaboration), and intrinsic factors (achievement and recognition, teacher involvement and engagement in matters concerning their work, and professional advancement and growth) influenced levels of teacher job satisfaction. The main concepts dealing with professional interactions as identified in the literature correlate with the constructs of the theoretical framework underpinning this study.

A significant finding of this study was that job satisfaction amongst teachers ranked according to the school type in which they taught. Significant relationships between professional interactions and levels of teacher job satisfaction existed across all school types, but individual schools presented varying results, showing that the school context does influence levels of teacher job satisfaction.

Based on the findings of this study, it is recommended that school management and education policymakers pay attention to the importance of school contexts, through its professional interactions, in influencing levels of job satisfaction of teachers.

KEY WORDS: Job satisfaction, professional interactions, professional field, transformational leadership, collaboration

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CHAPTER ONE

Context, Objectives and Overview

1.1 Introduction

School education in South Africa since the end of apartheid has been under constant review, transformation and critique with a view to influencing school reforms that would produce a quality driven school education system. The reviews, transformation and critique have been the subject of all aspects of schooling, including curriculum, teacher development, school infrastructure, school leadership and management and school resourcing (Bloch, 2009). Learner performance in annual national assessments and in national senior certificate results became the benchmark to evaluate the quality of school education. All schools were then evaluated against their performance in these tests and this became a point of reference for quality school provisioning. Several interventions have been made to address the concerns related to school education and include constant curriculum renewals, more teacher development requirements, school leadership development and infrastructure and resource provisioning. Yet such interventions have revealed little difference in school learner performances as the majority of learners continue to underperform in schools (Bloch, 2009).

A more fine-grained analysis of school education is, therefore needed. This study delves into this fine-grained situational analysis with a focus on teachers. Thus, the purpose of this chapter is to introduce the research study and to motivate for its significance. Teachers, during these national intervention processes, have had to endure several episodes of curriculum change and teacher professional development demands. As a teacher, I have experienced the numerous interventions that have been made in a quest to improve education standards in South Africa. Firstly, the curriculum changes included system wide changes in terms of curriculum renewals beginning with the introduction of Outcomes Based Education through the Curriculum 2005 process of gradually introducing OBE across all phases of school education, through the Revised National Curriculum Statement, the National Curriculum Statement and now with the Curriculum and Assessment Policy Statement (CAPS).

Teacher professional development began with the upgrading of unqualified and under-qualified teachers, retraining for implementation of OBE curriculum, on-going professional development and new teacher education frameworks that influenced the work and training of

teachers for school education. In addition, school governance development within school education increased substantially with increasing teacher accountability and within a human rights discourse that is undergirding school education. The impact of these changes and demands on teachers is, therefore, a subject of exploration in this study. How teachers feel about their role as professionals, their levels of job satisfaction, the leadership style of the principal, teacher involvement in matters concerning their work, and the quality of the teacher collegiality and collaboration as factors shaping the school context is the major focus of this study.

The MetLife Survey (2013) has reported a steady decline in levels of teacher job satisfaction over the years and according to this report something has to be done to prevent the teaching profession from looking gloomy and heading for crisis seeing that teacher satisfaction levels have dropped from 59% in 2009 to just 39% in 2013.

Learner performance, poverty level indexes of schools, infrastructure variations amongst schools and school geographic locations led to schools being categorised according to various indicators (Bloch, 2009). For example, infrastructure variations have led to schools being categorised as quintile one to quintile five schools, poverty indexes have led to schools being categorised as feeding schools and non-feeding schools. Learner performance has led to schools being categorised as performing and non-performing schools. There are many other kinds of categorisations that embrace the South African education system. Whilst, in some cases, these categorisations are useful in managing the school education systems in terms of reporting and interventions, the effects of these categorisations have not been explored beyond reporting and interventions. This is where the uniqueness of this study comes in as it explores school categorisation beyond just reporting.

In bringing these areas of exploration together in this study, I chose the teacher as my primary vantage point in this exploration. Furthermore, campaigns to provide quality education in schools thus far have tended to ignore the teachers perspective, although they are the chief classroom practitioners (Griffin, 2010). This study, therefore, attempts to address this gap by focusing on the teacher's perspective on this issue.

The primary purpose of this research study was to explore the job satisfaction levels of teachers in the different school types and to gain insight into how these levels differ across school types, and secondly to explore the influence of the school context, shaped by the

professional interactions occurring herein on levels of teacher job satisfaction. The secondary purpose was to explore what might explain the relationship between the school context through its professional interactions and levels of teacher job satisfaction. The main research questions of this study focused on what the current levels of teacher job satisfaction is in the different school types and how these levels differ across school types; what is the nature and frequency of professional interactions occurring within the different school types; how do professional interactions within the different school types influence job satisfaction, and finally why these professional interactions influence teacher job satisfaction the way they do. In light of what has been said above, it is relevant to cite Zembylas and Papanastasiou (2004) regarding the premise upon which this study is based. According to Zembylas and Papanastasiou (2004) what people think, how they feel and what they do is shaped by the social context in which they work.

Teacher job satisfaction can and has been explored from various vantage points but for the purpose of this study, teacher job satisfaction will be explored from a personal perspective. By personal perspective I mean from an individual's perspective. This involves looking into teacher needs as professional practitioners and the extent to which these needs are satisfied as key to their levels of job satisfaction since the concept, being an affective and subjective concept, can mean different things to different people in that what satisfies one may not necessarily satisfy another (Gaicovad, 2011; Panday, 2010). This study thus approaches teacher job satisfaction from a needs perspective by exploring the levels to which teacher needs are met in their work context and this subsequently influences their level of job satisfaction. As human beings and individuals we have different likes, dislikes and needs. Whilst some teachers may derive satisfaction from their learners' good performance, others may find their involvement in decision making processes concerning their work rewarding and satisfying. It is thus important to identify those factors within the school environment that contributes to teachers being satisfied with their jobs. Building on this point, the main theories underpinning this study has relevance in that they explain job satisfaction in terms of needs gratification. Herzberg's (1966) Two Factor Theory; Maslow's (1959) Hierarchy of Needs Theory; Locke's (1976) Affect/ Expectancy Theory, and Porter and Lawler's (1968) Discrepancy Theory are all needs based theories and thus link teacher job satisfaction to the fulfilment of their needs within the school environment. A more recent theory, David Sirota's (2005) Three Factor Theory takes a fresher look at aspects of professional interactions within the school environment influencing levels of teacher job satisfaction by focusing on teacher

collegiality and teacher collaboration and will be used in this study. These theories will be further elaborated upon in Chapter Four, the theoretical orientation chapter.

The following diagrammatic representation is my creation and encompasses the focus of this study as well as that of the key theories underpinning this study. Furthermore it succinctly provides an explanation of what has been summarised above.

FIGURE 1: Diagram showing how the theoretical frameworks used in this study influence levels of job satisfaction of teachers



TEACHER EXPECTATION = FAVOURABLE OUTCOME = JOB SATISFACTION

According to this model, job satisfaction is the result of what teachers expect from their working environment, which is based on their needs, equalling what they actually receive. It has its fundamental basis on Porter and Lawler's Discrepancy (1968) Theory which asserts that the greater the difference between teacher expectations and teacher outcomes, the greater the levels of job dissatisfaction and vice versa. Furthermore, in respect of this study, teachers' needs are identified through the theories of Herzberg's (1966) Two Factor theory and Maslow's (1959) Hierarchy of Needs theory and are explained in terms of the professional interaction activities that do occur within school environments.

The uniqueness of this study lies in the exploration of the influence of interactions between the principal and teachers and between the teachers themselves as a means of explaining job satisfaction levels of teachers. This study, in particular, focuses on the leadership style of the principal, the level of teacher involvement in matters concerning their work and the nature of teacher collegiality and teacher collaboration as factors which influence teacher job satisfaction.

Teacher job satisfaction is important for many reasons and has thus become a focal point of research. Teachers' levels of job satisfaction impact significantly on curriculum delivery and subsequently on learner performance. Apart from dissatisfied teachers suffering from stress related problems which impact negatively on school attendance, they also display apathy,

resentfulness, low motivation and poor self-esteem (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2006). This argument is supported by studies (Demirtas, 2010; Monyatsi, 2012 & Moola, 2005) which concluded that dissatisfied teachers experience a host of physical and psychological problems which can have detrimental consequences for learner performance.

The purpose of this chapter is to introduce the research study and to motivate for its significance. This is done by focusing on the background to the study, and by providing clarification on the purpose of this study. This chapter also includes a presentation of the research questions, the research design and the methodology used in the collection and analysing of the data. This chapter then concludes with a discussion of the limitations of this study so that the findings could be placed in their correct perspective.

1.2 The purpose of this study

Despite numerous interventions by schools and the department of education to improve learner performance, little or no difference has been noted. A review of the literature (Gaicovad, 2011; Griffin, 2010; Panday, 2010) indicates that the teacher as the key practitioner in the classroom has largely been ignored in these intervention programmes. I therefore intend, through this study, to contribute to the discourse on the role of teachers as key role players in education from a personal perspective by studying their levels of teacher job satisfaction from a needs perspective. Through this study I intend to identify the extent to which teacher's professional needs are being met in their school contexts and the extent to which this influences their levels of job satisfaction. Low teacher morale and teacher job dissatisfaction has contributed to the failure of South Africa's education system and subsequently learner poor performance (Makgato, 2006; Mentz, 2007; Naidoo, Botha and Bisschoff, 2013). This study also sought to contribute to the discourses and debates on learner performance by focusing on the teacher and exploring the extent to which the satisfaction of their needs within the school context influences their levels of job satisfaction. Several studies (Bolin, 2007; Calaguas, 2017; Josanov-Vrgovic & Pavlovic, 2014) assert that happy teachers are satisfied teachers and that satisfied teachers are productive and committed teachers. Following these assertions and descriptions of teacher job satisfaction thus far, this study intends to explore the significance of the school context, shaped by its professional interactions, on influencing levels of teachers' job satisfaction.

A literature search for this study indicates a dearth of information about elements of professional interactions within school environments that contribute to teacher job satisfaction. Some studies focused particularly on the schools' organisational climate (e.g. Xiaofu & Qiwen, 2007) as a factor influencing job satisfaction levels which alludes to aspects of professional interactions. This study therefore, hopes to stimulate discussions and debates on the influence of the school's organisational climate shaped by the nature and occurrence of professional interactions on levels of teachers' job satisfaction.

The literature on teacher job satisfaction appears to have focused mainly on secondary school teachers, which creates the need for research in primary schools (Akhter, 2013). This study intends to address this gap and contribute to the literature by researching job satisfaction levels amongst primary school teachers.

The purpose of this study was thus to explore the current levels of teacher job satisfaction within each of the different school types and how these levels differ across different school types and to explore the influence of professional interactions on levels of teacher job satisfaction.

1.3 Research questions

The following research questions outline the objectives of the study and inform the methodology used.

- (1) What are the current levels of teacher job satisfaction within each of the different school types and how do these levels differ across school types?
- (2) What is the nature and frequency of professional interaction occurring within each of the different school types?
- (3) How do the professional interactions in the different school types influence levels of teacher job satisfaction?
- (4) Why do the professional interactions in the different school types influence teacher jobsatisfaction in the way they do?

1.4 Rationale for the study

The study was driven by both a personal and research imperative. Having spent all of my teaching years, thus far, in a government school and being exposed to government school

teachers' perceptions of job satisfaction, I became curious about how teachers in the other school types (e.g. independent schools and Ex- Model C schools) feel about their jobs and to what extent their school environments influence levels of teacher job satisfaction. It is generally assumed by teachers (through my interactions with them) teaching in government schools that the private and Ex-Model C schools are more professionally organised, hence the higher levels of job satisfaction experienced by the teachers in these school types. By undertaking this comparative study, I hope to either confirm or reject this assumption that teachers have through an analysis of the data. Based on the findings of this study, recommendations will be provided on ways in which to improve levels of teacher job satisfaction across school types.

Work motivation and job satisfaction are considered to be significant to the success of educational institutions (Ackerman, 2011; Zeb & Jamal, 2016). Poor work motivation and high levels of job dissatisfaction can contribute significantly to teacher burnout and learner poor performance (Johnson, Kraft & Papay, 2011). By improving job satisfaction levels of teachers, it is envisaged that this will lead to a more committed and productive workforce (Calaguas, 2017; Nguni et al., 2006; Zeb & Jamal, 2016).

Being a teacher for 32 years of which fourteen years have been in a management position, it is a concern to observe the decline in teacher morale, commitment and job satisfaction levels. More and more teachers in my school speak daily about exiting the system, hence my interest in improving their levels of job satisfaction by exploring and addressing the causes of their dissatisfaction. I decided to approach this exploration from a needs perspective focusing on professional interactions between the principal and teachers and between the teachers themselves. Based on the key theories underpinning this study, this study attempts to link job satisfaction levels of teachers to the gratification of their needs within their school contexts. An analysis of the data will shed light on the extent to which the gratification of teachers' needs influences how they feel about their jobs.

The South African schooling system is characterized by categorization and quintile rankings. Schools are classified as Private, ex-model C, Government urban, Township and Rural schools, whilst quintile rankings see quintile one schools as being the poorest resourced and quintile five as being adequately resourced to promote teaching and learning. In reporting on learner performance, researchers (e.g. Spaul, 2013) have suggested that more affluent schools tend to produce better results. From my interactions with the teachers in my school in

particular and within the teaching profession in general, there is a general perception that teachers in the private and ex-model C schools enjoy higher levels of job satisfaction than those teachers teaching in government public schools. This is what prompted me to do this comparative study across the different school types. This comparison was intended to explore the similarities and differences of selected aspects of professional interaction activities occurring within the different school types and to highlight the influence of these on the differences that might exist on levels of teacher job satisfaction. This study will therefore provide me with the insights into teacher job satisfaction across school types that will enable me as a school leader to construct a school environment that promotes a healthy context for professional interactions that will in turn lead to higher levels of teacher job satisfaction amongst my staff. There is thus a need to explore the variations within and across these various school types as categorised by, amongst others, performance levels, quintile rankings, geographic locations and governance types (section 20, section 21 and independent schools).

In this regard, this study explores aspects of these variations amongst school types with a view to illuminating how the contextual realities of the various school types influence teaching and learning. In this study specific focus is on professional interactions across three school types and the relationships between school types, professional interactions and teacher job satisfaction.

The present day teacher has been exposed to numerous curriculum and policy changes, excessive demands from education administrators and authorities and a changing face of learner make-up. Without the necessary support and adjustments, this is likely to cause demotivation, disillusionment and stress amongst teachers. These characteristics are all associated with negatively affecting the quality of teaching and learning in schools (Antoniou, Ploumpi & Ntalla, 2013) and furthermore job stress is associated with poor work performance and productivity, as well as teacher burnout as it directly affects morale and commitment (Panagopoulous, Anastasiou & Goloni, 2014). It has thus become necessary for school management teams to develop strategies that promote healthy working conditions as high quality, motivated and satisfied teachers are crucial for effective educational systems (OECD, 2005). It is within this framework that this study on the job satisfaction of teachers is undertaken. It is envisaged that the possible outcomes of this study may assist in understanding how teachers can increase their levels of job satisfaction within a constantly evolving school education system. .

1.5. An annotated literature review

1.5.1 Evolving aspects of teacher job satisfaction

Job satisfaction is one of the most thought over and discussed terms in the professional world and is an area of complex research and theory (Gaicovad, 2011) and has thus become an integral part of policy making exercises (Vassallo, 2011). This is because more and more teachers are becoming increasingly dissatisfied with their work as indicated by the 2013 MetLife survey which saw job satisfaction levels of teachers drop from 59% in 2009 to 39% in 2013.

This shift from the material conditions of work to relational conditions of work as it relates to job satisfaction opens up spaces for a deeper understanding of job satisfaction, especially in a context where little opportunities to change jobs are available and where teachers, for example, have to endure their working contexts throughout their teaching careers in the same school. This study, therefore, elaborates on this shift by focusing on the influence of the school context which in this study will be referred to as professional fields, on levels of teacher job satisfaction.

Generally studies on job satisfaction are broken up into two components. The first and most prominent one in the research is global job satisfaction, which refers to the general and overall feelings that a person has about the job, whilst the second component refers to facet job satisfaction (Mueller & Kim, 2008). Facet job satisfaction refers to how an individual feels about individual aspects of the job and identifies specific aspects that may require improvement in its quest to improve satisfaction levels. This can include amongst other things salary, growth opportunities and the quality of relationships with colleagues etc. (Mueller & Kim, 2008). What this means is that an individual can enjoy overall job satisfaction and still be dissatisfied with certain aspects of what goes on in the school environment. The opposite is also true in that teachers can be satisfied with individual aspects of the job but can still, overall, be dissatisfied with their jobs. By examining the influence of aspects of professional interactions on levels of teacher job satisfaction, the focus of this study is on facet job satisfaction.

The democratisation of education in the post-apartheid era in South Africa has seen a number of changes and challenges facing teachers today. With teachers' frustrations and dissatisfaction levels increasing, it has become necessary to look beyond the conventional

methods associated with research on teacher job satisfaction. These call for more attention to be placed on other areas and these may include facets such as the school context and the professional interactions occurring within each school context. Contextual factors such as the principal's leadership style, the level of involvement of teachers in matters concerning their work and the level of teacher collegiality and teacher collaboration could be explored as part of the facet aspects of teacher job satisfaction. This study takes the facet aspect of teacher job satisfaction as its vantage point.

1.5.2. Contextualising job satisfaction of teachers

Research on teacher job satisfaction began in 1935 with Hoppock's classic study in which he discovered that social interactions with co-workers and the working conditions impacted to a great extent on teacher job satisfaction (Brief & Weiss, 2002).

Locke (1976), proposed, what is probably one of the most widely used theories of job satisfaction. His theory defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p.1304). Since then, research on job satisfaction has been explained in terms of varying factors but in recent times the emphasis falls on the organizational climate of the school (Skaalvik & Skaalvik, 2011; Tran & Le, 2015)). The organisational climate focuses on those interaction activities that shape the context of the school. These include the leadership style of the principal as school leader (Hulpia & Devos, 2010; May & Supovitz, 2011; Sarier & Uysal, 2013), the extent to which teachers are involved in matters concerning their work (Christopher, 2014; Hatchett, 2010; Sarafidou & Chatzioiannidis, 2013), the quality of inter-personal relationships and the level to which teachers collaborate with each other (Abdullah, Uli & Parasuraman, 2009; Barnes & Conti, 2009; Johnson et al., 2011). It is within this ambit that the main focus of this study falls.

The literature supports the important contributions of the organisational climate of the school to levels of job satisfaction as outlined above. A study by Johnson et al. (2011) concluded that school environments, in which teachers collaborate frequently, receive meaningful feedback about their instructional practices and are recognised for their efforts to promote teacher improvement and teacher job satisfaction whilst May and Supovitz (2011) found that the leadership style of the principal and the level of peer collaboration directly relate to teacher job satisfaction. These concur with the findings of Akhter (2013), who concluded that

teachers are more satisfied in schools with an organizational climate characterized by experienced leadership, collegial collaboration and ample opportunities for professional advancement.

Previous comparative research studies on teacher job satisfaction across school types varied in their findings. A study by Dhingra (2006) of teachers in India found that the organizational climate influenced teacher job satisfaction more than the school type itself, whilst a study by Crossman & Harris (2006) found that the type of school accounted for greater job satisfaction. These findings suggest that the school type does influence teacher job satisfaction, opening up possibilities for exploring, in more nuanced ways, the various kinds or types of schools (in the case of South African schools – quintile rankings, geography and former apartheid categories) within which teachers work and the nature and levels of job satisfaction of these teachers.

1.5.3. Professional interactions within school campuses

In the context of and for the purpose of this study professional interactions refer to the nature of professional relationships and activities between the school principal and teachers and between the teachers themselves which relate specifically to the teaching, learning and school leadership and management processes. The professional interactions between teachers and learners were not considered in this study as this would have made the study too broad. This is an aspect for further research as it can be dealt with as a study on its own.

According to Barnes & Conti Associates (2009), friendly and co-operative interpersonal relationships enhance job satisfaction because of the source of emotional support, comfort and professional advice and assistance. In these instances, teachers are not forced to work in isolation but find comfort in knowing that support from colleagues is on hand in addressing challenges.

The school is an institution which involves working with people (Dorozynska, 2016; OECD, 2014) thus making relationships and interactions an important part of school functionality. No one can work alone and work is typically done in teams and through collaboration whereby the employees become part of a web of relationships across and between themselves (Sargent & Hannum, 2005). Professional interactions and social interactions thus become a significant part of these relationships where teachers constantly engage with each other. Teacher engagement and professional development empowers and capacitates teachers

making them more effective than teachers working in less supportive environments (Boyd et al., 2011; May & Supovitz, 2011).

Professional interactions characterized by sound inter- personal relationships, teacher co-operation and teacher involvement are said to create higher levels of job satisfaction amongst teachers (Abdullah et al., 2009). According to Hatchett (2010) teachers need to be valued and supported. She found that teachers tend to be more productive when they feel accepted and the school environment is open to teachers being involved in matters concerning their work. Hence, in this study, professional interactions are a key component of the exploration and is conceptualised as any interactions amongst teachers and between teachers and school leadership that is focused on teaching, learning and management within a school context.

1.6. Research methodology

This section will provide insight synopsis into the methodology dynamics of this study, namely, a discussion of the research design, the research sites and participants, the data collection instruments and the data analysis processes. A more detailed report will be presented in the methodology chapter (Chapter 4).

This study took on an explanatory mixed methods approach within the interpretivist paradigm. The mixed methods approach involves using both quantitative and qualitative methods in the same study. For the purpose of this study, the quantitative part of this study, which was done through the survey questionnaire, answered research questions 1, 2 and 3 whilst the qualitative part of the study which was mainly exploratory in nature focused on unpacking what might explain the relationships between professional interactions and levels of job satisfaction identified in research question three. The data collected during the open - ended questions in the survey questionnaire and the semi-structured interviews with teachers were analysed for this purpose. It is also important to mention at this point that the questions for the interview schedule were guided by the responses of the teachers during the survey questionnaire. I set out to achieve in the qualitative part of this study. Before commencing with the interviews, the interview schedule was discussed with my supervisor to check on the validity of the questions.

Being a comparative study across the different school types, it was important to use purposive sampling as the different school types formed the sites of exploration. One school from each of the different school types within the Ethekwini region of Kwa-Zulu Natal was

selected as a research site viz, a private school, an ex-model C school and an urban government school. All the permanent teachers within each of these selected schools were the primary participants. For the qualitative part of the study, convenience sampling was used as only those teachers who were willing by volunteering to continue with the data collection process formed the participant pool from which three participants from each school type were selected.

1.7. Limitations of the study

Limitations of a study refer to those factors that can influence the outcomes of a study (Cresswell, 2013). It is, thus, important that these limitations be declared so that the results of the study can be seen in context. By declaring and addressing the limitations of the study, the study is given credibility.

The following were some of the limitations of this research study and the steps taken to address them. The results of this study must be interpreted with these limitations in mind.

The sample used in this study may not have been truly representative of the teacher population as well as of all schools as per identified school types. In an attempt to increase representivity in this study, questionnaires were used as a data collection method and were issued to all permanent teachers within each school type.

Secondly, the possibility exists that participants may not have been truly honest in their responses which could subsequently affect the outcome of the study. Some of the reasons for this occurring may include fear of reprisals, some participants may respond in a manner to please the researcher or to protect the image of the school. To address this issue, the researcher emphasised the anonymity of the respondents and the research sites and urged the participants to be honest in their responses.

From a contextual point of view, it is possible that other factors too, besides professional interactions, may influence levels of teacher job satisfaction. Such factors may include teaching experience and other personal characteristics. However, the influence of these personal characteristics were not analysed as part of the study. Its purpose was to define the credibility of the participants. Furthermore, by specifying the objectives of this study, the variables affecting teacher job satisfaction were delimited to just the influence of professional interactions on levels of job satisfaction of teachers.

From a conceptual point of view, teacher job satisfaction is a variable that can be measured from different perspectives and is a subjective term which can mean different things to different people (Gaicovad, 2011; Panday, 2010) and is fluid in nature. Fluidity implies that job satisfaction is not long term and can vary from day to day, week to week or even month to month. Furthermore, its interpretations can thus vary from person to person in that what satisfies one individual may not necessarily satisfy another, as individuals have different needs and desires. Whilst, some may regard learner performance as important and satisfying contributors to their job satisfaction, others may value involvement in matters concerning their work or inter-personal relationships with colleagues as being important for them. With this in mind, individuals will evaluate their jobs based on those factors that they regard as being important and meaningful to them (Sempene, Rieger & Roodt, 2002).

Another limitation of this study on job satisfaction is found in the wide array of definitions that are presented in the literature. According to Alzaidi (2008) the term job satisfaction has no agreed universal definition and seeing that it is more of a psychological concept, giving it a scientific definition may just be misleading.

1.8. Overview of the study

The purpose of this chapter was to introduce this research study by focusing on its purpose and rationale. An outline of the methodology used in this study as well issues relating to reliability and validity and trustworthiness were briefly presented.

Chapter Two reviews literature to provide justification for the purpose and rationale for this study.

Chapter Three will focus on the key theoretical frameworks underpinning this study.

Chapter Four will outline the research design, methodology, the participants and research sites, data collection techniques and methods of data analysis used in this study.

Chapter Five will provide insight into how the data was analysed and present the interpretation, discussion and summary of the findings for research questions one and two.

Chapter Six presents part two of the data analysis chapter and deals with research questions three and four.

Chapter Seven deals with the key findings of this study and is presented as the theorising chapter.

Chapter Eight concludes this study by providing a summary of the findings, identifying areas for future research and finally provides recommendations that will bring the findings of this study to fruition.

CHAPTER TWO

Literature review

2.1. Introduction

In the previous chapter I contextualised the study and presented the research focus and research questions that guided this study. The broad aim of this chapter was to identify and elaborate on the current discourses, debates and challenges that are influencing the research, knowledge and trajectory of teacher job satisfaction that will underpin the focus of the study on exploring the influence of the school context through professional interactions, on levels of teacher job satisfaction, through a needs perspective. As human beings, teachers have needs and the extent to which these needs are fulfilled or unfulfilled influences levels of job satisfaction or job dissatisfaction. This study approached job satisfaction from a needs perspective and sought to explore teacher job satisfaction in terms of their needs being fulfilled within the school context in which they work. Aspects of professional interactions within school contexts resonate with the theories of Fredrick Herzberg (1966) and Abraham Maslow (1959) in terms of motivators and dissatisfiers. Although seminal theories, most research studies on motivation and job satisfaction are cemented in these theories. Furthermore, these theories identify perfectly with the objectives of this study in terms of those factors associated with job satisfaction and factors associated with job dissatisfaction. The main aspects of professional interactions used to study the school contexts were identified through the several literature sources, namely, hardcopy, electronic and online sources like scholarly articles, journals, and books and accredited job satisfaction surveys. The accessed information was categorized into themes, and reviewed in a critical discursive manner that illuminates the classical and the contemporary issues related to the themes, its challenges and debates and potential aspects for further research. The review of the literature in this study was arranged and presented conceptually for greater clarification and direction.

Firstly, I focused on an understanding of the concepts of professional interactions and job satisfaction and a detailed account on the significance of job satisfaction by presenting a critical engagement on conceptions and theories that provide a frame of reference for interpretation. Furthermore, during this engagement an explanation was given on how research on teacher job satisfaction has evolved over the years and to highlight these shifts in foci.

The literature review then explored the school environment as professional fields which are shaped by the interactions and social relationships between the various role-players. This speaks to an in-depth study of the literature on school climates and school ethos. Researchers (Zembylas & Papanastasiou, 2004) have (relatively) recently begun to understand how different elements of the workplace affect the teachers' ability to teach and that the teacher's ability to deliver effective instruction is deeply affected by the context in which they work. For the purpose of this study, the work of renowned authors and scholars were presented with particular attention to the principals' leadership style involving his/her interactive disposition with his/her teachers, the nature and extent of teacher involvement in matters concerning their work and finally, the quality of the working relationships between teachers characterised by collegiality and collaboration. These areas are essential to professional interactions that were undertaken in this study.

As the study involved a comparison across school types, literature on different school types were also reviewed, with the purpose of understanding how diverse contexts may account for differences in levels of teacher job satisfaction.

The chapter concludes with a summary of the main points extracted from this review of the literature.

2.2. What constitutes professional interactions within school environments?

Interaction is defined as a mutual or reciprocal action or exchange (Johnston, 1995) and these professional interactions can take on different forms. They can be written or verbal and they can range from informal conversations to the more formal, planned gatherings. These interactions are characterised by the participants' willingness to actively listen and to respond thoughtfully to ideas and perceptions of students and colleagues in a way so as to promote teaching and learning. According to Kunter et al.,(2013) these interactions involve the sharing of updated thoughts and ideas on teaching techniques and strategies and these interactions between teachers reduce teacher isolation and tend to produce better informed and committed teachers (Vassallo, 2011; Westheimer, 2008). Teachers' professional interactions have been found to be an important part of efforts to enhance teacher motivation, increase self-efficacy, provide moral support and augment teacher job satisfaction (Ackerman, 2011).

For the purpose of this study, professional interactions referred to and focused on the interactions between the school principal and teachers and between the teachers themselves. In looking at these relationships, a more detailed insight was provided on the leadership styles of principals, the levels of teacher engagement in matters concerning their work and on the quality of inter-relationships and the working relationships between these significant role-players in schools. All of these aspects give rise to a new culture of teachers collaborating and co-operating as opposed to the traditional school culture characterised by teacher isolation (Johnston, 1995) which had a negative effect upon the quality of the school climate (Halloway, 2004).

Later views of teaching (Darling-Hammond, Davis, La Pointe & Meyerson, 2005) see teachers co-operating in teams, building professional learning communities and participating in school development. This professional co-operation facilitates the co-ordination of strategies and the creation of opportunities for social and emotional support for teachers. Westheimer (2008) raised concerns regarding the failure of schools to create opportunities for teachers to interact on a professional level to share their knowledge and skills with each other. It is the lack of this atmosphere that contributes to levels of dissatisfaction amongst teachers as it promotes teacher isolation. According to Hargreaves (1994) isolation breeds isolation and when teachers choose to work alone, their decisions and expertise is based on their own experiences and background. It is against this backdrop that reformers of education are beginning to look for ways that foster teachers working together by encouraging collegiality and professional dialogue as opposed to them working in isolation. This is where the principal's leadership style is influential as suggested by Thompson, Gregg and Niska (2004) who emphasise that principals need to work from the front and to empower teachers to work together in capacitating themselves. The basic principle is that teachers learn more together than they would on their own.

It is these interactions and relationships that shape the school climate by creating a sense of community. According to Collie, Shapka and Perry (2012) and Dorozynska (2016), the school climate is indicative of the quality of social relations and the support given to each other and this has a direct influence on teacher job satisfaction. Research findings (Collie et al., 2012; Du Four, 2004; Johnson et al. 2011, Njambi, 2014) indicate that school environments in which teachers collaborate frequently, receive meaningful feedback regarding their instructional practices, are acknowledged and receive recognition for their

efforts and are given opportunities to participate in matters concerning their work contribute to higher levels of job satisfaction.

It can thus be summarised from the above that professional interactions within the context of the school refers to the way in which the principal, as school leader, engages with his/her teachers and the way in which teachers engage with each other in the execution of their duties. The professional interactions highlighted as part of the principal's leadership focuses on the recognition and acknowledgement of teacher's efforts, his/her level of engagement with teachers through his/her visibility and accessibility and his/her readiness to entertain teachers' concerns. Furthermore, attention is also paid to the level of teacher involvement in decision making processes concerning their work and levels of autonomy as allowed by the principal. From a teachers' perspective, professional interactions involve the level of collegiality and collaboration displayed during planning and addressing challenges that they encounter during the teaching and learning process as professional interactions also involve the nature and quality of inter-personal relationships teachers share with each other in the execution of their duties.

2.3. Definitions of job satisfaction

Due the popularity of job satisfaction within the field of occupational and organisational psychology, various researchers and practitioners have provided their own definitions of what job satisfaction is. However, two of the most commonly used definitions in the literature describing job satisfaction are "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (Locke, 1976, p. 1342) and "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, pg. 2). Teacher job satisfaction is also measured by the level of motivation to do the job and the level of morale (Otanga & Mange, 2014). These definitions effectively summarise the key aspects that are provided in other definitions by other theorists and authors.

The study of job satisfaction began as early as 1935 with Hoppock defining it as "a combination of psychological, physiological and environmental circumstances" that can result in people honestly saying that they enjoy what they are doing (Aziri, 2011, p.47) and has since become one of the most thought over and discussed terms in the professional world

and is an area of complex research and theory (Lu, Barribal, Zhang & While, 2012; Gaikovad, 2011).

The concept job satisfaction has no agreed and universal definition (Alzaidi, 2008), but rather that it is more of a combination of psychological, physiological and environmental circumstances that leads to people saying that they are happy with their job (Oliver, 2007). Alzaidi (2008) warns that giving it a scientific definition may just be misleading and that part of this misconception can be attributed to the different theories underpinning job satisfaction (Evans, 2010). Furthermore, job dissatisfaction must not be seen as the opposite of job satisfaction (Alemi, 2014).

Other definitions of job satisfaction identified in the literature included: an emotional reaction of an employee's mental health, morale, performance and attitudes or perceptions of how they feel, overall, towards the job or towards facets of the job (Mullins, 2005; Ommen et al., 2009; Williams, 2004). Robbins and Judge (2008) see job satisfaction as a positive feeling resulting from the evaluation of its characteristics, while Garcia-Bernal et al. (2005) define job satisfaction as a set of favourable or unfavourable feelings by which a person perceives his job. It posits an emotional state resulting from the pleasure derived from the job. According to Locke (1976) (cited in Saari and Judge, 2004, p.396) job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". This definition of job satisfaction ties in with the Discrepancy theory of Porter and Lawler (1968) and the Expectancy theory of Locke (1976) which explains job satisfaction in terms of the level of job satisfaction being measured by the extent to which the needs of the individual are satisfied within the work context. In terms of this theory, the greater the discrepancy between what one expects from the work context and what one actually receives, the higher the level of dissatisfaction and vice versa (Anderson, 2007; Ho, Chang, Shih & Liang, 2009; Zembylas and Papanastasiou, 2006). An individual's perception and evaluation of his job is influenced by the fulfilment of one's needs, values and expectancies (Kompier, 2006). It can thus be said that individuals will evaluate their jobs based on factors that they regard as being important and meaningful to them (Sempane et al., 2002). This is key to this study as it sets out to explore the extent to which teachers' needs are met within their school contexts.

It can thus be summarised that job satisfaction is subjective and can mean different things to different people depending on their perceptions on what is important to them. It refers to the amount of pleasure they derive from doing their jobs. In terms of this study it has to do

mainly with needs fulfilment as outlined by Locke's Equity theory and Porter and Lawler's Discrepancy theory. The greater the parity between what teachers expect from the job and what they receive, the higher their level of job satisfaction and vice versa.

2.4. An evolving conception of job satisfaction and its significance

Job satisfaction is one of the most researched variables in the area of workplace psychology (Lu, Barribal et al., 2012) and has been associated with numerous psychosocial issues like the changing world of work and organisational factors which range from leadership to job design (Spector, 1999). Job satisfaction is a complex area confronting managers and despite its significance on motivation, commitment and productivity, it remains one of the aspects that is not given its necessary attention amongst scholars and researchers (Aziri, 2011).

Although studies by Peckham (2007) and Rebora (2009) indicate that job satisfaction levels amongst teachers is at a high, Landers, Alter and Servilio (2008) are quick to point out that this is not the case. This finding by Landers et al. (2008) is corroborated by a Washington post report which states that teacher job satisfaction is at a 25 year low (Strauss, 2013) and The Bulletin Board (2013) which reported that only 32% of American teachers are satisfied with their jobs compared to the 62% in 2008. The tracking of the decline in levels of teacher job satisfaction is further supported by The MetLife Survey of the American Teacher: Teachers, Parents and the Economy (2013) which tracked the decline in teacher job satisfaction levels from 59% in 2009 to just 39% in 2013. A study by Crossman and Harris (2006) of secondary school teachers in the United Kingdom highlighted low job satisfaction levels of teachers as a possible cause of teachers quitting the profession. Attempts were made, through a literature search, to provide statistics on the job satisfaction levels of teachers in South Africa. Unfortunately, my searches failed to provide this information. It is from this perspective that this study is able to contribute to the literature on levels of teacher job satisfaction from a South African viewpoint.

From the above statistics, it is clear that job satisfaction levels amongst teachers is declining and teacher retention strategies are being put into place to curb the number of teachers exiting the profession. It has thus become necessary to identify the causes of teacher dissatisfaction and to address them. During the course of this review of the literature, more information will be given for these declining figures of teacher job satisfaction internationally. It is at this

juncture that this study has relevance by exploring the influence of the school context as a factor contributing to teacher satisfaction or dissatisfaction. Since dissatisfied teachers do not perform to the best of their ability and are also seen to negatively influence teaching and learning effectiveness and subsequently learner achievement (Josanov-Vrgovic & Pavlovic, 2014), it is important to find solutions to address this challenge

Research on job satisfaction in the teaching profession is fast becoming an integral part of policy making exercises since there is a direct link between teacher job satisfaction, teacher work performance and learner achievement (Day, 2005). Furthermore, since large numbers of teachers are exiting the profession because of dissatisfaction and the many who choose to remain are besieged by feelings of discontentment and distress, research on teacher job satisfaction remains current (Vassallo, 2011).

Researching teacher job satisfaction is important for many reasons. Teachers heavily influence the morale of staff and learners in the overall school climate and are critical to school efficiency (Bolin, 2007; Tekleselassie, 2005). The provision of an effective culture of learning in schools depends on the skills, morale, knowledge and commitment of the teachers (Tekleselassie, 2005). Studies by (Makgato & Mji, 2006; Mentz, 2007; & Naidoo et al., 2013) concluded that low teacher morale contributed to South Africa's education system failure. According to Bolin (2007) high teacher morale is central to quality teaching and learning, teacher commitment and productivity. Dissatisfied teachers do not perform to the best of their ability and this negatively influences organizational teaching and learning effectiveness and subsequently learner achievement (Josanov-Vrgovic & Pavlovic, 2014).

A lack of teacher job satisfaction results in frequent teacher absenteeism, aggressive behaviours, early exits from the profession, psychological withdrawal from the work and feelings of gloom, despair, resentment and futility (Pinder, 2008). Apart from dissatisfied teachers suffering from stress related problems which impact negatively on school attendance, they also display apathy, resentment, low motivation and poor self-esteem (Grobler et al., 2006), a lack of passion and commitment (Vassallo, 2011), a host of physical and psychological problems (Monyatsi, 2012; Moola, 2005), that low job satisfaction levels were associated with teacher exhaustion and poor work commitment (Van Horn, Taris, Shaufeli & Schreurs, 2004) and tend to become detached from their roles and responsibilities (Maslach et al., 2001). A correlation study by Winters (2014) of American teachers looked at the relationship between teacher job satisfaction, teacher absenteeism and intermediate phase

school achievement in Math and Language Arts concluded that teacher dissatisfaction correlated positively with teacher absenteeism.

Satisfaction and performance seem to be inverted to each other. According to Cooper (2016), if somebody is happy with their job, they will perform better but in order to be satisfied teachers' needs will have to be fulfilled so that they can perform optimally. This idea of needs fulfilment signals the emergence of a new line of thought that explores the interplay between job satisfaction and life satisfaction. Job satisfaction is explained in terms of the relationship between job satisfaction and life satisfaction (Saari & Judge, 2004). The spill over model explains job satisfaction as a spill over from life satisfaction or vice versa. Seeing that one's job is an important aspect of one's life, it thus becomes obvious that one's job satisfaction is sure to influence one's life satisfaction. This is corroborated by Duggiah and Dennis (2014) who allude to the fact that the satisfaction of an employee's needs leads to job satisfaction and subsequently life satisfaction because a satisfied worker is a happy citizen. According to Zhang and Howell (2011) cited in Kumah and Boachie (2017) job satisfaction is an indication of an individual's overall life satisfaction. Job satisfaction is a result of an employee's expectations being met and that job satisfaction is a component of life satisfaction. However, having said this, the opposite may also hold true in that an unhappy non-work life can cause one to experience dissatisfaction with their jobs. It is thus a reciprocal relationship in that job satisfaction influences life satisfaction, but life satisfaction can also influence job satisfaction.

A teacher's level of job satisfaction is generally measured in terms of firstly, whether they perceive teaching to be their ideal profession; secondly, if they would choose teaching again if given the opportunity to change their profession, and, thirdly, if they are satisfied with the support they receive (Akhter, 2013). This third point is of particular relevance to this research study as it relates to teachers' interactions with the school leadership and their colleagues. Research studies (Raziq & Maulabakhsh, 2015; Skaalvik & Skaalvik, 2011; Tran & Le, 2015; Zembylas & Papanastasiou, 2004) on job satisfaction indicate that the school context is important in contributing to either job satisfaction or job dissatisfaction amongst its teachers. School environments in which there are opportunities for professional advancement and which are characterized by experienced leadership that supports teacher involvement and teacher collaboration is said to enhance levels of teacher job satisfaction (Akhter, 2013).

Drawing on the above presentation, it becomes clear that the job satisfaction of teachers is influenced by the school context in which they work. The school context in turn is influenced by the nature and quality of professional interactions between teachers and the school leadership and between the teachers themselves. Job satisfaction is an emotional construct as to how teachers feel about their jobs and is a fluid construct as it does not remain static and can change from day to day, week to week and month to month. Furthermore, it is clear that teachers can be overall satisfied with their jobs but can be dissatisfied with individual aspects of the job or vice versa.

According to Sharma and Ghosh (2006), job satisfaction is a complex concept that is influenced by both situational factors as well as the dispositional characteristics of an individual and it can be explored from a personal perspective (Gaicovad, 2011) or from an affective perspective (Calaguas, 2017; Panday, 2010). What this means is that being a psychological and subjective concept, job satisfaction can have different meanings for different people (Mullins, 2005) and therefore what may be a source of satisfaction for one person, may not necessarily be a source of satisfaction for another (Buragohain & Hazarika, 2015; Dinham & Scott, 2002). It has to do with the state of a person's psychological health and emotional wellbeing. For example, whilst some teachers may derive satisfaction from their learners' good performance, others may find their involvement in decision making processes concerning their work rewarding and satisfying (Buragohain & Hazarika, 2015). A possible explanation for this is that as human beings and individuals our likes, dislikes and needs differ. Calaguas (2017) further alludes to the significance of needs fulfilment as being a driving force in the attainment of this psychological and emotional wellbeing. This argument corroborates with the theories on motivation and job satisfaction of Abraham Maslow (1959) and Fredrick Herzberg (1966).

Judge, Locke and Durham (1997) explain job satisfaction in terms of the Core Self-evaluations Model. Judge et al. (1997) argued that there are four Core Self-evaluations by which one's disposition towards job satisfaction can be determined. These include self-esteem, self-efficacy, locus of control and neuroticism. According to this model higher level of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) leads to higher work satisfaction. Furthermore, an internal locus of control whereby one believes that one has control over one's actions rather than being influenced by outside forces over which the individual has no control, leads to higher levels of job satisfaction. This concept of locus of control is associated with personality psychology

and was developed by Julian Rotter in 1954 and contributes to the debate on what influences how teachers feel about their jobs, is it internal or external factors?

Teacher job satisfaction can be influenced by external factors which refers to factors within the school environment or internal factors which refer to individual factors (Otanga & Mange, 2014; Skaalvik & Skaalvik, 2011; Tran & Le, 2015). Some of these external factors relevant to this study include the principal's leadership style, the level of collegiality and collaboration, the level to which teachers are involved in matters concerning their work. Individual factors relate to teachers' perceptions of the extent to which the school environment provides for their needs. These include their level of participation, their responsibilities and the level to which they are recognised for their efforts. Studies on factors influencing job satisfaction have produced different results. Some studies found that intrinsic factors are more influential (Alemi, 2014; Wu & Short, 1996), whilst other studies concluded that extrinsic factors have a greater impact on teacher job satisfaction levels (Crossman & Harris, 2006). A study by Griva, Panitsidou and Chostelidou, (2012) suggested that both factors are responsible for determining job satisfaction levels amongst teachers.

Studies by Gangai, Mahakud and Sharma (2016) and Kamdron (2015) identified a significant relationship between locus of control and job satisfaction and concluded that employees who exhibit an internal locus of control enjoy greater levels of job satisfaction, motivation and participation in their jobs because people with internal locus of control take the initiative and are more creative than people with an external locus of control who believe that the environment influences their outcomes. This research study argues for the influence of the school climate, as an external locus of control, on levels of teacher job satisfaction. By improving organisational climates to make teachers' experiences pleasant can prevent satisfied teachers from becoming dissatisfied.

Spector (1997) draws a distinction between motivation and job satisfaction. According to him, these two concepts are synonymous with each other but not necessarily the same. Motivation is the inner drive and it is important in enhancing and contributing to a teacher's level of job satisfaction as it is associated with positive work attitudes and improved performance. It is the willingness or desire to engage in good teaching whether job satisfaction does or does not translate into motivation. Job satisfaction on the other hand refers to a teacher's well-being induced by his perception of the job. The possibility does therefore exist that teachers who are motivated may not necessarily experience overall or

facet job satisfaction. This implies that there may be other factors responsible for their motivation to teach e.g. salary, learner performance etc.

Similarly a distinction needs to be made between overall job satisfaction and facet job satisfaction. Overall job satisfaction refers to an individual's general feeling of the job as a whole, whilst facet job satisfaction refers to an individual's satisfaction with individual aspects of the job (Mueller & Kim, 2008; Spector, 1997). This study in particular focuses on facet job satisfaction as it explores how individual aspects of professional interactions between the principal and teachers and between the teachers themselves fulfil teachers' needs in terms of different aspects of the job and subsequently influence their levels of job satisfaction. The implication of this distinction is that a person can be overall satisfied with his job, but can be dissatisfied with certain aspects of their job (Spector, 1997).

Some of the commonly researched facets of job satisfaction include salary, recognition, promotion prospects, security, supervision, professional development and collegial relationships. These are in line with Fredrick Herzberg's (1966) Two Factor Theory which separates these facets into motivators and hygiene factors. Motivators are those factors that contribute directly to levels of job satisfaction or job dissatisfaction. Their presence will result in job satisfaction whilst its absence causes job dissatisfaction. On the other hand the presence of hygiene factors or dissatisfiers does not result in job satisfaction but if not present they can cause dissatisfaction.

A review of the literature reveals that there is much debate around what enhances job satisfaction. This debate has subsequently resulted in two shifts in the way employees perceive their jobs. The first shift deals with the cognitive and subjective perceptions of the job. This implies that job satisfaction is more of a personal disposition, which deals with the persons' personality. The second shift focuses on the influence of the context on job satisfaction. This is referred to as situationalism (Nugent, 2013). Situationalism sees job satisfaction as a result of how the individual views the world around him. The context, in which the person works, is said to influence his or her level of job satisfaction. The influence of the school context on levels of job satisfaction amongst teachers is one of the key arguments in this study. This is corroborated by Irani (2008) who identifies elements within the school context that contribute to teacher job satisfaction. According to Irani (2008), the school is considered as a social ecosystem and is characterised by relationships and the quality of these relationships is said to impact job satisfaction. This aspect of the school

context influencing job satisfaction forms a major part of this study by focusing on the leadership style of the principal, the level of teacher involvement and engagement in school matters concerning their work and the quality of the inter-personal relationships between the principal and teachers and between the teachers themselves.

Further examples of how the context can influence levels of job satisfaction is provided by Hackman and Oldham (1975) where the satisfaction levels of employees can be improved by increasing their levels of responsibility, by recognising and praising employees for work done and finally by acknowledging the employees contribution to the institution. Gaikovad (2011); Kaliski (2007); Njambi (2014) and Statt (2004) in their studies highlighted the contributions of recognition, achievement and reward in promoting levels of job satisfaction amongst teachers. Gaikovad (2011) argues that as human beings, we have the need to be recognised and appreciated for our efforts as this increases our confidence and self-esteem and makes us feel valued, worthwhile and contributing members. This is what makes us satisfied with what we do.

However recent years have seen a shift from needs based definitions (Theron, 2003) where job satisfaction was measured by the extent to which an individual's needs in doing his job were satisfied, to a more cognitive functioning which includes attitudes and perceptions (Armstrong, 2006; Chandrasekar, 2011). Griffin and Moorhead (2004) explain job satisfaction as the extent to which a person is gratified or fulfilled by his/her job whilst more recently, Amin, Shah and Tatlah (2013) wrote about the Human Relation Movement which advocates that humans work to satisfy more than their basic needs. This is aligned with the descriptions given by Malsow in his classic Hierarchy of Needs Theory. Maslow asserted that human needs evolve from more basic ones for survival to higher order ones. According to Maslow's Human Motivation Theory, man's primary or lower order needs sit at the very bottom of the pyramid and deal with physiological and safety needs. As a person moves up the pyramid, the needs become more psychological and social. It is in these secondary or higher order needs that this study has relevance. The need for belonging, friendship, respect and professional development takes precedence and their fulfilment influences levels of job satisfaction (Boeree, 2006)

Thus, it is the work environment that individuals are provided with the opportunities to satisfy their higher order needs. These include the need to be recognised, the need to be appreciated and the need to experience a sense of achievement. This is in line with one of the

key arguments of this research study that teacher involvement in matters concerning their work gives them a sense of belonging and acceptance and results in higher levels of job satisfaction. This is concomitant with Maslow's theory of motivation. According to this theory, the need to be accepted and to experience a sense of belonging is important for an individual and the gratification of this need will result in them experiencing a sense of satisfaction with what they do (Gaicovad, 2011).

However, regarding job satisfaction being seen as the employee's attitude or perception towards the job, Spector (1997) has identified three important features of job satisfaction from the perspective of the employing organisation. The first feature has to do with organizations treating their employees fairly and with respect. This affects the mental and emotional state of the worker. Secondly, satisfied teachers display positive behaviours that are characterised by loyalty and commitment and thirdly, that job satisfaction is influenced by activities within the institution or organization. It is in these features that this study has its relevance and focus. Similarly, Bernstein & Nash (2008) view job satisfaction as having an emotional, cognitive and behavioural component to it. Emotional refers to feelings experienced, cognitive refers to the demands and challenges of the job and the behavioural aspect refers to the manner in which the person conducts himself and refers to the extent to which the individual's needs and expectation within the environment are met.

This shift in measurement of job satisfaction is further exemplified by Anderson, (2007); Ho, Chang, Shih and Liang, (2009) and Zembylas and Papanastasiou (2006), by saying that the level of job satisfaction depends on the level of discrepancy between a person's expectations of the job and what the person actually gains from the job. Job satisfaction is thus the difference between what the person expects from the job and what the person actually receives from the job. Hewstone and Stroebe (2001) defined job satisfaction as the result of the comparison of the actual outcomes with the outcomes desired by the individual. The smaller the discrepancy between expected outcomes and actual outcomes, the greater the level of job satisfaction and vice versa. This correlates with Porter and Lawler's (1968) Discrepancy Theory.

However, recent years have seen another shift of focus on teacher job satisfaction. Life satisfaction, commonly referred to as happiness, is linked to job satisfaction (Calaguas, 2017). Research on happiness is relatively new and is a component of Happy Psychology. This assumes that one's overall life happiness correlates positively with job satisfaction,

meaning that factors external to the individual's place of work influences job satisfaction (Iverson & Maguire, 1997). Saari and Judge (2004) argue that organisations and institutions do have limited control over a person's job satisfaction because a person's job satisfaction may be also be influenced by their non-work life situation. However, having said this, it is important to recognise that there are factors within the working environment that make teachers happy because there are many variables within the working environment that contribute positively to teacher happiness and job satisfaction of teachers. It is therefore important that teachers are happy with their work environment if they are to experience a sense of job satisfaction (Buragohain & Hazarika, 2015).

Happiness is a state of well-being and contentment and that happiness is closely related to job satisfaction (Buragohain & Hazarika, 2015). This construct of happiness is based on the five elements of Seligman's (2012) well-being model, viz. positive emotions, engagement, accomplishment, positive relationships and meaning. It is becoming increasingly obvious that the quality of teaching and learning and the organisational climate of the school is influenced by the mood of the teacher and that the mood of the teacher, too, is influenced by the quality of teaching and learning and the organisational climate of the school. This does make the relationship between teacher job satisfaction and the school environment reciprocal. This thus becomes one of the main foci of this study. Job satisfaction is measured by the employee's happiness within their school environment. Teachers who are happy enjoy higher levels of job satisfaction than teachers who are unhappy and teachers who are satisfied are generally happier, motivated, committed and display higher levels of performance than those teachers who are dissatisfied with their jobs (Buragohain & Hazarika., 2015; Erdem, Ilgan, Ucar, 2014).

Why is it important for teachers to be satisfied? Day (2005) effectively sums up the importance of teachers being satisfied in their jobs. He states: "teacher commitment is closely related to job satisfaction, morale, motivation and identity, and is a predictor of teachers' work performance, absenteeism, burn-out and turnover as well as an important influence on students' achievement in attitudes towards school". (p.63).

Smith (2002)) adds that improvement in the quality of teachers and schools is dependent on improving the quality of teaching jobs. Teachers who are satisfied with their jobs contribute to the improvement of the teaching and learning process and improved learner performance as they are essential to the quality of curriculum delivery and the success of the education

system (Leithwood, 2006). Job satisfaction has to do with an emotional bond that the teacher shares with the institution and their level of involvement in the matters of the institution correlates positively with their commitment, loyalty and involvement in their jobs (Matzler & Renzl, 2006; Sargent & Hannum, 2005).

A high level of job satisfaction positively correlates with passionate and committed teachers and improved learner performances. According to Calaguas (2017); Kwong, et al., (2010), employees can only give of their best if they are satisfied with their jobs as job satisfaction is said to be directly proportional to the feelings of happiness and contentment. Satisfied teachers are those teachers who want to come to school and this regular attendance of its workforce is paramount in the quest for the existence of a positive school culture. Satisfied teachers work harder; (Armstrong, 2006; Joyti & Sharma, 2009; Kwong et al., 2010) and stimulates eagerness and enthusiasm (Nguni, et al., 2006).

This argument was emphasized by The Coleman Report in 1996 which researched teacher performance and learner achievement. Subsequently several studies affirmed the claim that teacher quality is one of the strongest predictors of student achievement (Borman & Kimball, 2005; Rockoff, 2004). Low levels of job satisfaction experienced by teachers, results in low job commitment and ineffective teaching (Currall, Towler, Judge & Kohn, 2005). The identification of key factors affecting job satisfaction continues to be an important issue for researchers, policy makers and education practitioners seeing that satisfied teachers enhance the effectiveness of the school system.

Most research on teacher job satisfaction is rooted in the work of Frederick Herzberg (1966) and Abraham Maslow (1959). A review of the literature on job satisfaction (Aziri, 2011) highlights that job satisfaction is influenced by both intrinsic and extrinsic factors. Extrinsic factors corresponds with Herzberg's hygiene factors and which are external to the individual and have their source in the environment, whilst intrinsic factors correspond with Herzberg's motivators and are those which emerge from within the individual. This study focuses specifically on the former and explores the extent to which the environment meets teachers' expectations and needs in an effort to explain levels of job satisfaction. These extrinsic factors are presented in the form of professional interactions between the principal and teachers and between the teachers and are said to be responsible for shaping the school environment in which teachers work. The study of the school environment corresponds with the Utilitarian perspective of job satisfaction which focuses on the institution in which the

individual works as a source of satisfaction. In this regard, job satisfaction is an indication of how the organisation is functioning (Spector, 1997) and that satisfaction levels of teachers can be enhanced by improving aspects of the work environment (Clark, 1996).

2.5. Theories on job satisfaction

As mentioned earlier on, the key theories underpinning this study was that of Herzberg (1966) and Maslow (1959). Herzberg's motivators and hygiene factors and Maslow's hierarchy of needs translate into teacher's needs in the work environment. This study sought to provide data to either confirm or reject needs fulfilment of teachers within the different school environments as a factor influencing levels of job satisfaction of teachers.

Additional theories were used to highlight the focus of this study and to provide answers to some of the research questions. Porter and Lawler's Discrepancy Theory (1968) and Locke's Affect Theory (1976) share the same premise and resonate perfectly with the aims of this study by explaining job satisfaction as being the difference between what teachers expect in the workplace and what they actually receive. According to these theorists, the smaller the difference between the two, the higher the level of job satisfaction and vice versa. Sirota's Three Factor Theory lends support to the significance of teacher collegiality and teacher collaboration within school environments as factors influencing teacher job satisfaction.

The above theories deal with the different theoretical perspectives from which job satisfaction is studied. A critical discussion of these theories and the theoretical perspectives will be explained in greater detail in Chapter 3 which is the theoretical orientation chapter.

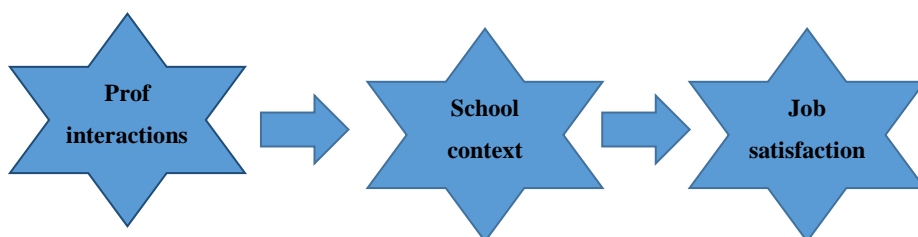
2.6. Identifying factors influencing teacher job satisfaction

In this sub-section of the chapter, a review of the literature aimed at producing a detailed explanation of relevant factors that influence job satisfaction. From a theoretical perspective, these factors can be classified as being intrinsic or extrinsic (Herzberg, 1966). Intrinsic factors are those factors that come from within the individual. Such factors have to do with the individual's personal make-up and needs. In this regard, individual teachers differ and therefore what might satisfy one teacher may not necessarily satisfy the other. It has to do with individual and personal preferences. On the other hand, extrinsic factors are those factors that are external to the individual and its source is the school environment in which teachers work. This is where the main focus of this study lies. It sought to explore the influence of the school context, shaped by the nature, frequency and quality of the

professional interactions, on levels of teacher job satisfaction. A detailed account of these themes will be presented in terms of how they shape the school context which constitutes the professional field in which teachers work.

With reference to this section on the factors identified as influencing job satisfaction, the following conceptual model has been developed by this researcher to summarize the main focus of this study

Figure 2. Elements contributing to teacher job satisfaction within school types



According to this model, the nature of professional interaction activities that occur between the principal and teachers and between the teachers themselves within the school environment shapes the school context or school climate in which teachers work. The type of school context, also referred to as a professional field, created as a result of these interactions are then seen to influence the levels of job satisfaction of teachers within that school type. This concept of professional field, which is peculiar to this study, relate to Bourdieu's theory (1993) of fields. A field, according to Bourdieu, refers to a social setting which involves people and their relationships.

For the purpose of this study, I use the term professional field, because during the course of the teaching and learning process, teachers and school managers interact with each other professionally in the execution of their duties. The nature and frequency of these interactions occurring within the school environment shapes the school climate within which teachers work. It is this school climate that is referred to as the field, professional field, because of the interactions being of a professional nature.

Research on job satisfaction has in the past, centred mainly on conventional job satisfaction measurements such as compensation, working conditions, job duties and supervision. However there appears to be a shift in the variables used to measure teacher job satisfaction levels. It is in this shift that the main objectives of this study are located. Variables like

recognition, interactions and collegial relationships (Dehaloo, 2011; Gaicovad, 2011; Njambi, 2014); the principal's leadership style (Biggerstaff, 2012; Bogler, 2001; Josanov-Vrgovic & Pavlovic, 2014; Machumu & Kaitila, 2014; Masood, Dani, Burns & Blackhouse, 2006), capacity building and empowerment of teachers (Hulpia & Devos, 2010; Iwu et al., 2018; Korkmaz, 2007) the level of teacher engagement in school matters affecting their work, teacher autonomy (Ndu & Anogbo, 2007; Udo & Akpa, 2007; Usop, Askandar, Langguyuan-Kadtong & Usop, 2013; Warr & Inceoglu, 2012), interactions (Huysman, 2008), the quality of inter-personal relationships and social support especially from the school leadership within the school environment (Abdullah et al. 2009; Chamundeswari, 2013; Erdem, et al., 2014), the creation of opportunities for teachers to work together (Barrera-Osorio et al., 2009), the need for teachers to grow professionally (Asagid, Belachew & Yimam, 2014) cited in Kumah and Boachie (2017) and Iwu et al., (2018) and communication and trust (Carmeli, 2005) have gained prominence. It thus becomes clear from the above that the school context in which teachers work is influential in determining their job satisfaction levels.

On the other side of the spectrum, some of the factors associated with low levels of job satisfaction include poor leadership skills on the part of the principal (Berry, Smylie & Fuller, 2008; Choi & Lee, 2011), high degrees of bureaucracy (Oliver, 2007), a lack of adequate teacher involvement (Berry et al., 2008; Connolly, 2000; Danielson, 2002; Ingersoll, 2001), a lack of adequate teacher training (Schulze and Steyn, 2007), a lack of collegial behaviour between the school principal and teachers and between the teachers themselves (Vos, Van der Westerhuizen, Mentz & Ellis, 2012) and low levels of trust and respect (Berry et al., 2008). These findings corroborated the findings of Fore, Martin and Bender (2002) who concluded that a lack of recognition, limited opportunities for involvement, a lack of administrative support, limited decision making powers and a lack of individualism contributed to teachers leaving. This lack of sound inter-personal relationships and teacher participation has the potential to create a dismal organisational climate that can negatively impact teaching and learning and the level of satisfaction that teachers experience with their jobs.

According to Johnson et al. (2011) and Erdem et al., (2014) the work environment is considered to be a significant factor influencing the job satisfaction of teachers. They concluded that teachers teaching in favourable working environments reported higher levels of satisfaction, based on three significant elements, viz., collegial relationships (the extent to which teachers report on having productive working relationships with their colleagues); the

principal's leadership style (the amount of administrative support given to the teachers and the extent to which the school leader facilitates the creation of a positive working environment); and finally the school culture (factors such as mutual trust, respect, openness and commitment) displayed in the interactions between the school leadership and teachers and between the teachers themselves.

An earlier study by Sargent and Hannum (2005) also identified specific facets of a teacher's job as influencing their levels of job satisfaction. These included the quality of collegial relationships with supervisors and colleagues, collaboration with and support from other teachers, the quality of supervision, opportunities for personal growth, the degree of involvement in decision making and teacher autonomy. Similarly, Ingersoll (2001) and Johnson (2006) concluded that environments that lack professional support, a lack of collegiality, poor leadership, ineffective and improper procedures and organizational structures showing a lack of respect and value for its workers are responsible for large numbers of teachers exiting the system.

The main themes identified for the purpose of this study include the leadership style of the principal, the level of teacher engagement and involvement in matters concerning their work and the level of collegiality and collaboration amongst teachers.

2.6.1. The principal's leadership style

Principals who practice transformational leadership are more likely to promote teacher job satisfaction among their teachers than those who do not (Choi & Lee, 2011). A transformational leadership style involves principals who are liberal, supportive, and attentive (Josanov-Vrgovic et al., 2014; Machumu, et al., 2014), value their teachers and treat them with dignity and respect (Ma & McMillan, 1999) and emphasise teacher professional growth and development (Cerit, 2009).

Studies by Ali and Ahmed (2009), Shah, Rehman, Akhtar, Zafar and Riaz (2012) and Zeb and Jamal, (2016) identified a significant relationship between reward and recognition and job satisfaction. Principals who recognise and acknowledge teachers efforts through praise, incentives or awards are said to increase teacher morale and motivation. They concluded that if changes are made to the existing system of teacher reward and recognition systems, then there would be corresponding changes in teacher motivation and satisfaction levels.

Self-esteem needs relate to teachers being treated as professionals, This can be achieved by giving them the necessary respect in terms of recognising their need for autonomy in the classroom, by delegating responsibilities and involving them in matters concerning their work and by acknowledging and showing appreciation for work done.

Recognition of an employee's efforts creates within the individual the perception that s/he is a valuable member of that institution. Rewards and recognition can take the form of monetary or non-monetary incentives. It involves appreciation, encouragement and positive feedbacks. Danish and Usman (2010) found that organisations that neglect aspects of recognition result in less motivated employees whereas institutions that are characterised by growth opportunities, positive feedback and cordial relationships result in motivated employees.

According to Shah et al. (2012), not recognising and rewarding the contributions of its employees is detrimental to their levels of motivation and job satisfaction in that it negatively influences their self-confidence and their perceptions of their worth to the institution. When employees experience a sense of accomplishment and when they are happy with the levels of reward and recognition they receive, they then perceive their jobs to be more enjoyable and interesting. Recognition, reward and praise build within individual a positive self-concept by enhancing their self-confidence. This is what leads to job satisfaction (Shah et al., 2012).

2.6.2. The level of teacher involvement and engagement in matters concerning their work

According to Meyer and Allen (1997), the affective commitment of an individual is influenced by factors such as job challenge, conduct of management, peer cohesion, equity, personal feeling of importance, feedback, participation and responsibility. Celep (2000) adds to this debate by arguing that the interaction between teachers and the actual working environment can determine the level of a teacher's commitment to the school and the level of satisfaction that they derive from their job.

According to the Society for Human Resource Management (2012), the formation of close relationships between colleagues contributes positively to teacher engagement and teacher job satisfaction. Increased levels of participation by teachers in matters concerning them and their work were found to foster higher levels of teacher collegiality (Sarafidou & Chatzioannidis, 2013) as this involvement makes them feel supported both professionally and emotionally and they perceive themselves to be valuable members of the institution. This

sense of value and belonging is good for their self-esteem and contributes to higher levels of job satisfaction.

A school culture, which promotes professional development and growth, which encourages teacher recognition, which involves teachers in decision making processes concerning their work and promotes teacher autonomy in which teachers are allowed to carry out their duties with minimal interference, all contribute to higher levels of teacher job satisfaction (Christopher, 2014; Johnson et al., 2011). Similarly, a study by Hatchett (2010) sought to contribute to overall school improvement by studying the correlation between the variables of school environment and teacher job satisfaction. This study found that teachers' job satisfaction improves when they feel included, supported and are actively involved in decision-making processes.

2.6.3. The level of teacher collegiality and teacher collaboration

Regarding the need for belonging, there is a need for improved collegiality in terms of improved interactions, communication and participation amongst staff members in which teachers feel a part of the institution. Collegiality and collaboration involves aspects such as teachers meeting to support each other regarding challenges, teacher mentoring of inexperienced or struggling teachers by the more experienced and seasoned teachers and an environment of distributive leadership where teachers are given the opportunity to be involved in matters concerning their work (Weasmer & Woods, 2004). Elements that influence the nature of teacher collegiality and collaboration involve the locus of control (Cooper, 2016; Walker, 2016) and the type of collaborative activities, and whether these activities are spontaneous or whether they are contrived (Hargreaves, 1994). By spontaneous we mean they work together of their own free volition. A contrived situation means that teachers are polarised and that in most cases they are forced to work together. Another key concern regarding teacher collaboration is the locus of control. Are teachers given the opportunity to exercise their professional freedom and are in control or are they dictated to and are forced to follow? The answers to these questions are important as they impact teacher job satisfaction.

Meaningful relationships within the school context revolve around factors such as teachers working together, recognising teachers for their efforts, the provision of empowerment

opportunities and involving teachers in decision-making processes concerning their work (Dehaloo, 2011; Dorozynska, 2016; Iwu et al., 2018).

2.7. An understanding of school contexts as professional fields and its influence on teacher job satisfaction

School environments function as professional fields through the series of professional interactions that occur in the course of the teaching and learning process (OECD, 2014) and studies have shown that the school environment does impact teacher job satisfaction (Raziq & Maulabakhsh, 2015; Skaalvik & Skaalvik, 2011; Tran & Le, 2015). This part of the literature review focuses on the school contexts as professional fields and is key to the objectives of this study by setting out to explore how the professional interactions within the different school types shape their contexts and how their contexts constitute professional fields which influence levels of teacher job satisfaction.

According to Ma and McMillan (1999) school environments affecting teacher job satisfaction can be divided into three key areas viz. (a) the teachers' feeling of competence, (b) administrative control, which is tied up to principal's management style and (c) organizational culture. The school context as a professional field is shaped by these three aspects above. The contribution of Ma and McMillan (1999) will be used as the focus of the presentation on school contexts as professional fields. The discussion will include the critical engagement of what has been researched, what was found, the implications of these findings and how it has informed the concept of teacher job satisfaction.

2.7.1. Teachers' feelings of competence

Teachers' feelings of competence deal with how teachers perceive themselves as teachers. Aspects that are relevant here is their sense of professionalism, self-efficacy and autonomy. These are said to influence levels of teacher job satisfaction. These aspects also have direct relevance to the higher order needs four and five of Maslow's hierarchy of needs theory which deals particularly with self-esteem, professional growth, achievement and responsibility. These aspects also tie in directly with the motivators and hygiene factors of Herzberg's two factor theory and have implications for teacher professionalism. According to Pondiscio (2015) teacher autonomy is positively related to teacher job satisfaction and teacher retention because a school culture that promotes teacher autonomy contributes to

higher levels of job satisfaction amongst its teachers because of the respect for their professionalism.

Cooper (2016) believes that autonomy involves giving teachers the opportunity to make some of the decisions on their own. Teachers find it rewarding when they are the source of their own actions. Teacher autonomy deals with issues of due respect, freedom to experiment with new ideas, opportunities to be creative and innovative and levels of engagement in school matters and matters concerning their work. A lack of autonomy results in teachers feeling oppressed and the resultant frustration results in them feeling dissatisfied with their jobs.

Teachers are ultimately professionals and they like to be treated as such. Not being treated as professionals has become a source of dissatisfaction with their jobs. According to Miller (2012), the school climate is instrumental in facilitating or repressing teacher autonomy. A diminished school climate is associated with a lack of professionalism and collegiality within the school environment (Miller, Murnane & Willet, 2008).

Another aspect affecting teachers' job satisfaction is their perception of their level of responsibility that they are afforded in the workplace. In terms of Maslow's hierarchy of needs theory, responsibility is a higher order need that influences one's level of satisfaction, whilst according to Herzberg's two factor theory responsibility is a motivator which contributes to teachers experiencing job satisfaction. This is supported by the literature. According to Boey (2010), responsibility refers to the teacher's power to exercise direct control over the work elements and that this need within the individual teacher is best fulfilled by being empowered in the form of autonomy, decision making and collaborative leadership.

Research studies (Chamundeswari, 2013; Sarafidou & Chatziioannidis, 2013) have shown that working environments characterized by teacher involvement in decision making, more autonomy and increased levels of collegiality resulted in higher levels of job satisfaction.

According to Tanfox (2010) and Westheimer (2008) the problem at present is that teachers have become mere technicians for whom it has become necessary to mindlessly implement pre-programmed curriculum content. This reduces their level of involvement and professionalism in the execution of their jobs resulting in poor teaching performance as it affects their dedication and commitment (Ako, 2011) and results in low levels of teacher job satisfaction (Spector, 1999). There is the call for teachers to be treated as professionals with

decision making powers and not as mere employees (Kolderie, 2004) and that they be given the due respect they deserve.

These ideas are supported by Van Maele & Van Houtte (2012) who assert that teacher involvement in matters concerning their work is important for their empowerment and professionalism, whilst Moore (2012) and Rinke (2007) state that teachers who are recognised and appreciated for their efforts and who are encouraged to engage with their school leaders by sharing their concerns, enjoy higher levels of job satisfaction as this recognition and acknowledgement gives them a sense of value and is good for their self confidence and self-esteem and most importantly their level of competence.

The level of teacher engagement in matters concerning their work is inextricably linked to their level of competence. The extent to which teachers are given authority and responsibilities, the level of fairness in the treatment of teachers, the level of emotional and technical support provided to teachers and the quality of the relationships between the management and teachers are also said to influence teacher job satisfaction (Arnett & Polkinghorne, 2010; Boyd et al. 2011; Erdem et al., 2014; Johnson et al., 2011; May & Supovitz, 2011). In cases where there is limited or diminished teacher engagement, teachers are forced to work in isolation in their classrooms without meaningful interactions with their colleagues and therefore often struggle with the needs of challenging learners (Morrissey, 2000).

Giving teachers the opportunities to determine and contribute to the goals and mission of the school, will capacitate them and acknowledge their professionalism and will impact positively on their own competency (Sentovich, 2004).

2.7.1.1. Teacher recognition

A review of the literature has identified recognition as being directly linked to job satisfaction (Arnett & Polkinghorne, 2010; Giacobad, 2011; Johnson, et al., 2011; Njambi, 2014). Herzberg's Two Factor Theory identifies recognition as a motivator and one of the intrinsic factors that contributes positively to job satisfaction. Studies by Christopher (2014), Gardner (2010) and Karsli and Iskender (2009) found that teacher acknowledgement, recognition and praise have a positive impact on teachers' levels of job satisfaction. Internationally, studies by Garrett and Ssesanga (2005) in Uganda and Papanastasiou and Zembylas (2006) in Greece found that teachers who were not appreciated or recognized for their achievements experienced low morale and showed higher levels of dissatisfaction.

Gaikovad (2011) in his research on this topic highlights teacher recognition as an important factor contributing to job satisfaction. He argues that as human beings, we love to be recognised and appreciated for our efforts as this increases our confidence and self-esteem and makes employees feel valued and worthwhile members of the institution.

Studies by Beaudry (2009) and Christian (2014) lend support to the importance of recognition and appreciation in promoting levels of job satisfaction. In Christian's (2014) study, 65.4% of his participants agreed that recognition of teachers' efforts in the workplace boosted their level of job satisfaction, while in Beaudry's (2009) study more than 74% of the staff agreed that feeling that their ideas are valued and feeling recognised for their work increases their levels of satisfaction.

According to Cerit (2009), it is important that school leaders listen to their employees and show that they genuinely care about them. This fosters the building of trusting relationships and recognising teacher's value. It is important to foster an environment that appreciates and values its employees. This can be done through a distributive model of leadership (Cerit, 2009) where teachers are given more responsibilities in the workplace. Recognising teachers' value, results in them experiencing a sense of belonging to the institution. This is in line with Maslow's hierarchy of needs theory which postulates that teachers have a need to experience a sense of belonging in order to contribute to experiencing job satisfaction. By recognising their strengths, their motivation to teach increases and they begin to find their jobs satisfying and rewarding.

2.7.1.2. Teacher involvement in decision making processes on matters concerning their work.

Synonymous with teacher professional development and advancement is teacher empowerment and teacher capacity building. The teaching environment must facilitate the satisfaction of teacher's needs as a means of promoting teacher job satisfaction (Watt & Richardson, 2008). This is in keeping with the Discrepancy theory of Porter and Lawler (1968) which states that the level of job satisfaction experienced by an individual teacher is determined by the extent to which his/her needs are satisfied. One of these needs is to be involved in decision making regarding matters concerning them and their work. Involving teachers in decision making processes benefits teachers in terms of empowerment (Dorozynska, 2016; Iwu et al., 2018); enhanced commitment and dedication (Kwong et al., 2010; Udoh & Akpa, 2007); experimentation with new ideas and techniques (Okoye, 1998)

and an increased self-esteem (Ashton & Webb, 1986). From a theoretical perspective, all of these are associated with enhanced levels of job satisfaction.

Involving teachers in decision making processes will attach more responsibilities to their roles, it will make them more accountable and make their jobs more challenging (Berg & Souvanna, 2012; Ndu & Anogbo, 2007; Udoh & Akpa, 2007). Teachers who find their jobs challenging are said to enjoy higher levels of job satisfaction (Berg & Souvanna, 2012; Caprara, Barbaraneli, Steca & Malone, 2006; Klassen & Chiu, 2010). It is in this regard that principals can play a key role in creating this atmosphere within their schools (Pappano, 2007).

A study by Mbibi and Oluchi (2013) on the influence of decision making of Nigerian teachers on their job satisfaction concluded that despite teachers being involved in decision making processes, quite often their inputs were not taken seriously. This contributed to higher levels of dissatisfaction amongst teachers. Their study recommended that principals take teacher involvement in decision making seriously if they want to enhance teacher job satisfaction levels. This is a part of “participative” decision making and this corresponds to actions of principals who exhibit a transformational style of leadership. Butter (2012) and Mark (2011) found that teachers are being side-lined when decisions within the school are being made and that quite often principals take decisions on their own without teacher inputs and this is contributing to higher levels of job dissatisfaction. According to Perry (2012) some principals exhibit favouritism when it comes to decision making as they are guilty of choosing certain personnel when making decisions and excluding others. This often causes tension, conflict and unhappiness amongst teachers.

Teachers who are part of decisions that affect them will show a better understanding and take ownership of these decisions whilst a lack of involvement of teachers in decision making processes within the school, creates the perception of them being strangers to the institution (Ndu & Anogbo, 2007), teachers experiencing feelings of boredom and frustration (Wolfson, 1998) and to a lack of commitment and dedication to their jobs (Luthans, 2005).

Fairness is another key extrinsic factor influencing levels of teacher job satisfaction within the school environment. The extent to which teachers perceive that they are being treated fairly and accorded the true respect as professionals regarding decision making and feedback regarding these decisions, influences job satisfaction (Aamodt, 2004). Employers should thus be open about how decisions are made. Robbins (2005) talks about distributive fairness,

which refers to the perceived fairness of how decisions are made in the institution. When employees perceive that decisions are made in a fair and transparent manner, they are likely to express satisfaction with their jobs.

2.7.1.3. Teacher autonomy and self-efficacy

Job autonomy is defined by Leach, Wall and Jackson (2003, p.28) as:

“a practice, or set of practices involving the delegation of responsibility down the hierarchy so as to give employees increased decision- making authority in respect to the execution of their primary work tasks”.

In unpacking this quote by Leach et al., (2003) it becomes clear that teacher autonomy involves giving teachers more positions of responsibility in terms of their work. They need to be actively involved in matters concerning their work instead of being mere recipients. This involvement will empower them and facilitate their professional development which will enable them fulfil need five of Maslow’s Hierarchy of Needs Theory viz. self-actualisation.

This view of Leach is shared by other researchers as well. According to Owens (2004) and Walker (2016) teacher autonomy deals with the amount of freedom teachers have in the execution of their teaching duties. These duties involve the selection of textbooks, identifying topics and content to be taught and the choice of teaching and assessment techniques.

Effectively teacher autonomy means breaking away from bureaucratic structures and giving teachers more freedom in terms of their planning and teaching. It requires changes in other areas of the school context in terms of how teachers plan, the promotion of teacher collegiality and collaboration and the involvement of teachers in decision making processes (Walker, 2016). According to Herzberg, Mausner and Schneider (1959), job autonomy is a motivator and thus has a direct link to teacher job satisfaction because of its effect on teachers’ psychological states.

A research study by Walker, (2016) on teacher autonomy has shown that teachers, who are autonomous, are generally more satisfied with their jobs and show higher levels of productivity. This is because teachers who are given more control over their work grow in confidence and this does wonders for their self-esteem as it involves accountability, authority

and responsibility whilst a lack of autonomy impacts negatively on one's happiness, job satisfaction and health (Mrayyan, 2006). This is in line with Maslow's Hierarchy of needs theory which points out that the higher order needs are important for the attainment of job satisfaction as employees evaluate themselves in terms of their feelings of self-worth, their competence level, their capabilities and their levels of self-efficacy (Judge, Bono, Erez & Locke, 2005). Studies by Caprara et al., (2006) and Judge et al., (2005) also found a positive and significant relationship between a teacher's self-efficacy and job satisfaction.

According to Ingersoll (2001) from the University of Pennsylvania, teacher autonomy speaks to teacher professionalism. Teacher autonomy refers to the acknowledging and respecting of teachers' need to be treated as professional (Walker, 2016). A big issue in schools at present is the levels of teacher involvement in matters concerning their work. Furthermore, effective teachers are being frustrated by prescriptive curriculums which are negatively impacting on their creativity and innovation. A recent article in *The Daily News* (Goetze, 2018) criticised the rigidity of the CAPS curriculum. CAPS is the acronym for Curriculum and Assessment Policy Statement and is the latest addition to a series of curriculum changes over the years. According to teachers the present curriculum has robbed them of professional initiative and "*has sucked all the creativity out of them*" (p.8). With the focus of the present CAPS curriculum on large amounts of content and its fast pace, teachers are struggling to complete the content thus leaving very little or no time to deliver interesting lessons. Studies by Latham (2007) and Nguni et al., (2006) concluded that the more autonomy teachers enjoys, the greater their participation and collaboration in school matters and the greater they tend to enjoy their jobs.

Coupled with teacher autonomy is self-efficacy. Self-efficacy stems from autonomy and refers to the belief in one's own professional competence and according to Briones et al. (2010) plays a crucial role in job satisfaction. Teacher's self-efficacy is linked to teachers being given the freedom to experiment, to be innovative in their teaching methods, classroom management strategies, motivation, professional commitment and enthusiasm. Social support and co-operation from colleagues is key to teacher self-efficacy levels as it involves teachers working together and reducing isolation and perceptions of the individual teacher being burdened. According to Pisanti, Gabliardi, Razzino and Bertini (2003) a culture of collaboration in which teachers work and plan together promotes teacher self-efficacy through the sharing of skills and knowledge, by respecting the needs of teachers and by contributing to their positive professional development. By collaborating, teachers are

provided with benchmarks that enable them to evaluate themselves in relation to the quality of their own work.

How then is self- efficacy linked to job satisfaction? According to Ross and Gray (2006), teachers with a strong sense of self-efficacy are more willing to take risks and employ new strategies and as a result they exhibit higher levels of motivation and participation. Caprara et al., (2006) concluded that teacher job satisfaction depends on their perception of their sense of competence which incidentally is one of the determinants of self-efficacy. Duyar et al., (2013) researched the influence of the leadership practices of principals on teacher self-efficacy and concluded that some select principal leadership practices played a significant role in promoting teachers' self-efficacy beliefs and subsequently on their levels of job satisfaction. Teacher self-efficacy is linked to job satisfaction in that it meets their need for competence (Duyar et al., 2013).

Some of the leadership practices associated with the promotion of teacher self-efficacy included principals who are hands-on, those who are transparent in their actions and they provide feedback to teachers in terms of their observations, principals who are less bureaucratic and principals who promote teacher involvement in decision making processes (Herman et al., 2008; Rainey, 2009).

Teacher leadership is a concept that has been gaining prominence in recent years (Emmanouil, Osia & Paraskevi-Johanna, 2014). The emphasis is on the sharing of knowledge and skills in a collaborative environment with its main aim being teacher empowerment and teacher collaboration (Muijis & Harris, 2007). This form of collective leadership increases teacher confidence, self-esteem and satisfaction levels as teachers are now empowered to assume roles of responsibility by being involved in decision making processes in a supportive school culture. From the above, it becomes clear that these characteristics within school contexts promote teacher self-efficacy.

The concept of "professional identity" is beginning to attract interest in the different professions (Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman, 2012). The environment in which teachers work, contributes to what is called situational professional identity. The professional identity of the teacher is constructed by teachers' perceptions of their interactions with their work context (Kelchtermans, 2009). The quality of these interactions impact teachers' levels of job satisfaction, motivation, self-efficacy and levels of commitment because it has to do with how teachers see themselves as professionals in their work (Watt

and Richardson, 2008). Self-image and self-esteem are two important components of a teacher's professional identity because it has to do with how teachers are treated in the workplace. Maslow (1959) in his theory on motivation highlighted the importance of self-esteem as a contributory factor to job satisfaction. Other important components that form part of a teachers' professional identity include the level of satisfaction with the relationships that they share with their colleagues, the administrative support that they receive in the execution of their duties and their own feelings of competence (Rots, Kelchtermans & Aelterman, 2011). These authors propose that attention be paid to these aspects within school environments as a means of ensuring that teachers derive more from their jobs. Supportive school environments in which teachers feel that they are being listened to and in which teacher collaboration and participation in decision making processes are encouraged contribute to a teacher's professional identity. Once again this corroborates with the theories of Herzberg (1966) and Maslow (1959) and with the themes identified during the literature review.

Another pertinent issue regarding teacher professional identity and teacher job satisfaction that needs to be looked at, is the influence of teacher emotion on job satisfaction. This introduces the concept of happy psychology which relates to the relationship between happiness and job satisfaction. It is generally assumed that happy teachers are satisfied teachers (Calaguas, 2017). According to Calaguas (2017), life satisfaction, commonly referred to as happiness, is linked to job satisfaction. Research on happiness is relatively new and is a component of Happy Psychology. The relevance of happiness within school contexts in explaining job satisfaction is that it becomes important to identify those factors within the working environment that make teachers happy because there are many variables within the working environment that contribute positively to teacher happiness and subsequently to job satisfaction. It is therefore important that the school administration do what is necessary to ensure that teachers are happy with their work environment if they are to experience a sense of job satisfaction (Buragohain & Hazarika, 2015).

2.7.2. Administrative control

This aspect in particular focuses on the leadership style of the principal as a factor influencing levels of teacher job satisfaction. A review of the literature highlights a number

of leadership theories and models, however I will review only those that are relevant to the objectives of this study.

The Hersey-Blanchard Model (1995) emphasises effective communication by the principal as a leadership strategy in his interactions with his teachers. This model sees the principal as one who listens to his teachers, one who facilitates teacher professional growth and development and one who is supportive of his teachers. He involves his teachers in decision making processes, acts as coach by motivating and building confidence in them. These characteristics of the principal identifies with a transformational style of leadership.

The Tannenbaum and Schmidt's Leadership Model (1996) on the other hand deals with how decisions are made within the institution. This model focuses on consultation in terms of how decisions are made. It encourages teacher participation. The principal considers teachers advice and their feelings when framing decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence and value. In both of these instances full control and responsibility still lies with the leader.

Principals' leadership styles can be classified as either being transformational or transactional (Bogler, 2001; Joyti & Sharma, 2006; Wu & Shiu, 2009) and subsequently they can be either autocratic or participatory. Principals who are transformational and participatory are said to increase levels of their teachers' job satisfaction as they tend to promote professional relationships and shape a positive school culture (Denton, 2009; Marzano, Waters & McNulty, 2005), they maximise teacher autonomy, pay careful attention to the needs and interests of teachers, foster teacher participation in school decisions, display high levels of respect, encouragement and promote a collaborative working climate (Mohajeran & Ghaleei, 2008). These characteristics give teachers a sense of belonging and this sense of belonging causes them to experience feelings of being worthwhile members of the institution. According to Maslow's hierarchy of needs theory, this sense of belonging (need three) contributes to higher levels of teacher job satisfaction.

The following according to Teske and Schneider (1999) are key characteristics of principals who practice a transformational style of leadership.

(a) One who listens to teachers, knows their strengths and weaknesses, and provides support and guidance and one who gets to know his staff well;

(b) One who trusts his teachers and is trusted by his teachers, grants teachers autonomy and one who encourages a staff unity;

(c) One who appreciates that teachers are important members of the school community by involving and encouraging teacher participation in administrative and school decisions.

(d) As leader he provides meaningful staff development activities and creates a positive school climate that contributes positively to teacher job satisfaction.

Other positive leadership qualities that enhance levels of job satisfaction include the visibility and accessibility of the principal on the school site, the principal recognising and acknowledging teachers for their efforts, and the extent to which teachers feel comfortable sharing their concerns with him.

Transactional leadership, on the other hand, involves the use of praise, recognition and rewards and shows value and appreciation for the efforts of the employees. Transactional leaders positively influence job satisfaction by increasing levels of motivation through rewards and encouraging teachers to perform above their present levels (Wu & Shiu, 2009). Good and effective leaders are able to strike a balance between transformational and transactional leadership practices in their disposition as inadequate leadership by school principals contribute significantly to teacher dissatisfaction (Evans, 2010).

A review of the literature on principals' leadership styles found a significant relationship between the leadership style of the principal and levels of teachers' job satisfaction in the workplace (Bogler 2001; Denton, 2009; Josanov-Vrgovic & Pavlovic, 2014; Martino, 2003; Nguni et al. 2006). Transformational leadership focuses less on power and more on sharing leadership with the staff, empowering and relationship building where teachers experience a sense of belonging to the institution (Stewart, 2006).

Studies by Denton, (2009); Dorozynska (2016); Josanov-Vrgovic et al. (2014) and Marzano, (2005) concluded that principals who encourage positive and respectful relationships among teachers, those who treat teachers as professionals by promoting their professional growth and those who are accessible, supportive and listen to their teachers improve satisfaction levels amongst teachers. Principals who tend to be more people-oriented are associated with higher levels of teacher job satisfaction than those principals who appear to be more tasks-oriented (Josanov-Vrgovic et al., 2014). According to Denton (2009), principals who are

visible, fair, and supportive and who are positive in their interactions with their teachers are much admired.

A study by Dorozynska (2016) on teacher job satisfaction of teachers in Swedish primary schools concluded that the support from school leadership correlated positively with teachers being satisfied with their jobs. A positive and supportive school context is characterised by the school leadership providing professional and social support to teachers. School leaders who are supportive are those who consult with their teachers and engage them in decision making processes (OCED, 2014) and by creating an atmosphere of trust and collaboration (Fantilli & McDougall, 2009).

On the other hand, studies by Otto and Arnold (2005); Schlichte, Yssel and Merbler (2005) and Ware and Kitsantas (2007) focused on some of the factors that are associated with job dissatisfaction. They concluded that poor administrative support, poor leadership practices by the principal and a lack of proper organizational structures within the school environment negatively influences teacher job satisfaction. A study by Ramatulasamma and Rao (2003) concluded that the *“principal has become a compromising partner of the management”* (p.71) in that they do not do much for the professional profile of the teachers.

Recent research has reiterated the importance of principals being active participants and hands-on (Aydin et al., 2013), principals adopting leadership practices that promote feelings of ownership and belonging to the institution (Lucus, et al., 2012), principals who encourage teacher autonomy and a positive collegial atmosphere where teachers feel supported (Carlsen, 2012) and principals who listen to their teachers and provide them with administrative support (Cerit, 2009) in contributing to higher levels of job satisfaction within their subjects.

The principal's leadership style is seen to serve as a catalyst for many other school conditions as it is a powerful determinant of the overall quality and effectiveness of his school (Choi & Lee, 2011). His behaviour and interactions shape the academic climate by influencing relationships and overall teacher morale (Bogler, 2001). According to Bogler (2001), an expert on principal's leadership styles, transformational principals are those who are visible, fair, innovative, transparent, trustworthy, supportive and positive in their interactions with teachers. These findings corroborated with those of Ndoye, Imig & Parker (2010) who found that principals who acknowledge, recognize and show an appreciation for teachers' efforts are a source of teacher motivation. Principals who are perceived by their teachers to be

trustworthy, open, collaborative and supportive are said to produce more involved and committed teachers (Edgersson & Kritsonis, 2006; Nguni et al., 2006).

Emmanouil et al. (2014) concluded that principals who share their vision with the staff create a positive learning environment by supporting teacher professional development and encourage teacher empowerment, capacity building, distributive leadership and engagement in collaborative learning.

More recent research on the influence of management practices within school sites on teacher job satisfaction (Buragohain & Hazarika., 2015) found that the type of management in schools influences the level of teacher happiness and subsequently teacher job satisfaction. Effective management practices empower teachers to overcome classroom challenges, it minimises teacher isolation and promotes teacher involvement in school matters. All of these are said to makes the teachers' job more rewarding and satisfying.

According to Brown and Wynn (2009) principals who encourage teachers to discuss their problems, who value and support their teachers and who show an awareness of teachers' needs are said to influence how satisfying teachers perceive their jobs to be. Correlation studies by Biggerstaff (2012); Masood et al. (2006) and May and Supovitz (2011) all concluded that a positive to moderate relationship exists between the level of the principal's interactions with his staff and levels of job satisfaction of teachers.

Successful principals work hard at fostering teacher motivation and autonomy by encouraging teachers to participate, by paying attention to their needs, and by listening to teachers' suggestions. In this way they create opportunities for teachers' professional advancement (Brown & Wynn, 2009; Louis, Leithwood, Wahlstrom & Anderson, 2010)). These principals are those who create a pleasant and interactive working atmosphere by encouraging teachers to discuss their problems and by providing the necessary support and feedback whilst ineffective principals are associated with interactions that are non-supportive, conflictive, distant and authoritarian.

Joyti and Sharma (2006) and Sancar, (2009) added their contribution to the debate on the influence of principal's leadership styles on teacher satisfaction and commitment. Sancar (2009), reported greater satisfaction levels amongst teachers when teachers perceive their principal to be someone who shares information with them, who delegates authority and who keeps channels of communication open to them whilst Joyti & Sharma (2006) argue for a

transformational leadership practice as these principals are generally more democratic in their approach and they generate an open, friendly and co-operative atmosphere.

2.7.3. The organisational culture of the school environment as a factor influencing teacher job satisfaction

This aspect focused on the third theme of this study incorporating teacher collegiality and teacher collaboration and explored the relationships between the teachers and principal and between the teachers themselves. A research study by Korb and Akintunde (2013) concluded that teachers experience greater levels of job satisfaction from inter-personal relationships with school leadership and fellow teachers than they did from financial rewards. As professionals, teachers have the need to be treated as such and they also have the need for a sense of belonging and to be accepted as valuable members of the institution. This to a large extent influences their levels of job satisfaction; (Luekens, Lyter & Fox, 2004). The level of teacher collegiality and teacher collaboration within a school environment is influenced and judged by the nature of the inter-personal relationships, the level of support and by the opportunities for professional growth and development (Buckley, Schneider & Shang, 2005). Being a stressful occupation, teachers require support from school leadership and colleagues to stay motivated (Alemi, 2014) and this support comes in the form of feedback and mentoring (OECD, 2014).

The following quotation from Glasser (1998, p.284) aptly summarises the importance of teacher collegiality and collaboration within the school environment.

“Unhappiness, not so much with the job itself, but with the person you work for or the people you work with, is the leading cause of low quality work”.

Several other research studies (Abdullah et al., 2009; Ladd, 2009; Johnson et al., 2011; May & Supovitz, 2011) have shown that a positive relationship exists between the organisational climate of the school and levels of teacher job satisfaction. May & Supovitz (2011) and Saiti and Papadopoulos (2015) emphasise the importance of peer collaboration as a factor influencing teacher job satisfaction and in their studies found that the quality of the relationships with the school leadership and colleagues is one of the key predictors of teacher job satisfaction. The school is an institution which involves working with people and thus interactions and relationships are an important part of school functionality. No one can work alone and for this reason work is typically done in teams and through collaboration whereby

the employees become part of a web of relationships across and between themselves (Sargent & Hannum, 2005).

Research studies on principals' leadership styles (Bogler, 2001; Biggerstaff, 2012; Duyar et al., 2013; Masood et al., 2006) have shown that principals who involve their staff in matters concerning their work and facilitate the creation of an environment which promotes teacher collegiality and collaboration enhance teacher's feelings of job satisfaction.

According to Ramatulasamma and Rao (2003) the organizational climate of a school can be seen to be either integrative or oppressive. It is the school ethos through its professional and social interactions that plays a big role in shaping the type of climate within the school type. An integrative school climate promotes teacher involvement and teacher support and is associated with higher numbers of satisfied teachers. However, on the other hand, an oppressive school climate is characterised by a top down approach in which teacher involvement and support is limited. This lack of involvement and support creates a tense and disjointed school climate which is characterised by teachers grouping and is associated with higher numbers of disgruntled and dissatisfied teachers (De Vos, Delport, Fouche, & Strydom, 2011).

A study by Moore (2012) looked at the relationship between the school environment, which was defined through a socio-ecological perspective, and teacher dis/satisfaction. Some of the environmental factors influencing the organisational culture of the school in this study focused particularly on teacher autonomy; principal leadership styles, professional developmental activities, teacher collaboration/teaming and school categorization/types. A study by Mengistu (2012) on the job satisfaction of secondary school teachers in Ethiopia also focused on the influence of the working environment on levels of teacher job satisfaction. Some of the aspects of the working environment identified in this study as positively influencing the levels of teacher job satisfaction included the administrative support provided, the leadership style of the principal, and the level of teacher collegiality and teacher collaboration. Once again, it becomes clear that the aspects of professional interactions identified are in line with the themes of this study.

Xiaof and Qiwen (2007) analysed the relationship between the school's organizational climate and teacher job satisfaction using six factors, viz.; nature of the work itself, material conditions, wages, opportunities for advancement and promotion, interpersonal relationships and leadership and administration. This study together with studies by Giacometti (2005) and

Liu and Meyer (2005) concluded that the working conditions do exert an influence on levels of teacher job satisfaction. They further concluded that the principal is pivotal in promoting teacher collegial interactions by encouraging them to work together and brokering their relationships.

Numerous authors have contributed to research on organizational climate of schools, but few if any have provided insight into the relationship between school climate and levels of teacher job satisfaction (Seifer & Vornberg, 2002). This study endeavours to address this gap in the literature and to contribute to the body of knowledge by exploring how the school climate through the nature and frequency of professional interactions influence levels of teacher job satisfaction.

Studies by Chang, Kim and Tickle (2010); Choi and Tang (2009); Johnson (2006) and Lehman and Stockard (2004), support Herzberg's (1966) two-factor theory which identified the school context as a hygiene factor which extrinsically motivates teachers and prevents job dissatisfaction. The study by Choi and Tang (2009) in particular concluded that efficient administrative support reinforces teachers' commitment and morale. If teachers perceive their administrators to be supportive and co-operative, job satisfaction is enhanced. According to Moore (2012), teachers' attitudes and perceptions about their school environment is said to influence their levels of job satisfaction. When teachers perceive their school environment to be democratic and transparent, they become more trusting of the schools' leadership and their level of involvement thus increases. This increased level of involvement then gives them a sense of belonging to the institution and as proposed by Maslow (1959) gives employees higher levels of job satisfaction. Similar studies by Gurr, Drysdale and Mulford, (2005); Hurren, (2006); Johnson, (2006); Joyti and Sharma, (2006); and Lehman and Stockard, (2004) found that by providing a context in which teachers feel supported by their colleagues and school management, teacher job satisfaction is positively influenced. These findings are corroborated by similar studies that concluded that inadequate administrative support (Baker, 2007), a lack of teacher involvement in decision making processes (Bogler, 2001), a lack of positive co-operation and support amongst colleagues (Choi & Tang, 2009) and a lack of adequate teacher control over their work (Lehman & Stockard, 2004) results in teacher dissatisfaction, de-motivation and decreased commitment.

School climates are judged for their effectiveness by the frequency and nature of teacher involvement in school matters (Emmanouil et al., 2014), by teachers sharing their concerns

with the principal (Louis et al., 2010) and the extent to which teachers are recognised and acknowledged (Christopher, 2014; Gardner, 2010; Karsli & Iskender, 2009).

A study of the literature on international studies on teacher job satisfaction also highlighted the significance of school contexts for teacher job satisfaction. Some of the significant findings of these studies include equity and democracy among American teachers (Chimanikirie, Mutandwa, Gadzirayi, Muzondo & Mutandwa, 2007), accessible and supportive principals who empower and foster teacher participation for Belgian teachers (Hulpia & Devos, 2010), clear guidelines, proper communication and teacher empowerment through delegated authority and increased responsibilities (Akyeampong & Bennell, 2007), high levels of teacher participation in decision making and teacher autonomy for Australian teachers (Rice & Schneider, 2004) and an organisational climate that is characterised by experienced leadership that supports teacher collaboration and teacher professional development (Sargent & Hannum, 2005).

I will now take a look at two important aspects within the school context that are associated with the promotion of positive school climates viz. teacher collegiality and teacher collaboration.

2.7.3.1. Teacher collegiality

A positive collegial work atmosphere within the school environment enhances teacher job satisfaction as it provides teachers with professional and emotional support. It seems that within each school where teachers get along well with their colleagues there are higher levels of job satisfaction (Borkar, 2010; Johnson et al. 2011; Panday, 2010).

According to Herzberg (1966), interpersonal relationships are considered to be a hygiene factor which extrinsically motivates an individual. Its presence does not directly increase job satisfaction, but its absence can cause job dissatisfaction. From the early nineties, the importance of healthy social interaction within the school environments have been emphasized (Ostroff, 1992). According to Abdullah et al. (2009), co-operative and supportive relationships with colleagues within the school environment can compensate for teacher dissatisfaction that is due to other factors. It is through these social interactions in the workplace that the needs of the individual teachers are fulfilled and the psychological and emotional well-being of the institution established (Spector, 1997). Needs fulfilment of teachers within the school context as a factor contributing to teacher job satisfaction is entrenched in the theories underpinning this study and is a key feature of this study.

When teachers work together, the school becomes less segmented and teacher isolation is decreased. Furthermore, it is during this time that teachers share knowledge and skills and thus become exposed to their colleague's expertise (Johnson, 2006). Studies by Bogler (2005) and Papanastasiou and Zembylas (2006) on Israeli and Arab teachers respectively found that for their participants, relations with colleagues were the most satisfying characteristic of their job. They also concluded that positive relationships with colleagues were an important source of teachers' emotional health as colleagues are seen to be an important source of friendship and social support.

According to Bryk, Sebring, Allensworth and Luppescu (2010) and Ladd (2009) the building of relational trust between teachers and the school leaders and teachers engaging with fellow teachers in co-constructing the social context is very important in attempting to create a positive work context. Productive working relationships amongst colleagues are crucial to teacher job satisfaction.

A study by Briones et al. (2010) used The Social Cognitive Model to explain teacher behaviour in relation to how individuals perceive and construct situations socially and this deals with support and relationships with colleagues. The analysis of the data in this study showed that teachers' job satisfaction was significantly and positively related to perceived support from colleagues.

One of the key characteristics of a transformational leadership style is participative behaviours and the development of positive attitudes by promoting and developing a collaborative, collegial and supportive school climate (Lehman & Stockard, 2004). According to Weasmer and Woods (2004), collegiality and collaboration in the form of support meetings, mentoring and shared leadership is a strong contributor to higher levels of job satisfaction. Transformational leaders share leadership and promote teacher influence over their work environment by delegating and actively involving sub-ordinates in the administrative decisions of the school and providing adequate mentoring thereby reducing teacher isolation.

2.7.3.2. Teacher collaboration

Despite the numerous studies that highlight the positive impact of teachers collaborating, on the creation of positive school climates, a gap in the literature exists regarding the influence of contextual factors within the school environment in creating collaborative school cultures and how these school cultures influence levels of teacher job satisfaction (Cha & Ham,

2012). Collaborative school cultures promote positive attitudes towards teaching, and higher levels of trust amongst teachers. Some of the contextual factors facilitating the creation of a collaborative school culture include the principal's leadership style and the extent to which teachers are involved in matters regarding their work.

The principal's leadership style is influential in the creation and shaping of the school climate (Choi & Lee, 2011; Ndoye et al., 2010). They recommend that principals should be encouraged to create working conditions which favour teacher collaboration. The more teachers are given opportunities to collaborate, the more they are provided with opportunities to converse knowledge about theories, methods and processes of teaching and learning and to improve their instruction (Goddard, Goddard & Tschannen-Moran, 2007).

Furthermore, the teaching profession involves working with people and therefore cannot take place in social vacuums (OECD, 2014). A teacher's relationship and interactions with colleagues is what shapes their teaching experiences and offers them the necessary psychological and emotional support in overcoming the challenges of the job and for this reason a TALIS (2013) report concluded that positive inter-personal relationships and effective collaboration between teachers raise teacher job satisfaction levels (Belanger, 2013).

The MetLife Survey on Teacher Job Satisfaction (2009) found that teachers with high levels of job satisfaction are those that are more likely to work in schools with high levels of collaboration. Examples of professional interactions within school environments that present teachers with the opportunity to collaborate include discussions on classroom practices, participating in matters facilitating instructional improvement, evaluating the effectiveness and quality of their work and opportunities to be involved in and to contribute to decision making processes (Berg & Souvanna, 2012; Johnson et al., 2011).

The importance of an organizational climate characterized by collegial collaboration in promoting teacher job satisfaction is highlighted in an effort to improve learner performance in schools. The creation of this so called community culture encourages and promotes teachers working together (Akhter, 2013; Hatchett, 2010; Johnson et al., 2011; Moore, 2012; Pappano, 2007; Pisanti et al., 2003). According to Pisanti et al., (2003) this culture of collaboration within schools respects and fulfills teachers' needs and provides the necessary support that they require. The study by Johnson et.al. (2011) in particular concluded that school environments in which teachers collaborate frequently, where they receive meaningful feedback about their instructional practices and in which they are recognized for their efforts

are said to promote teacher development and teacher job satisfaction. They also suggested that teachers who are directly involved in how their schools are managed become empowered and are more likely to experience satisfaction with their jobs. The studies by Hatchett (2010) and Moore (2012), in particular, concluded that a school climate in which teachers are supported and valued promotes job satisfaction amongst its teachers.

Schools that establish structures and schedules where experienced teachers provide mentoring, professional development activities conduct classroom demonstrations and provide regular feedback on specific teaching and learning innovations are said to promote higher job satisfaction levels among their teachers (Schacter & Milken, 1995). Changes to school environments as a result of department of education initiatives have seen teachers being encouraged to co-operate in teams, to build professional learning communities, to participate in and attend professional development activities (Darling-Hammond et al., 2005; McLaughlin & Talbert, 2006; Menon, Papanastasiou & Zembylas, 2008)

Shonk (1992) identified three key ways in which organizations and institutions can successfully achieve professional and personal growth in their employees. Firstly, employees must be given opportunities to participate in problem solving activities directly related to their work; secondly to involve employees in goal setting, planning and decision making and thirdly to create teams as this will facilitate skill and knowledge sharing and support.

Purky and Smith (1982) cited in Hatchett (2010) identified the following as characteristics of effective school cultures: (i) Schools that are rich in collaborative planning, collegial relationships and a sense of community and schools in which the principal as leader makes teachers aware of their expectations and where he leads by example. These ideas are supported by Denton (2009) and De Vos et al. (2011). According to Denton (2009) proper communication and sound relationships between the key role-players have a strongly positive impact on levels of teacher job satisfaction, whilst De Vos et al. (2011) affirm that a lack of collegial behaviour on the part of school staff creates a dismal organizational climate that may impact negatively on teaching and learning.

Research has shown that collaboration and collegiality is important for school improvement as it promotes social interactions between teachers (Datnow, 2011). Other research studies (Ackerman, 2011; Cook & Faulkner, 2009; De Jesus & Lens, 2005; Johnson, 2006) on teacher collaboration showed that by creating opportunities for teachers to work together, teachers experienced higher levels of morale, positive perceptions of the school climate and

enhanced teacher collegiality and it provided moral support for teachers. Teacher collaboration is looked upon as a powerful strategy to create learning communities and improve schools (Kaufman, Grimm & Miller, 2012). The Metlife Survey of the American teacher (2009) found that teachers with higher levels of job satisfaction were more likely to work in schools with higher levels of collaboration.

However it is important that a distinction be made between spontaneous collaborative cultures and its opposite known as contrived collegiality (Hargreaves, 1994). Collaborative cultures are characterised by spontaneous, voluntary and development-oriented working relationships, whilst contrived collegiality takes place in fixed time, is purposefully set up, is compulsory and is implementation-oriented. It is said that this contrived collaboration does not result in meaningful change (Datnow, 2011) and this lack of spontaneity has negative repercussions for social relationships within the school environment.

One of the key criticisms levelled at contrived collegiality is that opportunities are created by the school management in set times and does not occur spontaneously and attendance is mandatory. The outcomes are predictable since it is the principal who creates opportunities and agendas for these sessions. Furthermore, contrived collegiality is characterised by a lack of flexibility in that everything is pre-scheduled and there is the tendency to force it upon subjects (Hargreaves, 1994). Contrived collegiality robs teachers of their professionalism, something which is important to the building of their self-esteem as it ignores their individuality.

Teacher professional development within school environments and its impact on teacher job satisfaction has gained prominence (Bosley, 2004; Rao & Kumar, 2004). Recent reforms in education place increasing emphasis on teacher collaboration seeing that according to The MetLife Survey (2013) just 39% of the teachers declared satisfaction with their jobs and one of the main reasons that teachers cited for their dissatisfaction was a reduction in the amount of opportunities for professional development and collaboration within schools.

From a theoretical perspective, Maslow (1959) and Herzberg (1966), teacher professional growth and development are motivators that impacts positively on levels of job satisfaction. Professional development activities within school environments provide teachers with opportunities to empower and capacitate themselves resulting in higher levels of self-efficacy. Furthermore, teachers are provided with the psychological and emotional support that enables them to overcome the demands and challenges of the job. This support makes

their jobs more satisfying and rewarding (Barr & Parrett, 2007). This is corroborated by the findings of Vassallo (2011) in a study on teachers in Malta. He concluded that the main sources of teacher job satisfaction were teachers working collaboratively with colleagues and enjoying sound collegial relationships because of its source of emotional and social support.

Teacher learning is fast becoming a major part of school operations as schools are quickly being recognised as learning organisations (Elmore, City, Friarman & Teitel, 2009). Fullan (2001) advocates the transformation of schools into learning communities. According to him, teacher collaboration and collegiality are the hallmarks of professional learning communities. Another key factor of professional learning communities is making teachers responsible for decisions, thereby developing their leadership potential and recognising and appreciating teachers for their efforts (Kearney, 2008; Menon et al., 2008). When teachers become empowered and their capacity increases, they develop feelings of success and satisfaction (Thompson et al., 2004).

With the recent reforms in education which has seen an increasing emphasis on teacher collaboration, the formation of Professional Learning Communities (PLC's) in schools have become the order of the day (Ackerman, 2011; Goddard et al., 2007). Traditionally, teachers have taught in isolation (Chapman, 2014) and did not receive support from their administrators and colleagues but PLC's foster collaborative learning amongst colleagues within their work environment (DuFour, 2004). This lack of professional support forced teachers to rely on trial and error to meet the challenges they were faced with in the classroom and quite often failure was met with frustration. It is clear from a review of the literature that greater job satisfaction exists when teachers are assigned to work on teams and when there is a greater sense of professional opportunity to work together in these groups on important professional concerns as this enhances their feelings of belonging and self-esteem (DuFour, 2004; Oliver, 2007). Research reports by the Centre for Public Education (2005), concluded that teachers working in teams as part of collaborative activities improved the performance of those schools. This sense of belonging and enhanced levels of self-esteem is in keeping with Maslow's (1959) Hierarchy of needs theory that explains motivation and job satisfaction.

According to Buffum and Hinman (2006) and Emmanouil et al., (2014) PLC's or learning organizations must be seen as an effective staff development team approach and a powerful strategy to overcome obstacles in the school environment that can cause issues in teachers

doing their job effectively. These learning organisations must provide opportunities for teacher empowerment and skills development. One of the biggest advantages of PLC's is its reduction in teacher isolation and they result in better informed and committed teachers with huge academic gains for students (Ackerman, 2011; DuFour, 2004).

Through PLC's, teachers are open to new ideas and solutions, teacher autonomy and experimentation is encouraged and there is a greater emphasis on relationships (Levine & Shapiro, 2004). Through this collaboration, teachers learn more together than if they were on their own. The idea that there is one main decision maker who controls the organization is not sufficient in today's schools. Successful PLC's therefore require a shift from traditional leadership roles which were leader-centred (top down) to a shared leadership which is characterized by transformational leadership practices. According to Thompson et al., (2004) ideas coming from someone else without teacher input is perceived as a waste of time.

Research on teacher job satisfaction has noted the importance of collegial relationships and administrative support for teaching in the form of organizational socialization such as mentoring programmes. A perfect example of this is the Jiaoyanzu, which is a unique feature of Chinese schools (Sargent & Hanuum, 2005). Through the activities of the Jiaoyanzu, teachers engage in joint lesson planning and professional discussions, peer evaluations and feedback and are actively involved in making decisions regarding curriculum delivery. It can thus be deduced from the above discussion that school environments need to encourage teacher collegiality and collaboration as a means of enhancing teacher job satisfaction. It is through teachers sharing collegial relationships and working in teams that they become capacitated and empowered and in doing so find their jobs more satisfying and rewarding.

2.7.4. School types and school contexts as factors influencing teacher job satisfaction levels.

A review of the literature on the influence of school types and contexts (Crossman & Harris, 2006 ; Raziq & Maulabakhsh,, 2015; Skaalvik & Skaalvik, 2011; Tran & Le, 2015) on levels of teacher job satisfaction indicates that external contexts together with the nature of interactions and activities within the school environment shapes its context and which ultimately influences the school climate. Some of these external context variables include whether a school is publically or privately managed, whether it is a city, township or rural school.

However, what appears to be missing from the literature, is whether the type of school has any effect on the environmental factors which relate to job satisfaction and by exploring the nature of professional interactions within the different school contexts of the different school types, this study aims to address this gap by contributing to the literature on the influence of job satisfaction factors within the school contexts of the different school types on teacher job satisfaction.

Having already emphasised the importance and influence of school contexts on levels of teacher job satisfaction, previous research studies on this issue, however, produced different results. According to Omobude and Ujiro (2012) the type of school does exert some sort of influence on its participants in terms of the extent to which they become involved in the activities of the school regarding their work and the extent to which their professionalism is respected. They also concluded that in public schools, it is generally the responsibility of the principal for decisions made at school level whilst in private schools there was greater involvement of teachers in the decision making processes concerning their work. The reason cited for this was that decisions for public schools are made by the ministry of education whilst decisions in the private schools are made internally by the board of governors, principal and teachers.

Moore (2012), found that teachers in rural and middle schools in particular have higher rates of dissatisfaction among teachers, whilst a study by Chamundeswari (2013) investigating the job satisfaction and performance of teachers in different categories of schools, found that there was a significant difference in job satisfaction levels in the different school types. Her study highlighted a congenial working environment as possibly the main reason for this difference.

A quantitative study by Crossman and Harris (2006) investigating the role of the school climate in influencing the job satisfaction of secondary school teachers in the USA found a significant difference in the overall job satisfaction of teachers by type of school. They concluded that teachers in independent and privately managed schools showed the highest levels of satisfaction. This finding is similar to the findings of Khalid, Irshad & Mahmood (2012) of teachers in Pakistan. They concluded that teachers teaching in private schools experienced higher levels of job satisfaction than teachers teaching in public schools. Similarly, a survey (Ladd, 2011) for the school years 2003-04; 2007-08 and 2011-2012 on the percentage of US teachers across public and private schools, reporting satisfaction levels with

their jobs, revealed that a higher percentage of teachers teaching in the private school were satisfied with their jobs. These findings indicate that the type of school does have a statistically significant effect on teacher job satisfaction levels. One of the key factors affecting job satisfaction, according to Crossman and Harris (2006) and Khalid et al. (2012) is the working environment. However, contrary to this, studies by Ahmed (2014), Chughati and Perveen (2013) and Gupta and Gehlawt (2013) of Bangladeshi teachers concluded that teachers teaching in government public schools showed greater job satisfaction levels than teachers teaching in private schools.

Despite studies by Dhingra (2006) amongst the government and private schools of Patiala district in India; Akhtar, Hashmi, Naqvi (2010) of teachers in Pakistan and by the US Education Department on the American Teacher (1997) finding no significant difference in the job satisfaction levels of government and private school teachers, a comparative study by Indhumathi (2011) found that teachers in the different categories of schools in India differed significantly in both levels of job satisfaction and performance. The findings of these studies provide evidence that the school type through its climate does influence the job satisfaction levels of its teachers.

Although the findings of the above comparative studies on school types and levels of job satisfaction provide conflicting evidence as to the influence of school types and contexts on teacher job satisfaction, there seems to be sufficient evidence that the school type and context does exert some form of influence over how satisfied teachers are with their jobs.

A study by Duyar et al. (2013) identified a negative correlation between school types and leadership practices of principals. What this suggests is that principals in public and private schools engage in leadership practices and that this can account for differences in school contexts. Some of the differences in these leadership practices were found in areas of bureaucracy, the support of the principal in creating a positive working environment and the level of the principal's support in encouraging collaborative practices between teachers. Principals who create conducive environments, which include the provision of personal and professional support and showing appreciation for teacher's efforts are said to enhance teachers' levels of job satisfaction.

2.8. Overview

The literature review began with the conceptualization and definition of job satisfaction and a discussion of why job satisfaction of teachers is important and some of the consequences of dissatisfied teachers. Various definitions were presented; in summary job satisfaction can be defined as the way one feels towards the job. Furthermore, it became clear that job satisfaction is influenced by both intrinsic and extrinsic factors. Intrinsic factors are those factors that emanate from within the individual, whilst extrinsic factors are those factors that are external to the individual and are found in the work environment. In light of this study more emphasis was placed on extrinsic factors as the school context was placed under scrutiny. However, it must be remembered that extrinsic factors can influence intrinsic factors eg. teachers efforts being recognised by the principal can make teachers to feel appreciated and valued and this makes their job more rewarding and satisfying.

Since the main focus of this study was to explore the influence of professional interactions within different school environments on levels of teacher job satisfaction, a detailed discussion was presented on the influence of professional interactions between the principal and teachers and between the teachers themselves in shaping the school context which is referred to in this study as professional fields. A brief explanation of what constitutes professional interactions was provided. The review of the literature identified the leadership style of the principal, teacher involvement in matters concerning their work and teacher collegiality and teacher collaboration as key factors of professional interactions affecting teachers' levels of job satisfaction.

The literature also identified a shift from conventional job satisfaction measurements to variables that measure teacher professionalism, teacher autonomy, and inter-personal relationships. The review revealed that the school context through the nature of its professional interactions is influential as to how teachers feel about their jobs while some of the factors associated with low levels of teacher job satisfaction included poor leadership skills of the principal, high degrees of bureaucracies, a lack of teacher involvement and inadequate opportunities for teacher professional development.

Since this study approached job satisfaction from a needs perspective, the key theories underpinning this study were Herzberg's Two Factor Theory, also known as the Motivator-

Hygiene Theory, and Maslow's Hierarchy of Needs Theory. Two additional theories, Porter and Lawler's Discrepancy theory and Locke's Affect theory were also used to further cement the idea that job satisfaction is the result of the extent to which teachers' expectations in terms of their needs within their work environment are met.

Being a comparative study across the different school types, it was necessary to review the literature on other comparative studies that were done. Results of these studies produced conflicting conclusions. Some studies found that private school teachers were generally more satisfied than government school teachers whilst other studies found that government school teachers enjoyed greater levels of job satisfaction than private school teachers. Other studies found that there were no significant difference in levels of job satisfaction of private and government school teachers.

In the next chapter I will present the theoretical orientation chapter in which I present a detailed discussion of the different theories that were touched upon in section 2.5. Through this chapter the reader will be able to link the main constructs of the theories to the main focus of this study by detailing the relationship between the constructs of the theories and the variables under exploration.

CHAPTER THREE

Theoretical Orientation

3.1. Introduction

This study focuses primarily on the influence of the school context, through the nature and frequency of professional interaction activities occurring between the principal and teachers and between the teachers themselves, on the levels of teacher job satisfaction of the teachers in the different school types. In line with this study's focus, the research will draw on the key theories related to the understanding of and explanation of job satisfaction.

A review of the literature (Green, 2000) on job satisfaction identifies three broad theoretical perspectives from which this concept of job satisfaction can be interpreted. These interpretations find themselves within three key frameworks viz. Content or needs theories, process theories and situational models which contribute to an understanding of job satisfaction. Content theorists like Herzberg and Maslow believe that individuals have needs and it is gratification of these needs that determine their levels of job satisfaction. Process theorists like Locke and Porter and Lawler believe that motivation and job satisfaction is influenced by the relationships between variables found in the work environment (Hong & Waheed, 2011). It is in light of these perspectives, that the significance of the social context of work is brought to the fore and its impact on teacher attitudes and behaviours is highlighted.

According to needs theorists like Maslow (1959), Herzberg (1966) and Deci and Ryan (2005) job satisfaction is the result of the fulfilment of human needs. These job satisfaction theories have a strong overlap with theories explaining human motivation and the similarities of these two theories regarding the significance and influence of teacher needs on levels of job satisfaction is striking. According to Maslow's (1959) Hierarchy of Needs theory, Herzberg's (1966) Two Factor Theory and Deci and Ryan's (2005) Self-Determination Theory teachers are human beings and as such have job related needs that have to be fulfilled in order for them to derive satisfaction and reward from their jobs. Put simply, levels of job satisfaction are influenced by the extent to which employee's needs and expectations within the work

environment are fulfilled (Amos et al., 2008; Robbins, 2001; Zembylas & Papanastasiou, 2006). It is in light of this interpretation that this study explores the extent to which teachers' needs and expectations, through professional interactions, within the environments are satisfied as a source of the satisfaction they experience in their jobs. The Discrepancy theory of Porter and Lawler (1968) shares some form of commonality with the theories of Maslow and Herzberg. This Discrepancy Theory explains job satisfaction in terms of the discrepancy between what a worker expects to receive from the job and what the worker actually receives. According to this theory, the smaller the difference between teacher expectations and outcomes, the higher the level of job satisfaction, whilst the greater the difference, the lower the levels of job satisfaction (Porter & Lawler, 1968). These needs theories resonate with the aim and purpose of this study which was to explore the extent to which the school context, through professional interactions, meet the needs of teachers.

The second theoretical perspective proposed by Green (2000) involves that of Process theories. Ololube (2006) in his study on teacher job satisfaction, drew on the process theorists Adams (1965) and Vroom (1964) who emphasized worker motivation and satisfaction in terms of how individuals perceive their work environment and how they interpret and understand events (Armstrong, 2006). These theorists explain worker motivation and satisfaction as the outcome of the interaction between values, needs and expectancies. However, for the purpose of this study, these theories will not be elaborated upon. Rather, I will look at the Discrepancy Theory of Porter and Lawler (1968) and the Affect Theory of Locke (1976) since these theories explain job satisfaction in terms of teacher expectations and outcome. The level of job satisfaction is determined by the extent to which teacher expectations within the workplace are actually met. The difference between the two is referred to as the discrepancy. The smaller the discrepancy between what teachers have come to expect and the degree to which these expectations are met, the higher their levels of job satisfaction and vice versa.

The third theoretical perspective that Green (2000) used to explain job satisfaction is the situational model of Glassman, McAfee & Quarstein (1992) and Durick and Glisson (1998). This theoretical perspective explains job satisfaction in terms of job characteristics, the organizational characteristics and an individual's characteristics (Hoy & Miskel, 1996)

Glassman et al. (1992) further separates the school context into situational characteristics and situational occurrences. These concepts of situational characteristics and situational

occurrences coincide with Herzberg's two factor theory and Maslow's hierarchy of needs theory. Situational characteristics deal with aspects such as pay, working conditions and promotional opportunities, whilst situational occurrences refer to aspects of recognition, acknowledgement and rewards for work done. According to Herzberg's (1966) Two Factor theory, motivators, also known as satisfiers, are those factors that encourage job satisfaction and are intrinsic to the individual. These factors include achievement, recognition, the work itself, responsibility and advancement. These are similar to situational occurrences of Glassman et al. (1992). On the other hand, hygiene factors, also known as dissatisfiers, are extrinsic to the individual and are found in the work environment (Borkar, 2010). These factors include salary, organizational policies, supervision, working conditions and interpersonal relationships (Judge & Klinger, 2007). These factors are similar to Glassman's et al. (1992) situational characteristics.

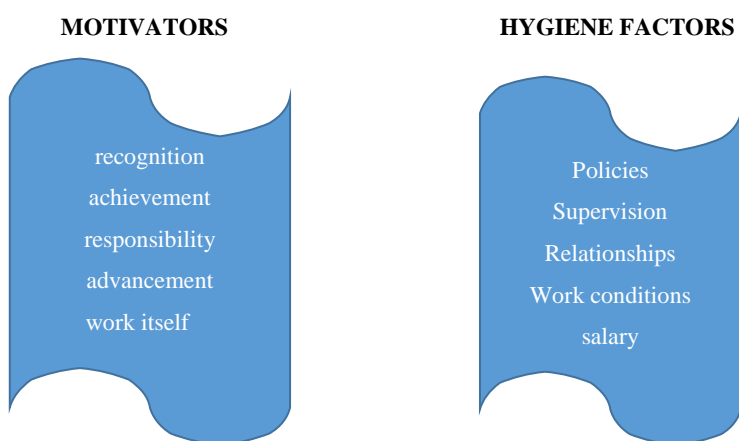
Another key aspect of this study that adds to its uniqueness is its focus on school contexts as professional fields. This draws on Bourdieu's theory of fields. A field, according to Bourdieu (1993), refers to the setting in which people and their social positions are located and involve power relationships. Positions of the people in their field is influenced by interactions relating to specific rules of the field, people's habitus and people's social, economic and cultural capital. Habitus refers to the extent to which role players make use of the resources they are subjected to in their particular field and it is a subjective system of expectations (Bourdieu, 1993). The concept of professional fields, relevant to this study, thus has its origin in Bourdieu's theory of fields and is used to explain a range of social phenomena (Grenfell, 2006). It thus becomes imperative for the purpose of this study to view school environments as professional fields involving co-operation, collaboration and perceptions of trust in the professional interactions characterizing the school environment.

Having presented an outline of the various theories (see section 2.5.) that have been used in studies on job satisfaction, the main focus in this study is on Herzberg's (1966) Two Factor Theory and Maslow's (1959) Hierarchy of Needs Theory. The reason for these choices is that this study explores the influence of professional interactions within the school environment through needs fulfilment on levels of teacher job satisfaction and which is the main focus of this study. The needs of teachers explored in this study are in line with Maslow's (1959) Hierarchy of Needs and Herzberg's (1966) motivators and hygiene factors.

3.2. Herzberg's two factor theory

Fredrick Herzberg, a behavioural scientist, explored the factors that make employees feel satisfied or dissatisfied. He focused on the correlation between employee attitude and workplace motivation. His two-factor theory, also known as motivator-hygiene theory, categorized factors as motivators and hygiene factors. Motivators are those factors that are intrinsic and influence how workers perceive and feel about themselves and include achievement, recognition, responsibility and advancement. These factors involve giving teachers greater opportunities, responsibilities, authority and autonomy. Hygiene factors, on the other hand, are those factors that are extrinsic to the individual and include policies, supervision, salary and inter-personal relationships and are thus factors that contribute to the shaping of the school environment (Akyeampong & Bennell, 2007; Hong & Waheed, 2011; Joyti & Sharma, 2009). In this research study, job satisfaction is the dependant variable and the professional interactions that occur within the different school environments are considered the independent variables. In essence the relevance of this theory to this study is that professional interactions within school environments can be categorised as motivators or hygiene factors as they can cause job satisfaction or dissatisfaction. According to Herzberg (1966) the presence of hygiene factors do not automatically lead to job satisfaction, but the absence of these factors contribute to dissatisfaction.

Figure 3: Motivators and hygiene factors (Source. Fredrick Herzberg (1966), Work and Motivation)

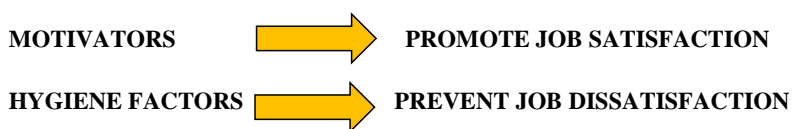


Herzberg, Mausner and Snyderman (1959) identified recognition and achievement as the most powerful satisfiers for teachers and crucial for increasing job satisfaction. They found that teachers experienced a higher level of satisfaction when school leaders emphasized the positive, demonstrated a belief in their teachers' dignity and work and established teacher empowerment within the school. According to Arnett & Polkinghorne (2010), the lack of support and teacher recognition is one of the main reasons why teachers express dissatisfaction with their jobs.

The crux of the Two Factor Theory is that satisfaction is influenced and driven by motivators whilst dissatisfaction is associated with hygiene factors. These factors work independently of each other in that hygiene factors do not lead directly to higher levels of motivation and job satisfaction but the absence of them may perpetuate dissatisfaction amongst the employees (Hong, et al., 2011). It is thus important that attention is paid to these hygiene factors when studying job satisfaction.

The following diagrammatic representation shows the influence of motivators and hygiene factors on job satisfaction according to Herzberg.

Figure 4. The influence of motivators and hygiene factors. Adapted from Hong and Waheed, (2011)



According to the figure above, motivators are intrinsic to the job and include factors that influence how workers perceive and feel about themselves. Motivators include recognition, responsibility, achievement and advancement. These motivators are directly linked to job satisfaction levels. However hygiene factors are those factors that are extrinsic to the individual and are found in the work environment. Hygiene factors include policies, salary, supervision, overall working conditions and inter-personal relationships. Hygiene factors, when present, are not directly linked to job satisfaction but their absence will result in job dissatisfaction (Hong et al., 2011).

Herzberg (1966) provided the following scenarios regarding the influence of hygiene factors and motivators on levels of teacher job satisfaction.

high hygiene + high motivators = ideal situation of highly motivated teachers with few complaints

high hygiene + low motivators = teachers have few complaints but are not highly motivated

low hygiene + high motivators = teachers are motivated but have many complaints

low hygiene + low motivators = worst case scenario with unmotivated teachers with many complaints

The desire is to strike a balance between the two so that the desired result can be achieved.

Herzberg's (1966) motivator-hygiene theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the same continuum, but instead are two separate and, at times, even unrelated concepts. Motivating' factors like pay and benefits, recognition and achievement need to be met in order for an employee to be satisfied with work. On the other hand, 'hygiene' factors (such as, working conditions, company policies and structure, job security, interaction with colleagues and quality of management) are necessary, not because it contributes to job satisfaction, but because a lack hereof can cause job dissatisfaction (Ololube, 2006)..

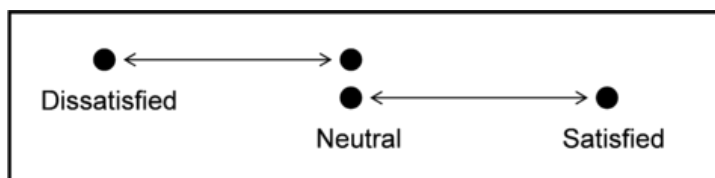


Figure 5: Graphical Representation of Herzberg's Description of Satisfiers and Dissatisfiers (Collins, 1985).

According to the graphical representation above (Figure 6), hygiene and motivational factors are viewed as separate entities and independent of each other. This shows that job satisfaction and job dissatisfaction are not at opposite ends of the same continuum. It is thus possible that employees can be neither satisfied nor dissatisfied, which then places them in a neutral space. According to his motivator-hygiene theory (Herzberg, 1966), when hygiene factors are lacking, their absence causes employees to be dissatisfied, but when these factors are present it means the employee is not dissatisfied, but not necessarily satisfied as hygiene factors are

said not to directly influence job satisfaction. This then places them in a neutral space. Hygiene factors although said to prevent dissatisfaction, does not lead to satisfaction. An employee's satisfaction level is dependent on the "motivator" factors. It is, thus, presumed that when motivator needs are met the employee is thought to be satisfied. This portrayal of motivation and hygiene factors as separate entities assists in highlighting the complexity of workers feelings, as they might feel both satisfied and dissatisfied at the same time; or neither satisfied nor dissatisfied (Collins, 2002). The opposite of *satisfied* is not *dissatisfied* but rather *not satisfied* and the opposite of *dissatisfied* is not *satisfied* but rather *not dissatisfied* (Ololube, 2006).

Although a very popular theory in explaining job satisfaction and having stimulated much research, it, too, has been subjected to its fair share of criticism. Locke (1976) argues that the idea of categorizing intrinsic and extrinsic factors into separate and independent factors is logically and empirically indefensible. Hong et al. (2011) also criticised the theory on the grounds that physical and psychological needs cannot be easily separated and at times it is difficult to clearly determine whether some of the factors can be separated into motivators or hygiene factors. According to Wang et al. (2011) it is thus possible that some of the factors that are classified as hygiene factors are actually motivators. Evans (2010) views Herzberg's interpretation of job satisfaction as being narrow. According to him, by excluding salary and working conditions, for example as satisfiers, makes Herzberg's work conceptually flawed. He does not define job satisfaction and motivation and he does not pay attention to the different definitions and interpretations of job satisfaction. Despite these criticisms, this theory does focus on the pertinent issues on hand in this study.

Hackman and Oldham (1975) also criticised Herzberg's theory as being too simplistic and more of a methodological approach because of the inability of researchers to empirically prove this model with any kind of reliability and the fact that this theory did not consider individual differences (Judge & Klinger, 2007) implying that all participants will react in an identical manner to the motivators and hygiene factors. This failure to recognize the existence of substantial individual differences within employees and work environments showed another shortcoming of this theory. From a subjective perspective, what may apply to one individual or situation may not necessarily apply to another. The possibility thus exists that some hygiene factors may be perceived as motivators to some individuals and vice versa. This, therefore, raises questions regarding the validity of his findings (Yew & Manap, 2012).

With job satisfaction being a complex concept which has much to do with individuals' dispositional characteristics, what motivates one may be a dissatisfier for another. Individual differences which would affect an individual's unique response to motivating or hygiene factors are largely ignored in this theory. Using the example of increased responsibility illustrates this point. Those who want to grow and develop in their roles will see this increased responsibility as a means of furthering their career. To another person this increased responsibility can be a dissatisfier if they are already over- burdened. Herzberg's theory emphasized job characteristics and ignored individual differences. A person may be satisfied with one or more aspects of the job but at the same time may be dissatisfied with other aspects (Ghazal et al., 2007).

On closer inspection of this theory, it appears not as simple that if one wants to improve employee satisfaction then one must decrease those factors that cause dissatisfaction and to increase those factors that cause satisfaction (Marczely & Marzely, 2002). Remedying the causes of dissatisfaction does not automatically lead to satisfaction nor will adding satisfiers eliminate dissatisfaction. The opposite of satisfaction is not dissatisfaction but rather no satisfaction (Ubom and Joshua, 2004) and the opposite of dissatisfaction is not satisfaction but no dissatisfaction. This, however, has become a source of criticism as there seems to be some confusion created by the opposite of satisfaction being no satisfaction and not dissatisfaction and vice versa. These distinctions need intense clarification and the differences made known. However, Lumsden (1998) disagrees with this as he contends that both intrinsic and extrinsic factors lead to job satisfaction when they are present and to job dissatisfaction when they are absent.

Although criticized for its rigidity in terms of separating motivational and hygiene factors, Wilson & Zhang (2010) allude to the fact it provides a convenient framework of analysis of the level of job satisfaction by providing the factors. In relation to this study, this theory was effective and apt in that it compartmentalised the factors in the work environment into motivators (satisfiers) and hygiene factors (dissatisfiers).

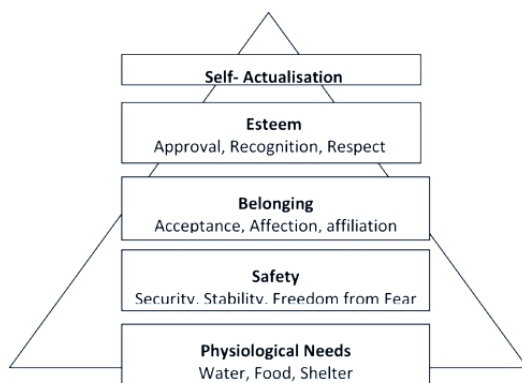
Despite these criticisms levelled against his theory, Herzberg has been credited for looking beyond just salary and other fringe benefits as job satisfiers (Chen et al., 2006) and for identifying that there are other powerful factors within the work environment that influence job satisfaction (Moorhead & Griffin, 2004). Herzberg's theory thus provides a solution for schools' management teams by providing an adequate level of hygiene factors to keep

employees from being dissatisfied and to focus on motivators to increase job satisfaction. Herzberg's distinction of factors into motivators and hygiene factors resonates perfectly with the objectives of this study in terms of the influence of the school context on levels of teacher job satisfaction. Furthermore, the school context is shaped by the nature of professional interactions occurring within the environment.

3.3. Maslow's hierarchy of needs theory

The other key theory underpinning this study is Maslow's (1959) Hierarchy of Needs Theory. Very popular in the literature on human motivation, Maslow's needs hierarchy theory was one of the first theories to examine the importance of satisfying human needs as a contributing factor to enhancing levels of teacher job satisfaction (Maslow, 1995). This theory suggests that human needs form a five-level hierarchy (see Figure 7. below) comprising the following needs: physiological needs, safety, belongingness/love, esteem, and self-actualisation. Maslow's hierarchy of needs theory postulates that there are essential or basic needs at the lower rungs of the pyramid that need to be met first (such as, physiological needs and safety), before the more complex or higher order needs (such as, belonging, esteem and self-actualisation) can be met (Steyn, 2002). However, Zembylas et al. (2006) say that job satisfaction is derived from the satisfaction of the higher order needs.

Figure 6: Maslow's Five-level hierarchy (Lu, Barriball, Zhang, & While, 2012).



Maslow designed his needs hierarchy to explain human motivation in general, but due to its main tenants applying very much to the work environment, it has been used to study the job

satisfaction of workers with their jobs. According to Maslow (1959), the satisfaction of the lower order needs (Needs 1 & 2) is necessary before workers can focus on the three higher order needs. The satisfaction of the lower order needs are not sufficient enough to influence a person's level of job satisfaction but its absence can affect the realisation of the higher order needs. This is similar to the hygiene factors of Herzberg's Two Factor theory which categorically states that their presence does not lead to job satisfaction but their absence contributes to job dissatisfaction. These theories show that those factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when not present (Ololube, 2006) as they tend to operate independently of each other. According to Maslow, safety needs manifest themselves in the form of workers feeling safe in their work environment. Once these needs are satisfied, the employees can then focus on satisfying the higher order needs. The achievement of the higher order needs of this theory correlate with the main themes of this study. Enjoying positive relationships with colleagues and supervisors in the workplace, being involved in matters concerning their work, the provision of opportunities for professional advancement and where teachers experience a sense of value, appreciation and belonging are some of the ways in which these higher order needs can be satisfied.

According to the pyramid, the final step in the satisfaction of human needs is the individual's need to self-actualise. This involves the desire to grow and develop professionally in order to maximise their potential and become everything they are capable of becoming. Although it could be seen as separate, the progressions from one step to the next all contribute to the process of self-actualisation. However the order of needs in the pyramid has been questioned. Therefore, organisations looking to improve employee job satisfaction should therefore focus on meeting the basic needs of employees as these are important in the progression towards the satisfaction of the higher-order needs.

However, this approach to explaining job satisfaction seems to be becoming less popular as it fails to consider the cognitive processes of the employee and, in general, it lacks empirical supporting evidence (Spector, 1997). In addition to this, Maher (2002) criticised the self-actualisation process. According to him, the absence of a clear definition and a lack of a conceptual understanding of self-actualisation and a lack of clarity in terms of how it can be measured, makes it difficult to actually say what the final goal is or when it has been achieved.

According to Maslow's theory, it is the fulfilment of human needs which leads to job satisfaction (Oliver, 2007) and quite often it is the environment in which teachers work that provides the source for the satisfaction of teacher's needs (Watt & Richardson, 2008). The higher order needs of social belonging is achieved through the interactions in the context of relationships, whilst the search for being worthwhile (self-esteem) is achieved by the individual being actively involved in the activities of the school and finally the need for self-actualization is realised through professional self-development and growth. This corresponds with a model proposed by Judge, Locke, and Durham in 1997 called the Core Self-evaluations Model. According to Judge et al., (1997) the Core Self-evaluation model determines one's disposition towards job satisfaction and self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) are considered key components of this model as they propose in this model that higher levels of self-esteem and general self-efficacy lead to higher work satisfaction.

The higher order needs of this theory, in particular, resonate with the aims of this study. The different professional interaction activities highlighted for the purpose of this study identify with the different rungs of Maslow's pyramid. Maslow's 3rd need which refers to that of the need for social belonging involves relationships, collegiality and collaboration. It is termed affiliation needs because it refers to the need of the individual to be loved, valued, and appreciated and to be accepted as part of a group (Alemi, 2014; Boey, 2010; Mullins, 2005). It is, therefore, important for school leadership to design tasks around teams and to encourage and involve teachers in collaborative activities (Oliver, 2007). This can also be achieved by recognising teachers for their work, involving them in decision making processes concerning their work and by encouraging harmonious inter-personal relationships amongst members of staff (Daft, 1997).

Maslow's fourth need refers to the self-esteem of the individual and is termed esteem needs. According to researchers (Alemi, 2014; Amos et al., 2008; Mullins, 2005; Robbins, 2005), esteem needs deal with the need for status, recognition and achievement. As human beings, an individual has the desire to be seen as one who is useful, competent and a valuable member of the institution. According to Alemi (2014), it is important for teachers to develop a positive image by seeing themselves as being worthy and competent individuals. By recognising a teacher's achievements and contributions, by increasing their responsibilities and by encouraging their participation in decision making processes concerning their work, their self-esteem and levels of self-confidence will be enhanced (Boey, 2010). Other

important concepts associated with esteem needs are teacher autonomy and teacher empowerment. These concepts, in particular, are important in contributing to teachers experiencing feelings of professional competence and of being seen as worthwhile members of the institution. This enhances their self-esteem and makes them feel good about themselves and their jobs.

Maslow's fifth need and the highest order need is the need for self-actualization. This need focuses on the desire of teachers to develop professionally. It is associated with every workers' longing for success and growth (Alemi, 2014). It is everyone's desire to be the best that they can be in their vocation. Seeing that most of the working day is spent at work, it is important that individuals achieve career success. In the work environment, this need can be satisfied by providing opportunities for teachers to be creative, independent and for professional development and growth (Daft, 1997). In this regard the leadership style of the principal is critical in the encouraging the fulfilment of this higher order need and is normally prioritized in a transformational style of leadership (Bosley, 2004).

Linking the aims of this study to a theoretical perspective lies in the impact of content or context elements that either increase or decrease job satisfaction levels. The level of job satisfaction for the teacher is thus determined by the extent to which their needs in the workplace are fulfilled (Koustelious & Tsigilis, 2005). The context elements are those elements that deal with the work environment and are similar to Herzberg's hygiene factors, whilst the content elements are similar to Herzberg's motivators and refer in particular to achievement, recognition for achievement, responsibility and personal growth and advancement. The similarities between Maslow's hierarchy of needs theory and Herzberg's two factor theory is clearly documented and it can thus be concluded that Herzberg's theory is an extension of Maslow's ideas and makes it applicable to the workplace.

Maslow's theory is, however, not short of criticism. The hierarchical structure of Maslow's theory has attracted much criticism. Gawel (1997) criticises the position of esteem needs in relation to self-actualization needs. He argues that self-actualization is a prerequisite for self-esteem and therefore esteem needs should be at the apex of the pyramid and not self-actualization. The argument here is that the development of one's full potential through professional development results in feelings of confidence and of being worthwhile as a professional. This thus enhances one's self-esteem.

Adding to this criticism on the order of the needs, Reid-Cunningham (2008) speaks about the influence of culture. It is possible that culture and development status of countries can influence the order of needs for particular individuals (Aswathappa, 2005). The differences in culture and individual differences of employees make this theory difficult to test scientifically (Reid-Cunningham, 2008).

Figure 7: A comparison of Herzberg’s (1966) two factor theory and Maslow’s (1959) hierarchy of needs theory. (Alemi, Job Satisfaction among Afghan Teacher Educators, p. 7)

Maslow's hierarchy needs Theory	Herzberg's Motivation-Hygiene Theory	
Self-actualization	Motivators	- achievement - recognition - work itself - responsibility - promotion - growth
Self-esteem		
Social	Hygiene	- supervision - social relations - policies and strategies - work environment - bonus - salary
Safety		
Physiological		

A comparison of Maslow's hierarchy of needs theory and Herzberg's motivation-hygiene theory, above, reveals certain similarities. Both theories emphasize human needs and relationships as factors contributing to job satisfaction. Moreover, the primary needs which are specified in the first level of Maslow's pyramid are in fact the same as the hygiene factors in Herzberg's theory while the fourth and fifth levels of Maslow's pyramid (self-esteem, self-actualization) correspond with Herzberg's motivational factors. According to Ubom and Joshua (2004), Herzberg's (1959) motivators can be likened to Maslow's (1959) theory in that they encourage greater effectiveness by designing and developing teachers' higher level needs.

The hygiene factors in Herzberg's two factor theory which are mostly concerned with the work environment can be compared to and explained through Maslow's Hierarchy of Needs theory (Yew & Manap, 2012). Maslow's first two needs which refer to the basic needs of an

individual viz. the physiological and safety needs are similar to the hygiene factors of Herzberg's theory, whilst Maslow's higher order needs, three to five, are similar to Herzberg's satisfiers and that these two theories only differ in their methods of categorization (Yew & Manap, 2012) but their operations appear to be the same in that the basic needs, one and two, are not associated with satisfaction but rather their fulfilment prevents dissatisfaction.

Gaicovad (2011) provides further explanation on Herzberg's and Maslow's theories of motivation that enhances our understanding of these theories. These factors are said to positively contribute to teacher job satisfaction as they meet the needs of teachers. These aspects are particularly relevant to this research study in that they correspond to aspects of professional interactions within the school environment and to the important themes that are highlighted in this study.

These factors are outlined and discussed below:

(i) Professional Growth: This, according to the author, is one of the key aspects without which there can be no job satisfaction. This refers to skills and knowledge acquisition and advancement which satisfy an individual's self-esteem and self-actualisation needs.

(ii) Responsibility: With responsibility goes accountability. An increased role of responsibility presents individuals with challenges. The more challenging one finds the job to be, the more satisfaction is derived from it as the person's level of interest is boosted. This correlates with that of the process theorists.

(iii) Recognition: A review of the literature shows that numerous researchers have stressed the importance of teachers being recognised and valued for their efforts as a contributory factor to enhanced levels of teacher job satisfaction. The recognition and appreciation of teachers' efforts satisfies their need for belonging, acceptance and self-esteem and is in keeping with the needs based theorists.

(iv) People we work with: Pleasant relationships with colleagues are an important influence on job satisfaction. Teacher collegiality and collaboration are associated with higher levels of job satisfaction. A workforce which works together by supporting each other derives the maximum job satisfaction.

Thus, in summarising these three key theories on motivation and job satisfaction, it is clear that the main focus is on the individuals' needs and characteristics as factors influencing job satisfaction. According to Maslow's hierarchy of needs theory, Herzberg's motivation-hygiene theory and Deci and Ryan's self-determination theory; individuals are motivated either by intrinsic factors, those factors emanating from within the individual such as the amount of joy they get from doing their job and how challenging and rewarding their work is or extrinsic factors, those factors located outside the individual and found in the work environment such as money, benefits and relationships with colleagues.

3.4. The Self-Determination Theory of Deci and Ryan

The Self Determination Theory of Deci and Ryan (2005) relates to the aims of this study in terms of an individuals innate motivation to grow and develop professionally. The particular focus of this theory relevant to this study is the individual's need for competence and autonomy where individuals become skilled and feel in control (Cherry, 2018), two key concepts identified in this study. There is that innate need for fulfilment. This theory of motivation resonates with Maslow's theory of motivation in that the fulfilment of needs results in satisfaction. Deci and Ryan, in this theory, emphasise the importance of social support in the form of our relationships and interactions with those around us (Cherry, 2018) which is a key focus of this study. Positive feedback and encouragement promotes one's motivation because it makes people feel more competent and autonomous which are key features of personal growth. One's self-determination is enhanced when they become actively involved and they are supported through meaningful feedback and increased responsibilities.

I will now present the additional theories that are used in this study to supplement and enhance the discussion on the theoretical constructs influencing levels of teacher job satisfaction.

3.5. Locke's Affect/Expectancy Theory:

The Affect Theory (1976) of Edwin Locke is probably the most famous job satisfaction model. The main premise of this theory is similar to that of the discrepancy theory in which the level of job satisfaction is determined by the difference between what one expects from a job and what one actually gets from the job. This theory focuses on the influence of the different facets of the job (eg. autonomy) on levels of job satisfaction. A persons' satisfaction

is impacted positively when his expectations are met and negatively when his expectations are not met regarding the different facets of the job. To illustrate what is being said, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. The relevance of this theoretical framework in this study is found in identifying those aspects of professional interactions that teachers say will enhance their levels of job satisfaction and then matching it with its frequency of occurrence within the school environment as a determinant of teachers' levels of job satisfaction. Based on this theory, then, a logical conclusion is that if teachers desire a certain facet of the job and it occurs frequently, then job satisfaction will result and if it does not happen frequently then job dissatisfaction will result. Similarly, if teachers consider a certain job facet not to enhance their job satisfaction, then its occurrence or absence will not influence their level of job satisfaction.

3.6. Porter & Lawler's The Discrepancy Theory:

Another example of a needs based theory that is relevant to this study is The Discrepancy theory which was first proposed by Porter and Lawler (1968). This theory suggests that job satisfaction is to an extent an individual trait, that is, it is influenced by an individual's perception of events and thus varies from individual to individual. This theory sees job satisfaction as the result of the difference between what a worker actually receives from the job and what s/he expected to receive. The closer the gap between teacher expectations and the fulfilment of these expectations, the greater their level of job satisfaction and vice versa. The relevance of this theory to this study lies in its exploration of the extent to which professional interactions that teachers consider important in enhancing their levels of job satisfaction are actually met in their work context.

3.7. Sirota's Three Factor Theory:

This theory of David Sirota (2005) is one of the more recent theories in the study of job satisfaction. It looks specifically at the influence of inter-personal relationships within the school environment to explain teacher job satisfaction and it correlates with Herzberg's hygiene factors and Maslow's higher order needs. According to the findings of Sirota's research, equity and fairness, recognition and achievement and camaraderie are the factors that are associated with higher levels of job satisfaction amongst teachers. This theory relates

directly to the leadership style of the principal and the influence of teacher collegiality and teacher collaboration on levels of teacher job satisfaction.

The key constructs of Sirota's (2005) theory are equity and fairness; achievement and recognition and camaraderie. An explanation of each of these constructs follow below.

Equity and fairness are associated with an environment of respect in which all members are treated similarly and the leader shows a genuine interest in what his staff says, wants and needs. This is promoted by the provision of adequate and sufficient teacher autonomy and a sound element of trust. According to Sirota (2005), a principal who is trustworthy earns the respect of his teachers and teachers thus find it easier to communicate with the principal and share their concerns with him. This gives teachers a feeling of being an integral part of the institution.

Achievement and recognition focuses on an individual's desire to be proud of his work and for his achievements to be recognized. This sense of appreciation provides employees with a sense of belonging in which they see themselves as being valuable members of the institution. This requires for teachers to engage in work that will maximize their skills and abilities. The use of tangible rewards to acknowledge achievement is also advocated in their study.

Camaraderie focuses on the promotion of sound inter-personal relationships that will make teachers feel that they are part of the group. This aspect ties in Herzberg's Two Factor Theory and Maslow's Hierarchy of Needs Theory. This culture supports and encourages co-operation, communication, acceptance and teamwork. These have been identified as being important concepts of Professional Learning Communities (PLC'S). This resonates with Maslow's hierarchy of needs theory in that employees have a need to feel a sense of community and the fulfilment of this need is most likely to result in a feeling of satisfaction.

3.8. Conclusion

In concluding this section on the theoretical frameworks underpinning this study, it becomes clear that the key theories chosen and discussed are suitable in explaining the focus of this study. It is also clear from the above discussion that the various theories complement each other in terms of the constructs and the focus of this study. Despite the criticisms levelled against some of these theories, there is little doubt that these theories provide a solid framework for this research study. It is also difficult to deny that factors intrinsic and

extrinsic to the individual do exert an influence on the work environment and impacts on how satisfied employees are in their work. This study theorised that the levels of teacher job satisfaction positively correlate with the satisfaction of teachers' needs within their work environment.

It can thus be concluded that the above theories adequately cover the constructs and objectives of this study, which is to explore the influence of the satisfaction of teachers' needs i

n the form of professional interactions within the school environment on levels of teacher job satisfaction.

CHAPTER 4

Research Methodology

4.1. Introduction

This chapter offers a detailed description of the research design and the methodological decisions undertaken to produce the data for this study. This chapter also argues for the appropriateness of the research design and methodological decisions taken. The chapter commences with an engagement of the ontological and epistemological orientation of the study that contextualises the methodological decisions and processes followed in producing the data for the study. The chapter concludes with an engagement on validity, reliability, ethical considerations and limitations that influenced the data collection.

4.2. The Research design

The research design, according to McMillan and Schumacher (2010), is the plan guiding the researcher as to how the data is going to be collected and analysed in answering the key research questions. This study took on an explanatory mixed methods approach within the interpretivist paradigm. The paradigm refers to our assumptions of reality and how things work. The interpretivist paradigm focuses on how the researcher gets an understanding of phenomena and the world based on the subjective experiences of people. As the name interpretivist suggests, meaning is derived through a subjective relationship with the participants through interviews and observations.

In this study, a sequential explanatory mixed methods design was used to facilitate the data collection and data analysis as a means to answer the research questions that underpinned the aim and purpose of this study. The mixed methods design facilitates the collection, analysing and interpretation of quantitative and qualitative data in a single study (Leech & Onwuegbuzie, 2009). According to Creswell (2013), the mixed methods design is an approach to a research phenomenon that involves the use of both quantitative and qualitative means of inquiry. It is a process in which both quantitative and qualitative data is collected, analysed and “mixed” in a single study to get a thorough understanding of a research problem

(Leech & Onwuegbuie, 2009). In this study, a sequential explanatory mixed methods approach was deemed most appropriate seeing that an exploration of interactions within the school context formed the cornerstone of explaining how relationships emerge and to account for the influence of these relationships on levels of teacher job satisfaction across the different school types. Furthermore, the sequential design was used because the qualitative part of the study built on the results of the quantitative part of the study, in other words this study was quantitatively driven. The interview schedule was guided by the findings of the quantitative data analysis in an attempt to provide an interpretation and explanation of these findings. The point of integration (Guest, 2013) i.e. the point at which the qualitative and quantitative components are brought together, in this study occurred in the results point of integration (Schoonenboom & Johnson, 2017). What this means is that the results of the quantitative component and the results of the qualitative component were added and integrated in presentation of the data.

The mixed methods approach presents the opportunity to combine insights found in surveys with in-depth interview findings (Raj, 2011). This combination of surveys and interviews is effective in adding to the credibility of a study through the triangulation of its findings as these two sets of data provided the researcher with opportunities to explain the one with the help of the other.

Another advantage of using a mixed methods design lies in enabling the researcher to use the strengths of the one data collection instrument to compensate the weaknesses of the other, seeing that individual data collection instruments are known to have their individual strengths and weaknesses. In the case of this study, the interviews helped to compensate for shortcomings or weaknesses during the quantitative phase. This thus makes the findings more credible (Johnson & Onwuegbuzie, 2004). The results of the quantitative phase of the study were used to inform the drawing up of the questions for the semi-structured interviews thus making the use of a mixed methods design mutually beneficial.

Being a naturalistic study within the interpretivist paradigm, this study sought to find meaning from events as they occurred naturally (Glatthor & Joyner, 2005). The methodological choice was thus motivated by the aim of the study which was to investigate the nature and frequency of professional interactions occurring within the environments of the different school types and then to explore and explain the relationships between these

variables. The mixed methods approach is justifiable for research in the Social Sciences especially for those that investigate phenomena such as attitudes and require an investigation that contains multiple and diverse points of view (Raj, 2011). The use of a mixed methods design in this study was further justified by the fact that quantitative research is deductive and involves the collection of quantifiable data from a large number of participants whilst qualitative research is inductive and focuses on discovery and investigation and involves the collection of data which consists largely of words and gives an understanding of how individuals perceive the world in which they live (Cohen, Manion & Morrison, 2007).

Since this study sought to explore relationships between professional interactions occurring within the school context and levels of job satisfaction, correlation research was used. Correlation research, also known as “associative research”, is a form of descriptive research that seeks to find a correlation between the variables and then describes the degree to which these variables are related by using Fischer p-values to show significant relationships and Spearman correlation co-efficient to show the strength of these relationships. The purpose of correlation research is to help explain important human behaviour by identifying relationships among the variables and not to determine cause and effect as there is no manipulation of variables (Slavin, 2007).

The limitations of correlation studies are however evident in that while it can suggest there is a relationship between variables, it cannot prove cause and effect as other variables may play a role (Jolley & Mitchell, 2007)). In the context of this study, the possibility does exist that other factors too can influence teacher’s levels of job satisfaction. These factors have been listed under the section on limitations of this study (See section 8.6).

4.3. The methodology

4.3.1 Data collection methods

The quantitative aspect of this study, which was done through the survey questionnaire, answered research questions 1, 2 and 3. Research question 1 was descriptive in nature and focused on the current levels of job satisfaction of teachers within the different school types. Research Question 2 explored the nature and frequency of professional interactions occurring within the different school environments of the different school types. Research question 3

sought to identify relationships between these professional interactions and levels of teacher job satisfaction. For this purpose, chi-square tests (p-values) and the Spearman correlation coefficient were used. Questions for the questionnaire were sourced from credible school culture questionnaires which focused particularly on professional interactions within the school context (Shafer, Davis, & Wagner, 1997). Questions that were deemed pertinent to the focus of this study were carefully selected from these questionnaires and used as the data collection instrument for the quantitative part of this study. In order to validate these questions, I conducted a pilot study amongst ten teachers in my school. The reason for using my school for this purpose was because of the convenience of interacting with the participants without causing disruptions to the teaching and learning programme.

The qualitative part of the study which was exploratory in nature focused on unpacking what might explain the relationships between professional interactions and levels of job satisfaction identified in research question three. The data was obtained from the open-ended questions in the survey questionnaire and through semi-structured interviews with teachers. These were analysed by transcribing the interview transcripts, by coding them and categorising them into themes. It is also important to mention that the questions for the interview schedule were guided by the responses to the questions in the survey questionnaire. What this means is that the questions for the semi-structured interview were formulated based on the responses of the teachers in the questionnaire. The responses in the questionnaire highlighted the key areas to focus on in terms of the nature and frequency of professional interactions occurring within the different school types. The analysis of the data indicated the important areas for exploration and was subsequently used to guide the formulation of the interview schedule. In this way, I ensured that the questions covered what I set out to achieve in the qualitative part of this study. Before commencing with the interviews, the interview schedule was discussed with my supervisor to check on the validity of the questions.

Prior to the data collection process, permission was sought from the principal of each school that formed the research sites. Each school principal was telephoned personally to set up an appointment. During the appointment with the respective principals the purpose of the study was outlined and my requirements and expectations from the participants, described. Once each principal granted permission for the study and the consent forms were signed, suitable dates and times were requested to speak to the members of staff regarding participation in the research study. It was clarified to the principals that this study would not cause disruptions to the daily teaching and learning programme. It was also emphasised that participation was

strictly voluntary and that the participants could withdraw from the study at any time. Anonymity and confidentiality of the school and the participants would be maintained throughout the study.

Once the dates and times were confirmed, appointments were set up with the school principals to meet with all permanent Government employed members of staff to brief them on the purpose of this research study and to address any concerns. The salient parts of the questionnaire were discussed and teachers were given the opportunity to raise their concerns and seek clarity. Questionnaires were then issued to all permanent teachers within each school site. All ethical matters were addressed. Once again participants were told that participation was purely voluntary with no monetary or other incentives and that they could withdraw at any point.

As per University requirements, an application for ethical clearance was made to the University. Once this was successfully completed, an application to conduct research in these schools was made to the Department of Education, and upon receipt of permission, I was ready to commence the data collection.

Upon collecting the questionnaires on the agreed date, an extension was given for all outstanding questionnaires. This was done to maximise the response rate. Once all available questionnaires were collected, I proceeded to analyse the data as this information was deemed necessary for the drawing up of the interview schedule. Once the data was analysed, I set up a meeting with all those teachers who were willing to participate in the qualitative phase of this study. At this meeting I explained to the participants the purpose of the interviews, the duration of the interviews and all the other technical and ethical issues that are associated with interviews for research purposes. Once again I emphasized that participation was voluntary, that all information was strictly confidential and that participants could withdraw at any point in time if they felt the need to. Random sampling was done manually as follows: all the potential participants were requested to write their names on slips of paper. These slips of paper were then collected per school type and three from each school type were randomly drawn to select the three participants. The same procedure was used in all three research sites.

Once the interviewees were determined, the chosen participants were contacted telephonically and appointments were set up for the interviews. All interviews were scheduled at the participants' convenience and did not in any way interfere with the teaching

and learning process. A common interview schedule was used for all participants in all of the selected schools. Each interview lasted on average approximately forty five minutes. This provided the participants with sufficient time and freedom to answer the questions.

There have been related research studies on teacher job satisfaction but gaps in these research studies have been identified. This study sought to address these gaps thus making it a unique contribution to further research in this field. Below is a discussion of some of the gaps that were identified and how I attempted to plug these gaps. Firstly, most existing research studies on teacher job satisfaction were conducted in secondary schools. This research study was conducted amongst primary school teachers. In doing this primary school teachers were given a voice to add to the growing debate on teacher job satisfaction. Secondly, previous studies focused on the influence of individual factors influencing job satisfaction, whilst this study viewed the shaping of school contexts, through the nature of professional interactions, as professional fields and to further explore how these professional fields influence how teachers feel about their jobs. This approach to this study further added to its uniqueness.

4.3.2. Data collection instruments

As mentioned previously, this study used the mixed methods explanatory sequential design (McMillan & Schumacher, 2010). For the purpose of this study, the data was collected sequentially, i.e. the collection of the quantitative data was done first, then the qualitative data. The reason for this particular order was that the quantitative data collection provided a larger scale data collection, and allowed the researcher to identify an existence of, and a relationship between the variables (Cresswell, 2013), in this case, professional interactions in the school context and teacher job satisfaction. The preliminary findings from the quantitative data also informed the questions in the qualitative phase. The qualitative phase provided a richer and deeper understanding of the data analysed in the quantitative part of the study. This is aligned with McMillan and Schumacher (2010) who assert that one of the advantages of the mixed method design is that the qualitative data is used to help explain the quantitative results that require further exploration.

4.3.2.1. The Questionnaire

The data for the quantitative part of the study was collected using a survey questionnaire. A survey questionnaire was used as it reaches a wider population thereby increasing the representivity of the sample. Furthermore, due to the large number of items, the questionnaire was deemed the most economical and least time consuming means of collecting data. The survey questionnaire sought to elicit information the current levels of job satisfaction of teachers across the different school types and to identify the nature of professional interactions occurring with the environments of the different school types. The results from the data analysis process were expressed in the form of averages and percentages. Chi-square tests and correlation co-efficients were used to identify relationships and the strength of the relationships between aspects of professional interactions and levels of teacher job satisfaction.

Furthermore, the responses and findings during the quantitative phase were used as a guide in drawing up the semi-structured interview used during the qualitative phase of the study. Once the relationships between professional interactions and levels of job satisfaction were identified, the qualitative part of the study was used to explain these relationships.

The quantitative part of the study, which is descriptive in nature, used a survey questionnaire to describe the state of affairs as it exists at present. Firstly, it provided information on the overall levels of satisfaction of the teachers with their jobs in the different school types. Secondly, the data sought to explore the nature and frequency of selected aspects of professional interactions occurring within the different school environments, and thirdly, to determine if significant relationships exist between professional interactions occurring within the different school environments and teacher job satisfaction.

I chose to use questionnaires for the collection of the quantitative data because questionnaires can reach a wider sample in a single mailing and thus in doing so, get the inputs of more participants. A survey using questionnaires is also an effective instrument for canvassing opinions, feelings and perceptions of people on particular issues (Cresswell, 2013). Another advantage of the questionnaire is that it is more economical in terms of time and in providing

the opportunity for participants to remain anonymous, it can promote larger response rates and honesty in responses Cohen et al., 2007).

The survey questionnaire, however, is not without its shortcomings and the following are some of the known problems associated with the use of questionnaires (Cohen et al., 2007). The collection of questionnaires can be time consuming especially if respondents are irresponsible. One may have to make numerous visits to collect these questionnaires as participants may not always have them ready when you wish to fetch them. Feedback may also be poor, inaccurate or not indicative of a person’s true feelings because participants may not trust the intentions of the researcher, or they may respond in a fashion that they perceive to meet with the researchers expectations. There is also the question of manipulation where participants can be coaxed by the powers that be to answer in a certain way (Sibaya, 1992). Respondents, too, may just fill in anything just to have it completed and therefore may not respond to all items in the questionnaire (Bless & Higson-Smith, 2000). This can make the analysis process somewhat problematic and thus affect the findings. All of the above shortcomings of the questionnaire can affect the outcomes and findings of a research study.

The table below (4.1.) outlines the structure of the questionnaire by giving the details of the different aspects that contributed to the design of the questionnaire. The items used in this questionnaire were sourced from established job satisfaction (Mertler, 1996) and school culture questionnaires (Shafer et al., 1997) that focused particularly on interactions between the principal, as school leader and teachers and between the teachers themselves the school context. The questionnaire is provided in Appendix D for perusal.

Table 4.1. The categories and the number of items per category that made up the questionnaire.

PART & SECTION	ITEMS	No. OF ITEMS
Part One	Career related and Biographical data	5
Part Two	Job Satisfaction Survey	4
	Factors that will enhance their job satisfaction	18
Part Three-Section A	Principal and teacher interactions	24
Section B	Teacher – Teacher interactions	19
Part Four	Open ended questions	4

Part One of the questionnaire dealt with career related and biographical data, These included the school type in which teachers are teaching, years of teaching experience, and age, race and gender. The main aim of the biographical data was to provide the reader with information on the sample used in this study and to confirm the credibility of the teachers as participants.

Part Two of the questionnaire was the job satisfaction survey which elicited information on the present levels of job satisfaction of the teachers in the different school types. It also provided information on teachers' perceptions of their colleague's levels of job satisfaction within their school. Number 5 of this part of the questionnaire elicited information on teachers' perceptions of those professional interaction activities within their school environment that will enhance their levels of job satisfaction. Likert type questions were used which required the respondent to agree or disagree on a scale of 1-4., where a scale of 1, indicated *Not at all*, and a scale of 4, indicated *Very much*. This part of the questionnaire gave us an insight into those professional interactions that teachers consider important to their job satisfaction levels and comprised 18 items that were informed by a review of existing scholarly literature, viz. the principal's leadership style, teacher involvement in matters concerning their work and teacher collegiality and teacher collaboration. The questionnaire was further informed by other research based school culture questionnaire (Shafer et al., 1997) and anecdotal events arising from my own observations in the course of my long career as a teacher and education manager.

Part Three of the questionnaire elicited information on the nature and frequency of professional interactions occurring within the environments of the different school types. This part of the questionnaire comprised the professional interactions survey. The professional interaction activities chosen, focused on the themes identified during a review of the literature viz. the principal's leadership style, teachers' involvement in matters concerning their work and teacher collegiality and collaboration.

Section A of Part Three of the questionnaire comprised 24 items that related to the interactions between teachers and the school principal. These 24 items sought to elicit information on the leadership style of the principal. Teachers were asked to rate on a scale of 1 to 4 how frequently these aspects of professional interactions occur within their school environment. On the four point scale, 1 indicated *It never occurs*, 2- *It occurs sometimes*, 3 - *It occurs often*, and 4 indicated- *It occurs very often*. The data collected in this section gave

an insight into the extent to which teachers' needs are being met within their school environments. The purpose of these questions was to determine if what teachers considered important in enhancing their levels of job satisfaction (Part Two, Question 5) was actually happening in their school environment. The aim was to link these two sets of information as a means of explaining their levels of job satisfaction. This coincides with the Discrepancy theory of Porter and Lawler (1968) that described the level of job satisfaction as being the difference between teacher expectations and what teachers actually receive. The greater the discrepancy between the two, the lower the levels of job satisfaction.

Section B of Part Three of the questionnaire dealt with teacher- teacher interactions. Teachers were asked to respond to 19 items dealing with teacher involvement in matters concerning their work, teacher collegiality and teacher collaboration. The data collected, provided information on the level and quality of interpersonal relationships and collegiality and collaboration between the school leadership and teachers and between the teachers themselves. The purpose of these questions was an attempt to gather information on the type of school climate, in respect of these variables, that exists within each school type.

Part Four of the questionnaire comprised four open- ended questions which sought to elicit information on those aspects of professional interactions which teachers felt caused them to be satisfied or dissatisfied with their jobs. In question one of this part of the questionnaire, respondents were asked to list aspects of professional interactions between the principal and teachers and between the teachers themselves that cause them to be satisfied with their jobs whilst question 2 asked for those aspects that cause them to be dissatisfied with their jobs. Questions 3 and 4 asked for their recommendations on which types of professional interactions will increase their levels of teacher job satisfaction. This part of the questionnaire served two purposes. Firstly it gave teachers the opportunity to provide information on those aspects of professional interactions that might have been omitted or overlooked in the main part of the questionnaire and secondly, these responses were used together with the other information to guide the drawing up of the interview schedule for the semi-structured interviews, which formed the qualitative part of the study. A copy of the full questionnaire is provided as an appendix (Appendix D) for further scrutiny.

4.3.2.2. The Semi-structured Interview

For the qualitative part of the study, comprising semi-structured interviews, convenience sampling was applied. Convenience sampling involves the use of participants who are both easily accessible and willing to take part in the study. All those permanent teachers who answered the survey questionnaire formed the database from which participants for the semi-structured interviews were selected. From those participants who were willing to participate, random sampling was used to choose the three participants that were required from each school type.

The semi-structured interviews formed the qualitative part of the research, which was exploratory and sought to explain in greater detail the findings of the quantitative part of the study. The semi-structured interviews gave the participants the opportunity to develop, through expression of their perceptions, the themes identified in the analysis of the quantitative data and it also provided more opportunities to examine other sources which might have contributed to the overall findings of the study. The interviews also assist in triangulating the evidence obtained from the survey (Vassallo, 2011).

The questions used in the interview schedule were guided by the analysis of the quantitative data including the open-ended questions. The same questions were asked to all participants to ensure consistency and lend credibility to the findings. Furthermore, the interviews gave the respondents the opportunity to express themselves, something that was not possible with Likert type questions and it gave the researcher the opportunity to address any challenges or shortcomings that respondents might have been encountered during the quantitative phase.

The key purpose of the interviews was to answer research question four by analysing teachers' perceptions as to what might explain the relationships between professional interactions within their school environment and their levels of job satisfaction. It also provided the opportunity to triangulate the evidence that was obtained from the survey questionnaire. During the semi-structured interviews teachers were given the opportunity to explain why they feel the way they do and in so doing gave a sense of how they relate their professional interaction experiences within their school environment to their levels of job satisfaction.

The questions in the interview schedule were sourced from validated and credible questionnaires on school cultures (Shafer et al., 1997) as well as from a review of the literature and from the analysis of the data collected during the quantitative phase of this study. Section A of the interview schedule comprised four introductory questions. The first question dealt with teachers' overall levels of job satisfaction on a scale of 1 to 5 with 5 being *Very satisfied* and 1 being *Very dissatisfied*. The next two questions were ice breakers and focused on aspects of the job that contributed to their levels of satisfaction and/or job dissatisfaction. The fourth question asked teachers what they would change in their present school environment that would enhance their level of job satisfaction.

Section B of the schedule comprised four areas that focused specifically on professional interaction activities between the principal and his teachers and between the teachers themselves that will possibly positively influence their levels of job satisfaction. The formulation of the questions was based on, as mentioned earlier on, the themes identified during the literature review and on the findings after analysing the quantitative data. Since semi-structured interviews provide the platform through which teachers can express their opinions freely and the opportunity to direct the production of information by saying what they want to say, these interviews have the potential to produce rich and thick descriptions (Cohen et al., 2007; Creswell, 2013). Interviews also have advantages for the researcher. Through these interviews, the researcher can make observations relating to body language and the tone of responses which provides greater insight into what is being said.

4.3.3 The participants and the sampling procedures

According to Cohen et al., (2007), a sample is a smaller group or representation of the total population. Proper sampling is important as it improves the internal and external validity of the data collection instruments as well as the reliability of the study. Good reliability ensures that the sample chosen is as close to a good representation of the population as possible.

Comparative studies require the selection of research sites that are not random, but specific and information orientated (Jolley & Mitchell, 2007). This study, being a comparative study across school types, required a purposive sampling strategy to be used as the schools across the different school types formed the sites of exploration. The schools as research sites were chosen first and all the government employed permanent teachers in each of the chosen schools became the potential participants. Since this study was confined to a particular ward,

one school from each of the different school types viz. a private school, an ex-model C school and an urban government school within this specific ward was chosen as research sites.

For the semi-structured interviews, all the participants from the first phase of the study provided the solid base from which the interviewees were chosen. Convenience sampling was used to choose three interviewees from each research site. Convenience sampling was applied because only those who were willing to participate formed the base. From the eligible participants, random sampling was applied to secure the desired number of participants in each school site. Random sampling ensured that all participants were given an equal and fair chance of being chosen. The names of all participants from each school type were written on strips of paper and these strips of paper were collected and folded according to the school type. Three of these paper strips were then randomly chosen from each school type. The chosen ones made up the interviewees.

The schools as research sites were chosen according to the needs of the study. One school from each of the different school types that characterise the South African education system was chosen viz. one private/independent school, one ex-model C school and one government urban school. Private schools are independent schools that are managed by a Board of Governors and not directly by the Department of Basic Education albeit they need to comply with certain regulations as laid down by the Department of Education.

Ex-model C schools are registered with the Department of Basic Education and were previously reserved for whites only during the Apartheid regime. However due to the democratisation of education, these schools underwent transformation in that people of colour, both learners and teachers, were accepted. Their fees are generally much higher than the government urban schools but much less than the private schools. This gives this school type a financial advantage over the normal government urban schools.

The government urban schools are those schools that are run directly by the Department of Basic Education and although fee paying schools, many of them have recently been declared no-fee paying schools. Those schools that are still fee paying schools generally receive varying percentages and many thus become highly dependent on norms and standards (the financial contribution made by the department) and fund raising activities. The reason for choosing these school types was because of their differences in school contexts and the

purpose of this study was to explore the influence of the school context of the different school types on levels of teacher job satisfaction. This study was confined to the schools in the Kranskloof Ward within the Pinetown District in Durban,¹ For the purpose of this study the quintile ranking of schools were not used when choosing the research sites but rather schools that were categorized as private, ex-model C and government urban schools. Quintile ranking is a system that the Department of Education as a basis on which they make financial allocations to schools. Schools are ranked according to infra-structure and physical resources like piped water, flushing toilets, buildings etc. Quintile 1 schools are the poorest and under resourced schools, while Quintile 5 schools are those that are considered well-resourced in terms of infra-structure and physical resources. The government township and rural schools were excluded from this study as there is no justification for differentiating between the government urban and township school as townships are also located in urban areas. Rural schools were excluded as there are no rural schools in the immediate surrounds of the ward used for this study.

All permanent teachers employed by the government, excluding School Governing Body employees and members of the school management team, in the chosen schools were eligible to participate in this study. Survey questionnaires were issued to all participants in the different research sites. School Governing Body employees were excluded from this study because of the fluid nature of their employment. At times the time spent in schools may be insufficient to make accurate judgements. Considering the nature of the study, all school managers were excluded from this research study because managers, at times, became the focus of teachers' responses. Since this study examined teachers' perceptions of their principal's behaviour rather than the principal's actual behaviours, no interviews or observations were conducted with principals.

4.3.4 The Case Study

A case study is a research strategy that seeks to get an understanding of social phenomena in a natural setting. It aims to test or generate theories on topics of interest. According to Henning (2004) one of the strengths of case study research is that it observes people in their

¹This is a suburb of the main city of Durban, in the province of KwaZulu Natal, on the east coast of South Africa.

real context in gaining an understanding of their perceptions. In this study each school type was considered a case on its own because of differences in school contexts.

Case studies can be exploratory, descriptive or explanatory. Exploratory case studies are studies which are pilot studies to other studies or research questions. Descriptive case studies give narrative accounts of people's experiences. Explanatory case studies are those studies that test theories (Yin, 2003). This study is a descriptive case study in that through the quantitative phase teachers detailed, through Likert type scoring, their experiences of their school environment. During the qualitative phase; through the semi-structured interviews, the participants gave narrative accounts of how they perceive, interpret and understand their worlds (Sithole, 2007), which in this case was the school environment.

The advantages of case study research include easy accessibility to the participants and easy identification of the research samples. Furthermore, case study research is an effective research strategy when answering "how" and "why" questions.

Case studies are not without criticism. The reliability of case studies are questionable because of the small numbers of respondents in a particular research site and as such cannot be seen as being representative of the population. Furthermore, case studies are said to provide little basis for scientific generalization and is influenced by researcher bias which impacts on findings and conclusions (Yin, 2003). However, Yin (2003) points out that case studies produce results that are generalizable to theories and not to populations. Hence general conclusions are achieved by making theoretical inferences through comparative analysis. The use of multiple data collection methods, known as methodological triangulation, can help address some of the shortcomings of case study research. Through this triangulation the credibility of the interpretations are enhanced (Denzin & Lincoln, 2005). This study, being a mixed methods study, satisfied the requirements required for methodological triangulation.

For the purpose of this study, the case study was considered appropriate in that each school type became a case on its own due to the differences in their contexts. Some of the factors contributing to these differences are discussed above. Since each school type was explored in terms of its professional interactions as a factor contributing to teachers' levels of job satisfaction, each school type then presented a case study on its own. This, then, makes this study a multiple case study in terms of a comparison of the different school types.

4.3.5 Data Analysis Plan

The analysis of the primary quantitative data from the questionnaires involved univariate analysis whereby the variables were analysed in terms of frequency distribution. The data was analysed using the SPSS package, version 24. This, being a correlation study, used Fischer p-values to show levels of significance between the variables and Spearman correlation co-efficient to show the strength of these relationships. According to the Chi-square (p-value) tests, all scores less than 0,05 constitute significant relationships. A significant relationship means that there is a positive relationship between the independent and dependent variables ie. the independent variable influences the dependent variable. Scores less than 0, 01 ($p < 0,01$) indicates a level of significance at the 1% level, while scores greater than 0,01 but less than 0,05 indicate a level of significance at the 5% level. Regarding the use of Spearman correlation co-efficients, scores of 0,700 and above indicate relationships of high strength, scores of 0, 400 to 0,699 indicate relationships of moderate strength and scores below 0,400 indicate relationships of low strength.

These statistical measurements were particularly useful to this study in that being a comparative study between school types it sought to compare the different school contexts through identifying the relationships between the independent and dependent variables. It is through these relationships that differences in the school contexts are used as a means to explain levels of teacher job satisfaction.

The quantitative data was analysed using the descriptive analysis which yielded the results in the form of frequencies, percentages and correlations. By performing a factor analysis, the crucial and prominent factors of the study were identified. The analysis of the quantitative data sought to identify significant relationships between aspects of professional interactions and teachers' levels of job satisfaction. The results from the analysis of the quantitative data were used to guide the formulation of the questions for the semi-structured interview which formed the qualitative phase of the study.

The analysis of the qualitative data sought to explain the relationship between professional interactions within school contexts and levels of teacher job satisfaction. Through the semi-structured interviews teachers placed the relationship between the independent variable (aspects of professional interactions) and the dependent variable (teacher job satisfaction) in

perspective. According to Ary, Jacobs, Razavieh and Sorenson (2006), analysing qualitative data by synthesizing information facilitates the explanation of relationships, and the theorizing about how and why the relationships appear as they do and to reconnect the new knowledge with what is already known.

The Analysis of the qualitative data in this study used a process of analytical induction which involved the search for common themes from the responses of the participants. Through this process, large amounts of data are reduced into smaller units called categories or themes (Yin, 2003). In keeping with the key research questions and themes of this study, the data was examined, categorized, tabulated and even recombined where necessary. This thematic approach allowed for themes to develop both from the research question and themes and from the responses of the research participants. This approach has the potential to produce rich data (Ritchie & Spencer, 1994).

The questions in the interview schedule were arranged according to the themes identified during the review of the literature and the results of the analysis of the quantitative data. The main themes underpinning this study included the leadership style of the principal, teacher involvement in matters concerning their work and the level of teacher collegiality and teacher collaboration.

The interview schedule used in this study was standardized. For the purpose of consistency and credibility, all participants were asked the same questions. All interviews were recorded so that transcriptions could be made. Furthermore, these recordings made verification of information with the participants easy.

In terms of the analysis of the data, the quantitative data was analysed using univariate analysis. The results informed the composition of the interview schedule as those aspects of professional interactions influencing levels of job satisfaction were identified. The qualitative data was then analysed using Fischer p-values and Spearman's correlation co-efficients to identify significant relations between the variables.

The two sets of data were initially individually analysed, thereafter bivariate analysis was applied to explore these relationships in terms of what might explain the influence of the

independent variable, which in this case are aspects of professional interactions, on the dependent variable, levels of teacher job satisfaction.

4.4. The key research questions and hypotheses that guided the study design

In Chapter One the aim of the research questions was provided as wanting to obtain a deeper insight into the levels of job satisfaction of teachers in the different school types and to explore and explain the influence of professional interactions within the different school environments on levels of teacher job satisfaction. In order to achieve this, the main research questions were decided upon and are as follows:

- (1) What are the current levels of teacher job satisfaction within each of the different school types and how do these levels differ across school types?
- (2) What is the nature and frequency of professional interactions occurring within each of the different school types?
- (3) How do these professional interactions in the different school types influence levels of teacher job satisfaction?
- (4) Why do these professional interactions in the different school types influence teacher job satisfaction in the way they do?

The null hypotheses associated with the key research questions in this study are as follows:

- (1) Teachers in private schools are more satisfied than teachers in public and ex- Model C schools.
- (2) Professional interaction activities occur on a larger scale in private schools than in public and ex-Model C schools.
- (3) There are significant relationships between the selected aspects professional interactions within the school environments and levels of teacher job satisfaction.
- (4) The principal's leadership style does influence levels of teacher job satisfaction,
- (5) Teacher involvement in matters concerning their work increases their levels of job satisfaction.
- (6) A collaborative and collegial work climate positively influences levels of teacher job satisfaction.

4.5. Reliability and validity issues

Validity refers to the data collection instrument measuring what it intends to measure and is a very critical part of any research study as the success of the study depends on it. This is referred to as content validity. An instrument with good content validity, will thus lead to sound conclusions since it measures what it intends to measure, whereas a data collection instrument with poor validity will render the data useless (Cohen et al., 2007). With reference to this study, the questionnaire intended to measure the overall levels of job satisfaction of teachers in the different school types, the nature and frequency of selected aspects of professional interactions occurring within the different school environments and finally to identify the existence of significant relationships between aspects of professional interactions and levels of teacher job satisfaction, whilst the semi-structured interviews, which formed the qualitative part of the study, sought to explain these significant relationships by exploring teacher's perceptions on these issues. To add to the validity of this study, the questions for the semi-structured interviews were guided by the responses of the participants in the questionnaire and the analysis of these responses. Furthermore, questions for the questionnaire were adapted from accredited job satisfaction questionnaires (Mertler, 1996) and questionnaires on school cultures that focused specifically on professional interactions within school contexts (Shafer et al., 1997)

For the purpose of this study, the key aspects of professional interactions were narrowed in line with the literature and this study and therefore focused particularly on the principal's leadership style, teacher involvement in matters concerning their work and teacher collegiality and teacher collaboration which focused on the nature and quality of inter-personal relationships.

Reliability in a study refers to the consistency and replicability of the measuring instrument over time i.e. the extent to which it yields consistent and accurate results time and time again (Leeds & Omrod, 2001). The key question in terms of reliability is whether a similar study in a different research setting yields similar results? One way to increase the reliability of a study is to include more items per construct (the different categories seeing that reliability values are highly dependent on the number of items per construct). To determine the reliability of the questionnaire used, Cronbach Alpha was computed for each independent

variable and the dependent variable. According to McMillan and Schumacher (2010), the reliability scores of 0, 7 and higher indicate adequate reliability. Understanding that reliability values are highly dependent on the number of items, values of 0, 5 and 0, 66 are acceptable for most research purposes. In this study the reliability value for overall job satisfaction is 0,967; for principal – teacher interactions 0,951 and for teacher – teacher interactions 0,952. These Cronbach Alpha scores show that the items used in the questionnaire were reliable.

The reliability of a study is also influenced by the researcher's personal bias. According to Ary et al. (2006), researchers are obligated to present accurate accounts of the realities of the participants by limiting their personal bias. In an effort to reduce the effects of researcher bias in this study and to ensure the credibility of the study, a standardized interview schedule was used in which all participants were asked the same questions and member checks were done. Member checks meant that each participant was given the opportunity to review the data s/he provided. This enhanced the accuracy of the information given. Furthermore, by using a mixed methods design the reliability and validity issues were further enhanced by allowing for methodological triangulation. Methodological triangulation adds to the credibility of the findings (Denzin & Lincoln, 2005).

4.6. The pilot study

A pilot study is a form of pre-testing the data collection instrument. The purpose of a pilot study is to fine tune the instrument by checking on its content validity and by addressing concerns or challenges that the participants may encounter. It also enables the researcher to regroup items according to the responses of the participants and to eliminate those items that are not in keeping with aims of the study.

The pilot study was conducted with the objective of perfecting the design of the data collection instrument and to establish its practicality and validity (Cohen et al., 2007). The questionnaire was piloted at the school at which I teach for easy accessibility to the teachers, greater control over the collection of these instruments, and the ease and convenience of discussions regarding the instrument's challenges. This pilot study contributed to refining the data collection instruments by removing or rewording those areas that posed potential problems. The necessary changes were made to the instruments before the start of the actual data collection process.

Questionnaires were distributed to ten teachers who were purposefully selected. For the purposeful selection of the participants, the following criteria were used: race, years of experience and different phases taught. The reason for this approach was to get a balanced and effective feedback across the spectrum of all participant teachers by focusing on these key areas. From the ten questionnaires that were distributed, nine were returned. This gave a 90% return rate. The responses from these nine questionnaires were studied and analysed to fulfil the purpose of piloting this instrument.

After analysing the responses and engaging with the participants, I proceeded to check the clarity and suitability of the questionnaire items and instructions eliminate poor and ambiguous wording, remove double binds, identify and remove irrelevant items, check the comprehension levels of the respondents, gain feedback on the time it took to complete the questionnaire.

The following were some of the relevant highlights that emanated from the pilot study. Distinctive themes became visible and this assisted in grouping the final questions according to these themes and categories. Each category was given a heading. Based on the pilot study, the following changes were made to the final instrument: all vague, poorly worded and ambiguous items were either re-phrased or deleted; items having similar concepts or ideas were removed; irrelevant items were deleted; questions with double bands were rephrased; and questions with similar items were condensed.

4.7. Ethical considerations

The ethical considerations are underpinned by the university Ethics Guidelines and all attempts were made to ensure that these were fulfilled. Informed consent was a key aspect of the ethical considerations. Marczyk, DeMatteo and Festinger (2005) assert that it is important that participants consent to participating in the research study. This entrenches their right of freedom to choose. At the initial meetings, participants were informed of all the ethical issues relating to research studies. The would-be participants were informed of the expectations and the procedures to be followed. The participants' rights to confidentiality, the non-disclosure of information, the right to withdraw from the study and the benefits of the research were discussed. Upon conclusion of the discussions, opportunities were presented for the

participants to ask questions and to seek clarification. All participants were required to sign an annexure giving consent to participate in this study.

It was emphasized that participation was strictly voluntary and that there were no rewards or compensation for participation. No one was forced to participate as this could seriously affect the reliability of the responses in that these participants could jeopardise the outcome of the study by not being totally honest and committed to this research study.

Participants were given the full assurance that their names and the names of their schools will not be mentioned anywhere in the study. No information pertaining to them would be revealed without first consulting with them. To further maintain the confidentiality of the participants the questionnaires were completed anonymously.

Permission was also sought from participants to have the interviews tape recorded. The researcher explained that the reason for the recording of the interviews was to enable transcription of the interview later, and that it was for research purposes only. They were assured that the recordings would be stored securely and not be made available publicly. According to University regulations, data must be stored securely in archives for a period of five years. Recording of the data ensured easy and repeated access to the information and to maintain the accuracy and reliability of the data during transcription and analysis.

4.8. Limitations

Since job satisfaction is an emotion and can be influenced by a number of factors, the satisfaction that one experience with the job is fluid and can change from day to day, week to week and even month to month. Referring to this study, it means that the results of the survey are applicable to the time this study was conducted. At a later stage there is the possibility that the results and responses could be different.

In terms of facet job satisfaction, one can be satisfied with specific facets of the job but can express overall dissatisfaction or vice versa. On this note, there may be other factors too that influence levels of teacher job satisfaction that might not have been covered in this study. This study focused particularly on the influence of professional interactions within school environments on levels of teacher job satisfaction and did not take into account other environmental factors that could also influence levels of teacher job satisfaction.

There is also the possibility that because one does not enjoy life satisfaction, this can and may influence one's job satisfaction. The level of job satisfaction is thus a spill over of life satisfaction. Participants' responses to job satisfaction are thus influenced by their level of life satisfaction.

A further limitation is that this study focused only on professional interactions as a factor influencing job satisfaction and omitted the physical aspects of the school environment that can also influence teacher job satisfaction.

Another limitation that may influence the outcome of this study is the lack of honesty of participants in their responses. As discussed earlier (section 4.3.2.1), the questionnaire as a data collection instrument is not without its shortcomings. As Sibaya (1992) mentioned, data can be manipulated by the responses. Participants may not want to implicate the school or the principal in a negative light or participants may be influenced to respond in a particular way etc. In an attempt to address this limitation, the anonymity and confidentiality of research sites, participants and participants' responses were emphasised. It is, thus, important that the results of this study be interpreted with these limitations in mind.

4.9. Conclusion

This chapter presented an outline of the research design and research methodology used in this study, which is an interpretivist study using a mixed methods sequential design. An explanation of the research questions and their origins, the reliability, validity and ethical issues was also provided.

An outline of the methodology provided information on the choice of research sites, the selection of the participants, the sampling procedures used, a description of the data collection instruments, data collection method and data analysis process.

The next chapter will present an analysis of the data, its findings and an interpretation and discussion of the findings. The presentation of these will be underpinned by the literature review and the theoretical frameworks described.

CHAPTER FIVE

Part 1: Findings: Data Analysis, interpretation and discussion of research questions 1 & 2

5.1. Introduction

In Chapter Four the research design for this study was presented. In this chapter the process is presented to show how the data was reviewed, organised and categorised. This process of working with the data is also referred to as the analytical methodology. Data analysis is the most important part of the research process as it is through this analysis that the uniqueness of the study comes to the fore and the critical engagement emerges in which conceptual and theoretical frameworks are interrogated and corroborated with reality (Cresswell, 2013; Denzin & Lincoln, 2005).

As the focus of this study was on exploring professional interactions within school environments of the different school types and their relation to levels of job satisfaction of teachers, the data presentation and analysis were organised according to the research questions that guided the study. Research question 1 sought to identify the current levels of job satisfaction of the teachers in the different school types; research question 2 highlighted the nature and frequency of professional interactions occurring in the different school types. Research question 3 sought to identify relationships between facets of professional interactions and levels of job satisfaction within each school type, whilst research question four aimed to explain the relationship and influence of facets of professional interactions and levels of teacher job satisfaction.

Job satisfaction is a fairly well-established phenomenon in the literature, while professional interactions as a phenomenon are an emerging field of engagement. While the literature recognises that there is a relationship between professional interactions and job satisfaction (Ackerman, 2011; Darling-Hammond et al., 2005; Johnson et al., 2011; Johnston, 1995), how they related to each other was one of the key foci of this study. The research questions that relate to each of these two phenomena formed the background to exploring how they relate to each other. Hence these research questions served as the building blocks to understanding a more complex relationship between these two concepts. With this in mind, it was deemed

appropriate to organise the presentation and the analysis of the data according to the research questions.

Since this was a mixed method research approach to understanding the phenomena under exploration, descriptive and inferential quantitative data in the form of statistical tables and figures was initially presented followed by qualitative data sets that attempted to provide some context and a basis for explaining some of the quantitative findings. The analysis of the data is presented over two chapters.

The first of the two chapters focuses on the presentation and interpretation of the biographical data and the job satisfaction survey, which sought to identify the current levels of the job satisfaction of the teachers in the different school types (Research question one). The purpose of the biographical data, which was descriptive in nature, was to provide the reader with the credentials of the participants in terms of demographic make-up, age and teaching experience so as to add credibility to the study in terms of participants sampled. This is where this study deviates from the numerous research studies on teacher job satisfaction which analysed the influence of specific aspects of the biographical data influencing levels of teacher job satisfaction (Akhtar & Ali, 2009; Crossman & Harris, 2006; Bolin, 2007; Garrett & Ssesanga, 2005; Oshagbemi, 2000). The strength of this study lies in its comparative nature of the school contexts of the different school types and on how the school context, which is shaped by the nature of its professional interactions, actually influences the levels of teacher job satisfaction of the teachers teaching in each school type.

This chapter also focused on an analysis of those factors (Table 5.11.) that teachers perceived to enhance their job satisfaction levels and this information was then compared to what actually happens within each school environment. The purpose of this comparison was to gain insight on the extent to which teacher's needs are being met. This is in line with the Discrepancy theory of Porter and Lawler (1968), which explains job satisfaction in terms of the discrepancy between teacher expectations and what teachers receive.

The information gleaned from this analysis was then used in the second section of this chapter which answered research question two, which was to explore the nature and frequency of professional interaction activities occurring in each of the different school types. This section presented tables and statistics on the nature and frequency of occurrence of

professional interactions within each of the different school environments. The uniqueness of this study also lies in its series of comparisons between professional interactions, as an attribute considered to influence teacher job satisfaction (Ackerman, 2011; Johnson et al., 2011) and is carried into the second of the data analysis chapters.

The second of the two data presentation chapters (Chapter 6) will focus on research questions three and four which was to identify the presence of significant relationships between facets of professional interactions occurring within school types and levels of job satisfaction and then to explain the possible reasons for the existence of these relationships. The analysis of this data was done through correlation statistics using Chi-square test scores and Spearman's correlation scores. It is here that the quantitative part of the study and the qualitative part of the study are brought together.

5.2. Response rate in the study

In total 70 questionnaires were distributed to all permanent level one teachers in the chosen research sites. Fifty questionnaires were returned which gave a 71% response rate. School management members, governing body employed teachers and temporary teachers were excluded from this study. The reason for the exclusion of management members was that the study focused on level one teacher's perceptions of school leadership and their inclusion could have been biased and subsequently negatively influenced the results of this study. School governing body employees and temporary teachers were excluded because of the fluid nature of their employment, some of whom may have not spent adequate time in a school site to make substantial contributions to this study.

In the private school, 23 of the 30 questionnaires distributed were collected; whilst only 5 of the 15 distributed in the ex-model C school were collected. In the government urban school, 22 of the 25 questionnaires issued were collected. Upon investigation for the poor response in the ex-model C school, it was discovered that teachers were reluctant to participate due to a previous experience where survey information was used against teachers by a previous principal.

5.3. How was the data analysed?

This section refers to the analytical or statistical methodologies in presenting and interpreting the data. The quantitative data collected from the respondents were analysed using the SPSS version 24.0. The results thereof are presented using the descriptive statistics in the form of graphs, cross tabulations and other figures. Inferential techniques used in the analysis process include the use of correlations and chi square test values; which are interpreted using the p-values. Factor analysis is a statistical technique whose main goal is data reduction (Taylor-Powell & Renner, 2003). A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors which together provides a better measure of the variable under scrutiny. Factor analysis can also be used to establish whether the items do in fact, measure the same thing. If so, they can then be combined to create new variables (Cohen et al., 2007; Creswell, 2013).

Chi-square tests were performed to determine whether there are statistically significant relationships between the variables. Bivariate correlation was also performed on the ordinal data to determine if there was direct proportional relationships between the variables or if inverse relationships between the variables exist. Positive values indicate a directly proportional relationship and negative values imply inverse relationships, i.e. the variables have the opposite effect on each other, as the one increases, the other decreases. Scores between 0-0.3 denote a weak relationship, whilst scores between 0.04 and 0.06 denote a moderate relationship. Scores above 0.07 denote strong relationships. The closer the scores are to 1 the stronger the correlation between the variables.

Quantitative data analysis enable the researcher to make sense of the statistical data by organizing them and summarizing them using exploratory analysis. The meanings were then communicated by presenting the data as tables, graphical displays and/or summary statistics (Cohen et al., 2007; Creswell, 2013). In this study the quantitative data was gathered through a survey questionnaire. The inferential statistics were used to do a factor analysis to identify and group the independent variable according to similar characteristics. Pearson's Product Moment Correlation Coefficient (r) was used to determine the correlation between professional interactions within the school environment to levels of teacher job satisfaction.

In this study, the qualitative data was used to explain and elaborate on the quantitative findings of this study. Furthermore, the questions used for the interview were guided by the responses of the participants during the survey questionnaire. This mixed methods approach facilitates the internal validity of the study through methodological triangulation. The qualitative data was collected and analysed from the open-ended questions in the questionnaire and the interview transcripts from the semi-structured interviews. During the interviews the researcher was able to probe for richer information and to increase clarity.

Factor Analysis and Section Analysis

Factor analysis is a statistical technique whose main goal is data reduction. Factor analysis is typically used in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. Factor analysis is used to establish whether the different measures do in fact measure the same thing. The factors are then combined and categorised as done in the tables below. Pertaining to this study, all items constituted for which factor analysis could be done indicated that they did belong to the factor even though there were some splitting of the factors into sub-themes (2 and in some cases 3 splits).

This part of the analysis looks at the scoring patterns of the respondents for each variable in the different categories as per the research questions.

The results are first presented using summarised percentages for the variables that constitute each category. Results are then further analysed according to the importance of the statements.

The matrix tables are preceded by a summarised table that reflects the results of KMO and Bartlett's Test (see below, Table 5.1.). The requirement is that Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.500 and Bartlett's Test of Sphericity sig. value less than 0.05. In all instances, the conditions are satisfied which allows for the factor analysis procedure.

TABLE 5.1
KMO and Bartlett's Test

		Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity	
			Approx. Chi-Square	Df Sig.
	Level of Job Satisfaction	0.906	943.296 0.000	153
	School Management and Teacher Interactions	0.840	850.580 0.000	171
	Teacher Interactions	0.835	673.635 0.000	19

With reference to the tables below (Tables 5.2; 5.3 and 5.4.)

*The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors (Taylor-Powell & Renner, 2003).

*Factor analysis/loading shows inter-correlations between variables.

*Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components.

TABLE 5.2.

Rotated Component Matrix

Rotated Component Matrix^a

P2B FACTORS THAT WOULD ENHANCE YOUR JOB SATISFACTION LEVEL	COMPONENT		
	1	2	3
A positive collegial work atmosphere in school	0.315	0.831	0.176
Teacher's inputs and opinions being valued by other teachers	0.355	0.852	0.207
Teachers engaging in co-operative interactions	0.522	0.757	0.174
Friendly interpersonal relationships with colleagues	0.283	0.885	0.102
Receiving recognition for efforts from superiors	0.587	0.671	0.175
Mentoring and coaching offered to teachers experiencing challenges	0.452	0.694	0.273
The school management asking for your suggestions in school matters	0.701	0.572	0.053
Being kept informed about what goes on in school	0.806	0.387	0.112
Being involved in the decision making processes concerning your work	0.745	0.518	0.096
Knowing what is expected of you at work	0.771	0.174	0.316
Being comfortable sharing your concerns with the school management	0.709	0.551	0.134
Teachers spending time to plan and evaluate	0.545	0.297	0.508
Visiting and observing each other's lessons	0.115	0.192	0.830
Meetings to provide feedback on these lesson evaluations	0.161	0.074	0.828
Being given the freedom to experiment and to be innovative in teaching	0.709	0.367	0.297
Being presented with opportunities to learn and grow	0.841	0.273	0.177
Facilitation by the school management for teachers to work together	0.762	0.392	0.155
Being given the opportunity to share ideas and	0.725	0.522	0.111

skills with other teachers

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

TABLE 5.3.

Rotated Component Matrix^a

P3A PRINCIPAL/MANAGEMENT AND TEACHER PROFESSIONAL INTERACTIONS	COMPONENT		
	1	2	3
The school management is a visible presence	0.610	0.305	- 0.006
The school management is accessible to teachers	0.513	0.451	- 0.057
The school management compliments and praises teachers who do well	0.233	0.813	- 0.035
The school management treats teachers as individuals with unique needs and expertise	0.568	0.642	0.129
The school management involves teachers in decision making processes regarding the implementation of school programmes	0.705	0.480	0.115
The principal takes time to listen to teachers' suggestions	0.792	0.399	0.127
The principal demonstrates that he is sincerely interested in what his teachers are saying	0.795	0.410	0.046
The principal treats all teachers equally	0.839	0.087	0.129
The principal demonstrates an understanding of how teachers feel	0.864	0.307	0.026
Teachers feel free to share ideas and concerns about the school with the principal	0.738	0.475	0.042

The principal helps to improve the school environment by creating a collaborative working climate	0.829	0.333	0.099
The principal and his management works towards the implementation of a team approach to managing the school	0.346	0.474	0.443
Teachers are encouraged to share ideas	0.586	0.597	0.152
Teachers are encouraged to openly voice and discuss disagreements	0.282	0.769	0.016
The school administration makes classroom visits	0.119	- 0.106	0.950
The school administration provides feedback on classroom visits	- 0.015	0.093	0.952
The principal creates opportunities for extended training to develop knowledge and skills	0.382	0.847	- 0.013
The principal is an active participant in and promotes staff development	0.575	0.616	0.075

TABLE 5.4		COMPONENT
P3B TEACHER – TEACHER PROFESSIONAL INTERACTIONS	1	2
Teachers help and support each other professionally	0.855	0.232
Professional Interactions between teachers are co-operative	0.830	0.280
Teachers engage in formal dialogue with colleagues on how to improve their teaching	0.629	0.451
Teachers engage in team teaching	0.684	0.444
The staff meets regularly to discuss issues of teaching performance and learner performance	0.783	0.141
Teachers help out each other in times of challenges	0.883	0.212
The more experienced teachers mentor the less experienced teachers	0.836	0.139
Teachers plan across grades and subjects	0.770	0.134
Teachers spend considerable time planning together	0.834	0.181
Teachers work together to develop and evaluate programmes and projects	0.837	0.134
Staff members visit and observe one another's classroom teaching	0.107	0.923
Staff members provide feedback to one another about teaching and learning based on their classroom observations	0.225	0.901
Teachers experiment with new ideas and techniques	0.807	0.214
Teachers share their ideas and skills with each other	0.890	0.226
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 3 iterations.		

It is noted that the variables that constituted Sections P2B and P3A loaded along 3 components (sub-themes) and Section P3B loaded along 2 components. This means that respondents identified different trends within the section. Within the section, the splits are colour coded. A name is then given for each colour coding for identification purposes.

Factor analysis is done only for the Likert scale items. Certain components were divided into finer components. This is explained in the rotated component matrix.

Reliability Statistics

The two most important aspects of precision are **reliability** and **validity**. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.700 or higher is considered as “acceptable”.

The table below (Table 5.5.) reflects the Cronbach’s alpha score for all the items that constituted the questionnaire.

Table 5.5

		Number of Items	Cronbach's Alpha
P2 B	Level of Job Satisfaction	18	0.967
P3 A	School Management and Teacher Interactions	19	0.951
P3 B	Teacher Interactions	14	0.952
Overall		51	0.977

5.4. The biographical data

Section A: Biographical Data

This section summarises the biographical characteristics and personal information of the respondents. The tables below provide information on the overall gender of the participants (Table 5.6.), the number of participants from each school type (Table 5.7), the teaching experience of the participants in terms of the number of years that they have been teaching (Figure 9); the racial composition of the participants (Table 5.8.), their overall level of satisfaction with their jobs as teachers (Table 5.9.), teachers’ perceptions of their colleagues level of job satisfaction (Figure 10) and their response to the question if they would choose teaching again as a career if given a chance to choose all over again. Although these aspects

did not influence the outcomes of this study, the purpose of this information is to give the reader greater information on the participants of this study.

Table 5.6. below describes the overall gender distribution by age.

TABLE 5.6.

			Please indicate your gender		Total
			Male	Female	
Into which age category do you fall? (years)	< 30	Count	1	8	9
		% within Into which age category do you fall?	11.10%	88.90%	100.00%
		% within Please indicate your gender	11.10%	19.50%	18.00%
		% of Total	2.00%	16.00%	18.00%
	30 – 39	Count	3	7	10
		% within Into which age category do you fall?	30.00%	70.00%	100.00%
		% within Please indicate your gender	33.30%	17.10%	20.00%
		% of Total	6.00%	14.00%	20.00%
	40 – 49	Count	3	20	23
		% within Into which age category do you fall?	13.00%	87.00%	100.00%
		% within Please indicate your gender	33.30%	48.80%	46.00%
		% of Total	6.00%	40.00%	46.00%
	50 – 59	Count	1	6	7
		% within Into which age category do you fall?	14.30%	85.70%	100.00%
		% within Please indicate your gender	11.10%	14.60%	14.00%
		% of Total	2.00%	12.00%	14.00%
	> 59	Count	1	0	1
		% within Into which age category do you fall?	100.00%	0.00%	100.00%
		% within Please indicate your gender	11.10%	0.00%	2.00%
		% of Total	2.00%	0.00%	2.00%
Total	Count	9	41	50	
	% within Into which age category do you fall?	18.00%	82.00%	100.00%	
	% within Please indicate your gender	100.00%	100.00%	100.00%	
	% of Total	18.00%	82.00%	100.00%	

Overall, the ratio of males to females is approximately 1:4 with male participants accounting for 18% of the sample and females accounting for 82% of the sample. It is thus evident that female teachers made up a larger percentage of the sample used in this study. Regarding the male participants, there was representation across all age groups whilst with the female teachers a major representation centered in the 40 – 49 age group making up 40% of the sample. While gender and age is not a factor in this study, the significance of these statistics

is that a large percentage of the sample are experienced in the profession and thus their inputs in this study can be viewed with much credibility.

Table 5.7 indicates the number of respondents in each of the different school types researched in this study.

TABLE 5.7.

School Type	Frequency	Percent
Private	23(30)	46.0
Ex-Model C	5(15)	10.0
Government Urban	22(25)	44.0
Total	50(70)	100.0

The figures within brackets indicate the total number of teachers that met the requirements for participation in this study and thus formed the potential sample in each school type. These figures within brackets exclude school management members, school governing body and temporary teachers for reasons mentioned earlier on. The figures within brackets also provided the basis for the calculation of the percentage response rate for each school type.

Figure 8 below indicates the teaching experience of the respondents

FIGURE 8

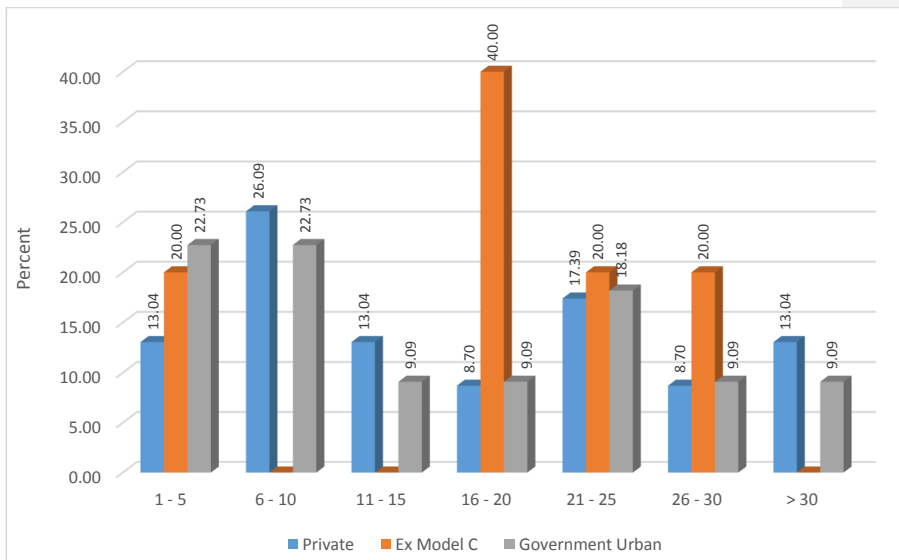


Figure 8 above outlined the teaching experience of the participants in years. The Y-axis indicates the number of teachers (in the form of percentages) that fall within each category of school type as indicated by the X-axis. The participants in this study ranged from novice teachers to teachers that have in excess of 30 years of teaching experience. This is an important consideration in the analysis process in that the responses to teachers' levels of job satisfaction are viewed across the experience categories from novice to experienced to near retirement age teachers. This situation, thus, offers a perspective from across the spectrum.

Table 5.8. Summary of the racial composition of the sample.

TABLE 5.8.

RACE	CATEGORY OF SCHOOL	PRIVATE	EX MODEL C	GOVERNMENT URBAN	TOTAL
WHITE	Count	23	1	0	24
	% within What is the category of the school in which you are currently teaching?	100.0%	20.0%	0.0%	48.0%
AFRICAN	Count	0	2	5	7
	% within What is the category of the school in which you are currently teaching?	0.0%	40.0%	22.7%	14.0%
ASIAN	Count	0	2	17	19
	% within What is the category of the school in which you are currently teaching?	0.0%	40.0%	77.3%	38.0%
TOTAL	Count	23	5	22	50
	% within What is the category of the school in which you are currently teaching?	100.0%	100.0%	100.0%	100.0%

Within the Private schools, all of the respondents were White, with the majority of respondents in Government Urban (77.3%) being Asian. The other 22.7% are made up of African teachers. There are no White teachers teaching in this Government urban school. African and Asian respondents each constituted 40% of the Ex Model C School's academic staff complement.

The above information does not contribute significantly to the aims of this study as it is not part of the research questions and is given merely for information and/or biographical purposes. It also provides information on the levels of transformation that have occurred within the different school types in terms of the demographic composition of the teaching staff. A thorough investigation of job satisfaction levels of teachers per racial group and the reasons thereof can be the subject of future research. Therefore, in relation to this study, no further analysis of the data was necessary.

The data in this study was analysed and discussed according to the four research questions underpinning this study, namely: 1) What is the current levels of job satisfaction of teachers within each of the different school types and across school types.2) What is the nature and frequency of professional interactions occurring with each of the different school types 3) How do the professional interaction in the different school types influence levels of teacher job satisfaction? (4) Why do the professional interactions in the different school types influence teacher job satisfaction in the way they do?

What are the current levels of teacher job satisfaction within each of the different school types and how do these levels differ across school types?

A review of the literature on comparative studies on levels of teacher job satisfaction of teachers across different school types has produced contrasting results. Studies by Chamundeswari (2013) and Indhumathi (2011) investigated the job satisfaction and performance of teachers in different categories of schools and found that there was a significant difference in job satisfaction levels in the different school types. A study by Abdullah et al. (2009) of Malaysian teachers concluded that government school teachers are dissatisfied with their profession whilst studies by Crossman & Harris (2006) and Jyoti & Sharma (2006) found that teachers in the private school are more satisfied than teachers in the government school. A study by Ahmed et al. (2001) produced a contrary finding to that of Crossman & Harris (2006) by concluding that teachers in the government school are more satisfied than their private school counterparts. However, a study by Dhingra (2006)

concluded that there was no significant difference in job satisfaction levels between teachers in the government and private schools. These varying findings of studies on teachers' job satisfaction suggest that in exploring levels of job satisfaction timing and contexts may influence the outcome of studies. It is therefore necessary to factor in time and context when conducting and explaining findings related to teacher job satisfaction across different school types. In this study the varying school contexts are the key elements that are considered when interpreting the data. Specifically, three school types have been considered and these are related to how schools are categorised. While schools are categorised according to several features (e.g. performance levels, geographic locations and quintile rankings), for the purpose of this study the contextual variations relates to funding issues. Private schools are self-funded, ex-model C schools are funded in part by state subsidy and in part by school fees that are quite substantive (in excess of R20 000.00 per annum) and Urban government schools are largely funded by the state with a relatively small amount levied as school fees. However recent developments have seen Government public schools further categorised into fee paying and no fee paying schools. No fee paying schools are among the poorest and under resourced schools.

5.5. Results of part two of the survey questionnaire - the teacher job satisfaction survey

This job satisfaction survey was sourced from Mertler (1996). This questionnaire comprises three questions and the results are presented either in tables or graphic representations (tables 5.9 and 5.10 and figure 10.). The responses of the participants to these questions give a clear indication as to the overall levels of job satisfaction of teachers in the different school types. Responses give an indication of teacher's perceptions of their own levels of job satisfaction as well as that of their colleagues. The results of this survey answers research question one.

5.5.1. What is your overall level of satisfaction with your job as a teacher?

TABLE 5.9

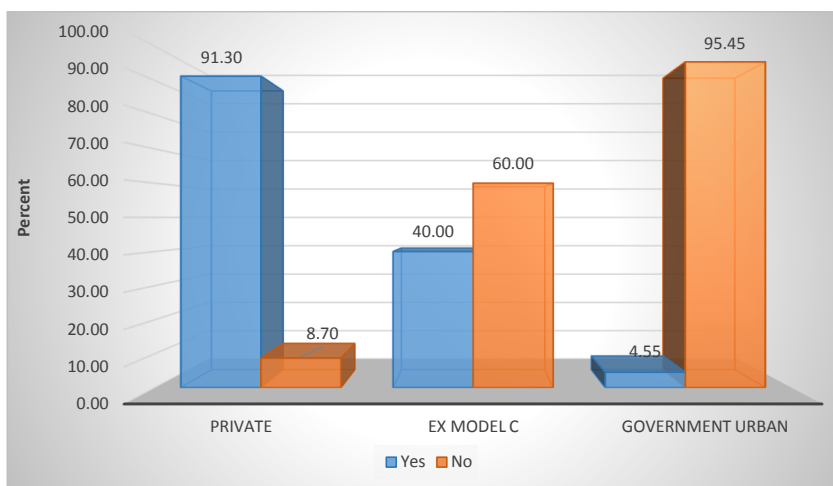
Satisfaction level	Private	Ex-Model C	Government Urban
Very Dissatisfied	00.00	20.00	00.00
Dissatisfied	00.00	40.00	50.00
Satisfied	52.17	40.00	50.00
Very Satisfied	47.83	00.00	00.00

Table 5.9 above presents in percentage form the levels of job satisfaction amongst teachers in each of the different school types. The table should be read vertically. In this study it was found that teachers' perceptions of job satisfaction vary across school types with private schools recording a higher level of job satisfaction amongst its teachers that the other school types.

All of the respondents in the private school indicated that they are satisfied with their job as teachers whilst in the ex-model C and urban government schools there was a mix of both satisfied and dissatisfied teachers. In the Ex-model C school there are more dissatisfied teachers (60%) than satisfied teachers (40%), whilst in the government school there is an exact split with 50% of the teachers saying they are dissatisfied and the other 50% saying they are satisfied. This statistic makes for an interesting observation and greater clarity will be revealed later on in the study.

FIGURE 9

5.5.2. Generally speaking do you believe that the teachers with whom you work are satisfied with their jobs?



The figure above indicates the perceptions of teachers within a particular school type of the job satisfaction levels of their colleagues. An interesting observation about this figure (Figure 10) is that in the private and ex-model C schools there seems to be some consistency about teachers own levels of job satisfaction than in the urban government school. The figures indicating teacher’s own levels of job satisfaction (Table 5.9) seems to correlate with the figures of their perceptions of their colleagues levels of job satisfaction (Figure 10). This indicates a more or less accurate reflection of teacher job satisfaction levels of teachers in these two school types. However, in the urban government school this is not the case. As many as 95% of the teachers believe that their colleagues are not satisfied in their jobs as teachers, .but the statistics in Figure 10 shows otherwise. This inconsistency with their own ratings of job satisfaction (Table 5.9) suggests that teachers within the urban government school cannot clearly estimate the levels of job satisfaction amongst their colleagues, an issue that is tracked in this study.

5.5.3. If you had the opportunity to start over in a new career, would you choose again to become a teacher?

TABLE 5. 10

	PRIVATE	EX-MODEL C	GOVERNMENT URBAN
YES	78.26	0.00	31.82
NO	21.74	100.00	68.18

This table above (5.10.) further corroborates the varying, tentative and relational notion of job satisfaction. The statistics presented in this table suggest that even though teachers feel satisfied with their jobs, they may not choose teaching if they had an opportunity to start over a new career. These responses further allude to the fact that there are varying factors within the school context that influence the levels of job satisfaction of a teacher and provides further evidence for the concept of facet job satisfaction, a concept that is further elaborated upon later in the study. Some of these varying factors which can influence how teachers feel about their jobs, as identified in the literature, include the leadership style of the principal (Josanov-Vrgovic & Pavlovic, 2014; Machumu & Kaitila, 2014), the organisational climate which is characterised by interactions (Huysman, 2008), supportive working conditions and supportive colleagues (Chamundeswari, 2013), teacher engagement which relates to the social relationships, teacher autonomy and involvement in decision making processes concerning work (Warr & Inceoglu, 2012), communication and trust (Carmeli, 2005). More specifically to this study, aspects teacher professional interactions (Ackerman, 2011; Johnson et al., 2011) as a factor influencing teacher job satisfaction are explored.

5.6. Professional interactions, according to teacher’s perceptions, that will enhance their levels of job satisfaction

In table (5.11) below, respondents indicated those aspects of professional interactions within their school environment that will enhance their levels of job satisfaction. Elements that constitute professional interactions are presented with scores by respondents on how they view these elements as enhancing their levels of job satisfaction. This analysis is presented in order to identify which of the professional interaction elements, which represent teachers’

needs, influence levels of job satisfaction across the school types, which is in line with the arguments being developed in this study.

TABLE 5.11: Table of factors of professional interactions according to teachers that will enhance their levels of job satisfaction.

Statement	Not at all			Somewhat			Much			K-Wallis
	Pri.	MC	Gov.	Pri.	MC	Gov.	Pri.	MC	Gov.	
Teacher Recognition	0	0	13.64	8.7	80	45.45	91.3	20	40.91	0,000
Professional dev. & growth	0	0	13.64	0	40	22.73	100	60	63.64	0,000
Teachers working together	0	20	9.09	8.7	40	45.45	91.3	40	45.45	0.002
Involvement in decision making processes	0	0	22.73	13.04	80	31.82	86.96	20	45.45	0.002
Requesting & implementing teacher suggestions	4.35	0	18.18	13.04	80	45.45	82.61	20	36.36	0.004
Sharing concerns	0	0	40.91	13.04	40	22.73	80.96	60	36.36	0.001
Positive collegiality	0	0	4.55	4.35	40	50	96.65	60	45.45	0.001
Valuing teacher inputs	0	0	0	4.35	60	59.09	95.65	40	40.91	0.000
Teachers co-operating	0	20	0	0	20	54.55	100	60	45.45	0.000
Friendly inter-personal relationships	0	0	0	8.7	60	40.91	91.3	40	59.09	0.015
Teacher planning & preparation	0	0	0	0	0	50	100	100	50	0.000
Class visits	4.35	0	22.73	34.78	0	36.36	60.87	100	40.91	0.034
Sharing ideas and skills	0	0	13.64	17.39	80	50	82.61	20	36.36	0.002

Mentoring and coaching	4.35	0	13.64	4.35	60	40.91	91.3	40	45.45	0.004
Teacher autonomy	0	8.70	0.91	0	60	40	100	31.82	59.09	0.015

The above table (Table 5.11.) presents a summary in percentage form of the scoring patterns of the respondents regarding those professional interactions within their school environments that they perceive would increase their level of job satisfaction. There were three options from which the respondents were asked to choose viz. “not at all”, “somewhat” and “much”. For the purpose of this study I considered “somewhat “ and “much” as being positive responses of teachers to enhancing level of job satisfaction.

The data from Table 5.11 was then grouped into themes as identified in the literature and a thematic analysis was presented. These theme were developed by purposive selection from the elements that constituted professional interaction and grouped to form analytical vantage points and are named to give particular focus of teachers experiences. The three themes identified for further analysis are: (a) principals’ leadership styles, (b) teacher involvement in matters concerning their work and (c) teacher collegiality and teacher collaboration. Each theme will then have sub-themes. A discussion of the individual statements in this regard will now be presented.

5.7 The key factors influencing teacher job satisfaction:

5.7.1 Aspects of principals’ leadership style and its role in influencing teacher job satisfaction.

5.7.1.1. Principals recognizing and complimenting teachers for their efforts

Regarding the recognition and acknowledging of teachers efforts, 100% of the teachers in the private and Ex-model C schools said that this will contribute to increased levels of job satisfaction, whilst in the government urban school 86.36% of the teachers said that this will increase their levels of job satisfaction. It is thus clear that teachers being recognised and complimented for their efforts by the principal is important to them and contributes to job satisfaction. However 13.64% of the teachers in the government school say that being recognised and complimented for their efforts will not influence their job satisfaction levels. This once again lends credibility to the arguments in the literature that job satisfaction is a

subjective concept and that what matters to one may not matter to another. Further, it can also be said that there is an array of individual factors that contribute to job satisfaction.

The above statistics corroborate what is said in the literature and the theories underpinning this study regarding recognition as a motivating factor that contributes to job satisfaction (Ali & Ahmed, 2009; Hatchett, 2010; Zeb & Jamal, 2016). Teachers perceive the recognition of their efforts as an indication that they are appreciated and are thus regarded as valuable members of the institution. According to Maslow (1959), employees experiencing a sense of belonging fulfil their social needs and is an important factor contributing to job satisfaction. According to Ali and Shah (2009), the levels and intensity of reward and recognition within school environments directly influence teacher job satisfaction and motivation (Ali & Ahmed, 2009) and that principals who recognise and acknowledge teachers' efforts through praise, incentives or awards are said to increase teacher morale and motivation. Further studies by Hatchett (2010); Moore (2012) and Shah et al. (2012) all emphasise the importance of the recognition of achievements by the school leadership on teachers' job satisfaction levels. According to their findings, recognising teacher's efforts make them believe that they are valued and important members of the institution and this increases their levels of commitment and loyalty.

The following responses from the teachers during the interviews resonates with the above discussion, literature and theories on the importance of recognising and complimenting teachers for their work on their levels of job satisfaction. The difference in responses further highlight that this aspect of the principal's leadership style is dealt with differently in the different school environments and this can probably explain the differences in job satisfaction and dissatisfaction levels amongst teachers in the different school types. For the purpose of clarity and easy identification of teachers' responses from the different school types, the responses will be coded. Teachers from the Private school will be indicated by (P), teachers from the ex-model C school be indicated by (EM) and teachers from the Government school will be indicated by (G).

The responses of teachers from the private school indicate that the principal is hands-on and interacts with her staff regularly to discuss their performance. This interaction builds confidence and teachers are eager to do more.

Teacher 1(P): *“Teachers are praised and complimented for their efforts. The principal visits teachers’ classes and acknowledges good efforts. The principal builds confidence in teachers. The principal puts “thank you” notes in the teachers’ pigeon holes. Sometimes she gives bouquets of flowers. She shows her appreciation for teachers’ efforts. This makes you want to do more; you don’t think twice to go the extra mile. After events snacks are provided as a token of appreciation”.*

Teacher 2(P): *“The principal always backs up and supports her staff. She shows her appreciation for the efforts of staff members. The principal meets often with staff members to discuss their performance and offer her support and guidance. This makes you feel valued and adds to your job satisfaction”.*

This response from Teacher 3 sums up the difference between the private school and government school in terms of teacher recognition. Success and upward mobility in one’s career is satisfying. A lack of promotion opportunities can be frustrating and cause teachers to become dissatisfied with their jobs.

Teacher 3(P): *“Promotion opportunities in the private school are limited. This is a dissatisfying part of teaching in the private school. However the school compensates for this by creating additional positions of accountability for which teachers are remunerated. This does not happen in government schools because of financial constraints. Therefore teachers are left frustrated by this lack of promotion opportunities and this contributes to job dissatisfaction.”*

The responses from teachers in the Ex-model C school are similar to those of the private school teachers with the exception that there are no material rewards. But, nevertheless the lack of material rewards is not a serious issue. They are happy that they are recognised and this appreciation makes them want to do more and makes their job more rewarding and satisfying..

Teacher 1(EM): *“Teachers are acknowledged for their efforts. This is positive. It makes you want to do more seeing that your efforts are appreciated. It motivates you and makes you committed”.*

Teacher 2(EM):“Teachers’ efforts are acknowledged in staff meetings. It makes you feel good that your efforts are appreciated. It is very motivating. However there are no material rewards”.

However the responses from the teachers in the government school were somewhat mixed as teachers 2 and 3 responses contradicted teacher 1’s response.

Teacher 1(G):”Teachers’ efforts are recognized but no rewards. Just a thank you gives you a sense of achievement. Makes you feel good. It gives you a sense of worth. It gives you satisfaction. HOD is very encouraging. It makes you want to work harder. It makes the job rewarding”.

Teacher 2(G): There are no rewards. This approach stresses you out and causes you a lot of dissatisfaction and anxiety”.

Teacher 3(G):“Not in all aspects. No recognition and reward. This is very disappointing. It does affect your future commitment”.

The responses of the teachers in the government school indicate that all teachers are not treated equally and fairly and this can possibly explain why half of the teachers are satisfied with their jobs and the other half say they that they are dissatisfied.

From the above responses of the teachers in the different school types, it does become clear that this issue of teacher recognition for work done is dealt with differently in each of the three school types and this impacts differently on teachers’ levels of job satisfaction..

5.7.1.2. Principals giving teachers the opportunity to share their concerns and voice their disagreements

According to Bryk et al., (2010); Kennedy and Malveaux (2012); Kumah and Boachie (2017) and Carmeli (2005) a relationship of trust between teachers and school leaders is important and an environment in which school leaders engage teachers in co-constructing the social context is needed in creating a positive work context.

The relationship that employees share with their superiors influences their commitment to the institution. Sound communication is crucial to a sound relationship and is said to positively

influence levels of job satisfaction. Some of the characteristics of good communication include having an open door- policy, recognition of employees efforts and an element of trust (Kumah & Boachie, 2017; Kennedy & Malveaux, 2012). By encouraging teachers to discuss their concerns, school leadership builds a sense of trust and it will thus be easier to address teacher needs and problems more effectively.

Being able to share their concerns and voice their disagreements is important to teachers in the private and Ex-model C schools, with both having a 100% response rate, but in the government school as much as 40.91% did not see this as significant in enhancing their level of job satisfaction. It is clear that teachers in the private and Ex-model C schools seem to respond in a similar manner regarding this aspect, whilst government school teachers seem to respond differently. This negative response by such a large percentage of teachers in the government school can be due to the school climate in this regard as indicated by Teacher 1.

Teacher 1(G): *“No platform to discuss teacher concerns. Issues are not resolved professionally. Those teachers, who do talk up, are often targeted”.*

The above response indicates that there seems to be a lack of consultation in this school type and teacher’s inputs are not valued or taken seriously. There is probably a top-down approach that is present in this school type. Those teachers who do try and stand up are often victimised. They are not given similar privileges as those who toe the line. Teachers, therefore choose to toe the line although they are dissatisfied with what is occurring.

5.7.2 Teacher involvement in matters concerning their work and its influence on enhancing levels of teacher job satisfaction

5.7.2.1. Teacher involvement in decision making processes concerning their work:

The literature (Bogler, 2001; Emmanouil et al. 2014; Hulpia & Devos, 2010; Josanov-Vrgovic & Pavlovic, 2014; Machumu & Kaitila, 2014; Pappano, 2007) supports the claim that job satisfaction is positively related to participative decision making and to transformational leadership

According to Pappano (2007), there is the need to create a workplace in which teachers are encouraged to be involved in matters concerning their work. This requires having teachers participate in decision-making processes at school and holding them accountable. Principals

can play a key role in creating a safe and productive environment which enables meaningful professional discussions and involvement among teachers. A study by Hulpia & Devos (2010) concluded that Belgian teachers experienced higher levels of job satisfaction when they found that their leaders empowered them and fostered teacher participation.

An analysis of the responses of the teachers in Table 5.11 shows that all the respondents in the Private and Ex-model C schools consider their involvement in decision making processes concerning their work will enhance their job satisfaction. However, 13.04% (private) and 80% (Ex-model C) of the teachers said that this will “somewhat” enhance their job satisfaction. A “somewhat” response gives the impression that respondents are not confident in their response, but however it will be considered as enhancing their job satisfaction as somewhat and much formed one category.. The responses by the government school teachers differ from those in the private and Ex-model C schools. As many as 22.73% of the teachers in the government school said that this will not enhance their levels of job satisfaction, 31.82% said it will somewhat whilst only 45.45% said it will much influence their levels of job satisfaction.

The following responses from the teachers in the government school can probably offer an explanation as to why these teachers responded in the way that they did. A common theme in the responses of the teachers indicate a top-down approach and a school culture characterised by pre-determined decisions and a lack of consultation.

Teacher 3(G): *“Decisions are already made. It is a top-down approach. Do not always ask for suggestions. If and when they do ask, it is a façade because the decision has already been made”.*

Teacher 1(G): *“There is a top-down approach. The principal’s word is final. He is autocratic. We as teachers feel unwanted: we do not feel a part of the school. The core issues of teachers are not addressed”.*

Teacher 2(G): *“Teachers’ inputs are not valued. Just use “we”. A top-down approach. No consultation and respect for teachers’ inputs. There is a need for more consultation in decision making at school level. The level one teacher must be involved. The level one teacher feels unimportant. We are not included in decision making. Our inputs are not valued. Decisions are already made and we are asked just for the sake of being asked. Teachers are not recognized”.*

Teacher 2 goes on further to say that this lack of respect for their inputs, pre-determined decisions and lack of consultation denies them that sense of belonging, which according to the literature (Gaicovad, 2011; Usop et al., 2013; Warr & Inceoglu, 2012) and theories on job satisfaction (Herzberg (1966) and Maslow (1959) contributes positively influences job satisfaction.

Teacher 2(G): *“If you are part of something, you will feel a sense of belonging. We do not experience this sense of belonging. It is very dissatisfying. Teachers are not always involved in decision making. No development for teachers. Teachers are not being empowered”.*

However the teachers in the Ex-model C school responded in a somewhat opposite manner to their government counterparts. Consultation and respect for teacher’s inputs characterise this school climate and this is very satisfying for these teachers. The responses of the teachers in the Ex-model C school highlight the difference in interactions between these two school types.

Teacher 2(EM): *“The school’s management is not autocratic. They ask for staff input. “What can we do?” They value teachers’ suggestions. They respect the opinions of others. It is not a top-down approach. This gives you a sense of being part of the institution. It is very satisfying”.*

Teacher 3(EM): *“Consultation is key and essential. This is very satisfying. This is very satisfying because you feel a part of the school. Teachers’ ideas are respected”.*

The following responses from the teachers in the private school are similar to those of the Ex-model C school teachers but different from that of the government school teachers. There is no top-down approach, teachers are consulted and their professionalism is respected. A review of the literature shows that all of these factors are associated with job satisfaction.

Teacher 1(P): *“The principal and management are very supportive and encouraging. They create opportunities for teachers. This enhances job satisfaction. They listen to ideas, they show a genuine interest in the welfare of their teachers. They genuinely consider teachers’ suggestions and teachers’ suggestions are implemented. This makes you feel a valuable part of the team. There is always an attitude of compromise, no top-down approach. An open door*

policy exists. The schools' management is always willing to assist. Teachers are free to voice their concerns. The management listens to and respects and values the teachers' inputs".

Teacher 2(P): *"Teachers are invited to participate in decision making. Teachers' suggestions are valued and considered. Proceedings are very democratic and transparent. If teachers' suggestions are not implemented, reasons are given. Suggestions are asked for at various gatherings".*

5.7.2.2. The principal asking for and implementing teachers' suggestions

A principal asking for, valuing and implementing teachers' suggestions is also part of teacher involvement in matters concerning their work. When this happens, then teachers feel valued and experience a sense of involvement and this according to Biggerstaff (2012); Duyar et al., (2013) and Usop et al., (2013) is associated with higher levels of job satisfaction.

Regarding teachers being asked for their inputs and having their suggestions implemented, in the private school 82.61% of the teachers said that this will very much enhance their job satisfaction levels, whilst in the Ex-model C and government schools the response rate was 20% and 36.36% respectively. However 13.04% of the teachers in the private school, 80% of the teachers in the Ex-model C school and 45.45% of the teachers in the government school said that their job satisfaction level will "somewhat" be enhanced by this." Somewhat" somehow gives the impression that they are not confident in their response. However for the purpose of this study "somewhat" will be considered a positive response.

From the three school types, the government school is the only school type in which 18.18% of the teachers said that this aspect will not enhance their job satisfaction at all. It is more or less the same percentage of teachers who said that involvement in decision making will not enhance their level of job satisfaction. The consistency by this particular group of teachers indicates that a particular group of teachers is being isolated. Once again from the data and teachers' responses, it seems that this is something that does not occur in the government school. The lack of consultation and empowerment of teachers is a source of dissatisfaction for these teachers.

Teacher 2(G): “Teachers’ suggestions are not valued. It is very dissatisfying. Teachers are not always involved in decision making. No development for teachers. Teachers are not being empowered. No consultation and respect for teachers’ inputs”.

Teacher 2(G): “The management know what they want and they get it. Many of the decisions are unilaterally made by the senior SMT. They are not genuinely interested in what teachers are saying. This causes you to feel isolated and not being part of the school”.

However this response from teacher 1 in the private school shows a climate of support and the creation of opportunities for teachers. There is genuine interest shown in teachers’ contributions and this makes them feel a valuable part of the institution.

Teacher 1(P): “The principal and management are very supportive and encouraging. They create opportunities for teachers. This enhances job satisfaction. They listen to ideas, they show a genuine interest in the welfare of their teachers. They genuinely consider teachers’ suggestions and teachers’ suggestions are implemented. This makes you feel a valuable part of the team.”

Teacher 3(P): The principal shows a genuine and sincere interest in what teachers are saying. She values teacher’s inputs and suggestions. Teachers are treated as professionals. This is very satisfying”.

The response of **Teacher 3** in the Ex- model C school is similar to the responses of the teachers in the private school. Consultation with teachers and an appreciation of teachers’ inputs is common in these two school types.

Teacher 3(EM): “Consultation is key and essential. This is very satisfying. This is very satisfying because you feel a part of the school. Teachers’ ideas are respected”.

The International Teacher 2000 report highlighted a lack of participation in decision making processes as a major factor leading to teacher dissatisfaction. It is hypothesized that the greater the involvement of the teachers in the decision making processes within the school environment, the higher the level of job satisfaction experienced by teachers (Leithwood & Jantzi, 2000; Ndu & Anogbo, 2007; Udo & Akpa, 2007). Principals who foster teacher

participation in school activities and value teacher inputs, promote job satisfaction as this empowers and capacitates them (Boyd et al., 2011; Hulpia & Devos, 2010; Korkmaz, 2007). Teacher job dissatisfaction increased when teachers had limited input in decisions that affected them (Danielson, 2002). A lack of involvement on the part of teachers leads to feelings of a lack of ownership, belonging and isolation which eventually diminishes their levels of commitment (Lucus et al., 2012).

5.7.2.3. Teachers being given the freedom to experiment with new ideas and techniques (self – efficacy and teacher autonomy)

Giving teachers the freedom to experiment with new techniques and ideas is associated with teacher autonomy and self-efficacy and is part of teacher involvement in matters concerning their work. According to the literature, teachers with a strong sense of self-efficacy are more willing to take risks and employ new strategies and exhibit higher levels of motivation and participation (Cooper, 2016; Ross & Gray, 2006; Walker, 2016) and this belief in their professional competence is crucial to their job satisfaction (Briones et al. (2010). Studies by Ndu and Anogbo (2007); Rathman (2002); Udo and Akpa (2007); Usop et al. (2013) and Warr and Inceoglu (2012) highlighted the importance of teachers being given the freedom to plan, to be in control of their teaching and being involved in decision making processes concerning their work in contributing to job satisfaction.

According to the 2012 research report by the Society for Human Resource Management (SHRM) teacher autonomy is an important job satisfaction factor as it increases freedom, gives teachers more flexibility and discretionary powers when it comes to making decisions. Greater levels of autonomy are associated with greater levels of responsibility and accountability and recognise teacher's professionalism.

The responses of the teachers in the different school types concur with the literature in this regard, as 100% of the teachers in the private school said that this will enhance their job satisfaction, whilst 71.82% and 99, 09% of the teachers in the Ex-model C and government schools respectively said that this will enhance their level of job satisfaction.

The following excerpts from the qualitative interviews explain the reasons for the different responses of the teachers in the different school types and why they responded in the way they did.

The abundance of resources and opportunities to be creative, is what separates the private school from the Ex-model C and government schools.

This is how teachers in the private school responded on this issue.

Teacher 1(P): *“Resources are plentiful. Teachers are given the freedom to experiment and be creative”.*

Teacher 3(P): *“Teachers are given lots of independence. Teachers enjoy the freedom. Do not have to ask for permission all the time”.*

This response from Teacher 2 in the private school provides a clear distinction between the private and government schools in terms of teacher autonomy and freedom.

Teacher 2(P): *“Teachers are more satisfied in the private school. There is greater teacher support, more parental involvement, more resources, and more teacher autonomy. Teachers in the public schools are disgruntled because of too much paperwork and administrative duties that cut across their teaching duties. In private schools there are people to do things, whilst in the government schools teachers are required to do so much more like fund raising etc.”*

The responses of the government school teachers concur with what is said in the literature regarding teachers being technicians who are being forced to implement pre-programmed curricular (Ako, 2011; Tanfox, 2010, Westheimer, 2008). Teachers in the government school feel that their autonomy is compromised by a restrictive and fast paced CAPS curriculum and the responsibilities of added administrative tasks that they have to perform as indicated by Teacher 3..

Teacher 3(G): *“ Too much paperwork. The administrative tasks that teachers have to perform is a distraction and affects our work. There is not enough time to be creative”.*

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5.7.3. Teacher collegiality and teacher collaboration

The modern view of teaching focuses on things such as co-operating in teams (Barrera-Osorio et al., 2009; Dehaloo, 2011), the building of professional learning communities (Ackerman, 2011; Emmanouil, 2014; Goddard et al., 2007)), teachers participating in school development and collaborative activities in which teachers observe each other in the classroom and give feedback on these visits (Darling-Hammond, 2005). Studies by Abdullah et al., (2009); Chamundeswari (2013); Erdem et al. (2014) and Zeb & Jamal (2016) all

concluded that teacher's job satisfaction levels increased when they perceived their working environment to be supportive and promotes teacher professional development..The views of teachers regarding the above are explored hereunder.

5.7.3.1. Teacher's being given the opportunity to learn and grow

The opportunities presented to grow professionally is associated with increased teacher empowerment and capacity building (Hulpia & Devos, 2010; Korkmaz, 2007) which results in higher levels of self-efficacy amongst teachers (Cooper, 2016; Pondiscio, 2015). A study by Schulze and Steyn (2007) identified a lack of adequate teacher professional development and growth within school environments as a source of teacher job dissatisfaction. This is supported by The MetLife Survey (2013) which cited the lack of professional development as one of the key reasons for teachers being dissatisfied with their jobs. These findings are in line with Maslow' Hierarchy of Needs theory which highlights professional growth and development as a human need whose fulfilment that satisfies an individual's esteem and self-actualisation needs which are also important for job satisfaction. According to Barr and Parrett (2007) and Vassallo (2011) professional development activities provide teachers with the much needed psychological and emotional support they require to successfully meet the challenges of the job.

The significance of this aspect in influencing teachers' levels of job satisfaction is reflected in the teachers' responses. In the private school, 100% of the teachers said that professional growth is important and will increase their job satisfaction much, whilst 40% of the teachers in the Ex-model C school said that it would somewhat enhance their job satisfaction level and 60% said it would enhance it much. However, with regards to the government school teachers, 22.73% of the teachers said that this aspect would "somewhat" enhance their job satisfaction and 63.64% said it would very much enhance their levels of job satisfaction. However, there is still that small percentage (13.64%) of the teachers who feel that professional growth and development will not influence their levels of job satisfaction.

The following excerpts from the interview transcripts shed more light on teacher's perceptions on why professional growth and development positively influences their levels of job satisfaction.

Teacher 1 from the private school values the empowerment and development of skills that the professional development opportunities present. They see this as beneficial and providing support in overcoming teacher and learner challenges

Teacher 1(P):“*Teachers are appraised. They build on teachers strengths and improve on weaknesses. Teachers are constantly being empowered. Teachers are given lots of independence. Teachers enjoy the freedom. Teachers are treated as professionals. This is very satisfying “.* “*Teachers are sent on courses paid for by the school. Teachers are required to provide feedback to the staff”.*”

A similar culture exists in the Ex-model C school. The school principal places much emphasis on staff development and this contributes significantly towards their levels of job satisfaction. Teachers find this capacitation and empowerment very satisfying.

This is evident by the response of teacher 2 during the interviews.

Teacher 2(EM):“*The principal values and encourages teacher development. The school pays for teachers to attend professional development workshops. There is a developmental culture at our school. He creates a lot of initiatives. It is very inspiring. He volunteers to host workshops at our school. Motto: “learn to serve”.*”

From the above responses of teachers in the private and ex-model C schools it is evident that a common feature of both these school types is that the schools pay for teachers to attend professional development courses.

However, in this regard, a different ethos characterises the government school. According to Teacher 1, workshops and other professional development activities are done merely for record purposes and are not taken seriously. There is a serious need for the involvement of outside organisations in this school type as indicated by teacher 1.

Teacher1(G):“*We have workshops but the timing and purpose of these workshops are questionable. Most are school initiated. Not much is done from outside organizations.. Things are done merely for records. Not much value in terms of development”.*”

This response from Teacher 2 once again highlights the fact that in the government school, certain teachers are privileged over others. It depends on the position you hold.

Teacher 2(G): *“Yes, only because I am on the SGB. Serving on the SGB develops teachers. Other teachers are kept in the dark”.*

Professional development, according to teachers, empowers and capacitates them by providing them with the necessary support to address teacher and learner challenges. This for them is very satisfying.

An important component of teacher professional growth and development is mentoring and coaching. This enables teachers to build capacity and to be empowered (Hulpia & Devos, 2010; Korkmaz, 2007). This support creates opportunities for teachers to work together and grow professionally (Chamundeswari, 2013; Erdem et al., 2014; Kumah & Boachie, 2017)

According to the responses of the teachers in Table 5.11., mentoring and coaching appears to have a positive influence on job satisfaction levels in all school types. Teachers’ responses indicate that they see professional development as an important part in promoting their job satisfaction levels and that there is a growing desire by these teachers for professional growth and development. This desire for this aspect of professional growth and development is shown by the responses of the teachers in Table 5.11. in which 95.65% of the teachers in the private school, 100% in the Ex-model C school and 86.36% in the government school agree that this will enhance their levels of job satisfaction.

The following response from teacher 2 in the Ex-model C school sums up the merits and importance of mentoring and coaching and justifies the responses of the teachers in Table 5.11.

Teacher 2(EM): *“This happens all the time in the JP classes especially Grade 1’s. Teachers share ideas, methods and new approaches. Build on strengths and address weaknesses and challenges. This relationship gives you a good feeling because you know you have support and you are not working in isolation. It gives you a feeling of satisfaction”.*

An important aspect of teacher mentoring and coaching according to the literature (Darling-Hammond, 2005; Schater & Milken, 1995) is when teachers visit and observe each other’s lessons and provide feedback on these lesson observation visits. According to the analysis of the data (Table 5.11), 95.65% of the teachers in the private school attest to these visits enhancing their levels of job satisfaction, whilst 100% of the teachers in the Ex-model C

school said that these visits will very much enhance their job satisfaction level and 77.27% in the government school attest to class visits and lesson observations enhancing their levels of job satisfaction. Having said this, the following responses of the teachers in the government school indicate that this is something that is not taken seriously and can probably account for dissatisfied teachers in terms of professional development opportunities.

These teachers are dissatisfied and unhappy that this aspect does not occur on a regular basis and does not involve teachers on teachers as indicated by teachers 1 and 2:

Teacher 1(G): *“This happens only during IQMS. IQMS is a salary based performance evaluation tool that takes place annually. Nothing structured for overall school development. Not much feedback takes place. There is a need for formal professional development structures where teachers learn from each other. This will result in increased confidence levels and improved teaching. There is a need for mentoring where the experienced teachers help the inexperienced and struggling teachers”.*

Teacher 2(G): *“Only SMT and teachers but not teachers to teachers. The visits are only for report purposes and not really developmental because nothing happens after the visits. Teacher-teacher visits will benefit teachers. Teachers can learn from the strengths of others and teacher weaknesses can be addressed. There is a need to put a mentoring programme in place”.*

The responses of the teachers from the Ex-model C school are similar to the responses of the teachers in the government school. Some of the reasons cited for this situation is that some people are difficult to work with, whilst others are too proud or embarrassed to accept assistance as indicated by teachers 1 and 3.

Teacher 1(EM): *“This only takes place during IQMS (a developmental appraisal system that has financial implications). Otherwise it does not take place. Some people are difficult to work with”.*

Teacher 3(EM): *“No. This does not happen. Only for IQMS purposes. Teachers have assistants. This makes people uncomfortable. The HOD supports teachers, the experienced teachers are willing to share their knowledge and skills but this does not happen, possibly*

because of pride and some teachers may be embarrassed to ask others. Must have formal structures in place for this purpose so as to prevent these feelings”

This also does not seem to happen in the private school, but the difference here is that the principal visits teachers’ classes, something that does not happen in the other two school types. Teachers in the private school indicated that although the principal visits teacher’s classes to observe their teaching, teachers are not keen on observing each other, although opportunities are provided.

Teacher 2(P): *“The principal visits teachers’ classes. This is very encouraging as you feel appreciated and acknowledged. However all teachers’ skills and knowledge are utilized. Teachers don’t visit each other’s classes for lesson observation but they are open to suggestions and are willing to listen”.*

It is thus obvious from the above responses that the different school types do present different school cultures and that these differences in school cultures can possibly account for the differences in job satisfaction levels amongst the teachers in each of the different school types.

5.7.3.2. Teachers sharing their knowledge and skills with each other

A review of the literature reiterates the importance of teachers sharing their skills and knowledge with each other. According to (Moore, 2012), shared values and beliefs, good communication, sound co-operations between colleagues and the recognition of teachers’ professional competence contributes to a positive school climate and increased levels of job satisfaction. This view is corroborate by Hatchett (2010) who in her study on the impact of school culture on levels of teacher job satisfaction concluded that teachers have the desire to be valued. Likewise, Steyn (2006) proposed that a positive school culture is associated with teachers appreciating the value of each others’ work and where teachers care for each others needs.

Regarding teachers sharing their knowledge and skills with each other as part of professional growth and development, 100% of the teachers in the private school, 100% of the teachers in the Ex-model C school and 86,36% of the teachers in the government school said that

sharing skills and knowledge with each other will somewhat or very much enhance their job satisfaction levels..

Responses from teachers in the private school indicate that this school type is characterised by a culture of willingness by teachers to share their knowledge and skills with each other and that teachers are keen to learn from each other.

Teacher 1(P): *"There is an open policy for the sharing of ideas and skills. Teachers are very supportive of each other".*

Teacher 2(P): *"They are open to suggestions and are willing to listen".*

Teacher 3(P): *"Teachers share in what other teachers are doing. Teachers share knowledge and skills through demonstrations. Teachers invite each other to lessons. All teachers are involved in assessment planning".*

However, the responses of the teachers in the government school indicate the need for structures that facilitate teachers sharing their skills and knowledge with each other.

Teacher 1(G): *"There is a need for formal professional development structures where teachers learn from each other. This will result in increased confidence levels and improved teaching. There is a need for mentoring where the experienced teachers help the inexperienced and struggling teachers".*

However, teacher 3 in her responses cited a possible reason for the situation in the government school. Teacher 3 alleges division between teachers along racial lines as being a reason for the reluctance of teachers working together in sharing their knowledge and skills. It appears that the Indian and Black teachers prefer to work in their own ethnic groups rather than to integrate and work together.

Teacher 3(G): *"Teachers tend to work in their own groups. You find the Black teachers sitting together and the Indian teachers working in their own groups".*

"There seems to be segregation along racial lines as teachers of colour tend to work in groups".

This situation in the government school is supported by the literature (De Vos et al., 2011) who point out that teachers forming and working in groups creates a tense and disjointed school climate which leads to higher numbers of teachers being disgruntled and dissatisfied.

From the above responses it is clear that the private and government schools share a different school climate in terms of teacher collaborating. This difference may account for dissatisfied teachers in the government school.

5.7.3.3. Teachers sharing friendly and collegial interpersonal relationships :

Teachers sharing friendly and pleasant inter-personal relationships has a positive impact on teachers' levels of job satisfaction (SHRM Report, 2012; Bhosale, 2004) as a workforce which supports each other (Gaicovad, 2011) and interacts socially (Irani, 2008) are said to be a happy workforce. Positive relationships amongst colleagues' increases job satisfaction by making the workplace more conducive to working together (SHRM Report, 2012).

A positive collegial work atmosphere within the school environment is seen to enhance teacher job satisfaction as it provides teachers with professional and emotional support (Barnes & Conti Associates, 2009). This emotional support involves teachers showing that they care for each other, providing comfort in the face of adversity and challenges, professional advice and assistance. This finding corroborates the findings of Oshagbemi (2000) who concluded that employees who perceived to have positive interpersonal relationships with their co-workers and supervisors, experienced higher levels of job satisfaction. This provides further support for Maslow's Hierarchy of Needs Theory which highlights the need for a sense of belonging as an important prerequisite for job satisfaction.

The school site is an institution that involves working with people and therefore relationships and interactions become an important part of school functionality. Professional interactions and social interactions thus become a significant part of these relationships where teachers constantly engage with each other (Sargent & Hannum, 2005).

The responses of the teachers in the different school types seem to confirm what is said in the literature in that in all school types all respondents (100%) said that this would have a positive impact on their levels of job satisfaction. This is further confirmation that teachers

view supportive and friendly interactions with each other as being important for job satisfaction. This ensures that they are supported and do not work in isolation, something which teachers regard as being important. This is alluded to by the following responses of the teachers from the different school types.

This is the response of teacher 2 from the Ex-model C school:

Teacher 2(EM): *“The working relations between the teachers are very pleasant. Grade 1 teachers help and support each other. We plan together, we meet often. We share skills and knowledge. There is no tension. There is an atmosphere of mutual respect between the different races on staff”.*

However, the responses of teachers 1 and 3 in the government school contradict each other, showing once again that there are differences within this school type in terms of teacher interpersonal relationships.

Teacher 1(G): *“Generally teachers are supportive of each other, they help each other. This team work enhances job satisfaction. You know you are not alone, will always get assistance from your colleagues”.*

Teacher 3(G): *“There seems to be segregation along racial lines as teachers of colour tend to work in groups”.*

The response of Teachers 1 and 2 from the private school indicate an environment characterised by harmony and in which the willingness of teachers to work together forms the cornerstone of their interactions.

Teacher 1(P): *“Teachers show genuine support for each other. This is very satisfying as there are no feelings of isolation”*

Teacher 2(P): *“There is a positive working environment amongst the teachers. There are regular planning meetings. Teachers meet weekly to discuss learner performance. Lots of pastoral care”. “Teachers interact to assist each other and to provide guidance in dealing with learner challenges”.*

5.8. Summarizing ideas about factors influencing teacher job satisfaction

Having presented the data and an interpretation of the data in terms of the factors influencing teacher job satisfaction across school contexts, it seems that these factors have differential influence when explored across the different school types. The implications are that teachers respond to different aspects of leadership and collegial relationships differently and that the differential responses by teachers do influence how they feel about their jobs as teachers. In the next section I delve more deeply on these implications by exploring the nature of professional interactions occurring across the different school types to illuminate the variances that the context presents in relation to teacher job satisfaction.

5.9. Research question two: What is the nature and frequency of professional interactions occurring within the different school environments?

According to Dorozynska, (2016) and Johnson et al., (2011) the work environment is considered one of the most important factors influencing teacher job satisfaction. Studies by Skaalvik and Skaalvik (2011) and Tran and Le (2015) supported the argument that a positive work environment increases levels of teacher job satisfaction. This was based on the findings in their research in which teachers teaching in favourable working environments reported that they were more satisfied.

A review of the literature identified, amongst other factors, three significant elements for teacher job satisfaction. These three factors have shown in this study, through the factor analysis process, to resonate with the literature. The first factor is the leadership style of the principal which is said to influence the way teachers feel about their jobs. Leadership in this context refers to the amount of support given to the teachers by the school leadership and the extent to which the school leader creates a positive school ethos characterized by mutual trust, respect, openness and commitment.

The second factor is teacher involvement in matters concerning their work. This deals with their involvement in the decision making processes regarding their work and the amount of freedom they enjoy in the execution of their duties. The literature supports the claim that job satisfaction is positively related to participative decision making and to transformational

leadership (Bogler, 2001; Emmanouil et al., 2014; Josanov-Vrgovic & Pavlovic, 2014; Machumu & Kaitila, 2014). The International Teacher 2000 report highlighted a lack of participation in decision making processes as a major factor leading to teacher dissatisfaction. It is thus hypothesized that the greater the involvement of the teachers in the decision making processes within the school environment, the higher the levels of job satisfaction experienced by teachers. Teacher empowerment and capacitation is considered important features of a transformational leadership practice (Emmanouil et al., 2014). Studies by Ndu and Anogbo (2007) and Udo and Akpa (2007) of teachers in Nigeria concluded that teacher job dissatisfaction increased when teachers had limited input in decisions that affected them.

The third important factor highlighted in this study is that of teacher collegiality and teacher collaboration. These two aspects contribute to what is termed a community culture. A positive community culture is associated with higher levels of job satisfaction. The people we work with and the formation of pleasant relationships with colleagues are an important source of job satisfaction (Bhosale, 2004; SHRM Report, 2012). This is further corroborated by Gaicovad (2011) and Irani (2008) who argue that a workforce which works together by supporting each other actually derives the maximum job satisfaction and that the social elements in the school site are important in contributing to levels of job satisfaction. By social elements, they refer to the working relationships with colleagues and the interactions and associations, both formal and informal that takes place between colleagues.

With these three factors in mind, the data gathered and analysed in this study was organised accordingly and is presented thematically below.

5.9.1. Theme one: Professional interactions characterizing the principal's leadership style and its influence on levels of teacher job satisfaction.

Research studies by Biggerstaff (2012); Emmanouil et al., (2014); Josanov-Vrgovic & Pavlovic (2014); Machumu and Kaitila (2014); Korkmaz (2007) and Price (2012) examined the quality of the principal's leadership practices in influencing the school culture and setting the tone for the school. They concluded that principals who support their teachers contribute to higher levels of job satisfaction. These are principals who are hands-on, transparent and those who create opportunities for teacher growth and empowerment. Furthermore, they involve their teachers in decision making processes concerning their work. These studies cited strong correlations between the principal's leadership style and teachers' job

satisfaction levels. According to Pont et al. (2008), teachers who see their principals as leaders who value and support them and who meet their expectations, are more likely to experience job satisfaction than those teachers who don't. This study found that leadership styles of principals vary across the different school types and that the levels of job satisfaction is not uniform within each of the school types, suggesting that leadership styles may not be directly linked to teacher job satisfaction.

This theme of school leadership and levels of teacher job satisfaction is further sub-divided into sub-themes based on the nature of responses provided by the respondents and in terms of the focus of the study, namely teachers being recognised and complimented for their efforts; teachers being encouraged to share their concerns by voicing and discussing their disagreements; the principal being a visible presence and being accessible to his teachers.

These three sub-themes will be discussed after the following table (Table 5.12) which presents data on the nature of the principal's interactions with his teachers. This information is then compared with the information in Table 5.11. The purpose of this comparison is to see if the professional interactions that teachers perceive to enhance their job satisfaction are actually happening within their school environment. This provides support for the argument in the Discrepancy theory of Porter and Lawler (1968) and Maslow's Hierarchy of Needs theory (1959) which explains job satisfaction in terms of teacher expectations and favourable outcomes (Figure 1, p.4). The aim of this comparison is to draw a line through and track the influence of professional interactions on levels of teacher's job satisfaction. These theories explain job satisfaction as a consequence of needs fulfilment. According to Maslow's Hierarchy of Needs theory, the fulfilment of human needs results in satisfaction. A hierarchy of needs implies that needs are located at different levels and that subsequent needs can only be fulfilled if the previous need has been satisfied. In this study, the focus is on the three higher order needs viz. the need for belonging, esteem needs and self-actualisation needs (Maslow, 1959). The themes and sub-themes in this study encapsulate this hierarchy of needs and the fulfilment thereof as a prerequisite for job satisfaction.

The percentages in the tables below (tables 5.12; 5.13 & 5.14) reflect the responses of teachers in terms of the frequency of these aspects of professional interactions occurring within their school environments. These responses vary from does not happen to happens

very often in terms of a 4-point Likert Type Scale. These percentages are further elaborated upon in the text below.

Table 5.12. Professional Interactions between the principal and teachers. The principal's leadership style.

	Professional Interactions within the school environment.	% say it does not happen	% say it happens sometime	% say it happens often	% say it happens very often
1.	The principal is a visible presence. Pvt. Ex-Model C Govt.	0% 20% 0%	13% 20% 40.9%	26.1% 40% 54.5%	60.9% 20% 4.5% (0.091)
2.	The principal is accessible to teachers. Pvt. Ex-Model C Govt.	0% 0% 0%	8.7% 20% 54.5%	39.1% 40% 40.9%	52.2% 40% 4.5% (0.004)
3.	The principal recognises and compliments teachers. Pvt. Ex-Model C Govt.	0% 0% 9.1%	4.3% 60% 50%	52.2% 40% 36.4%	43.5% 0% 4.5% (0.000)
4.	The principal treats all teachers equally and fairly. Pvt. Ex-Model C Govt.	8.7% 20% 18.2%	26.1% 20% 59.1%	34.8% 40% 22.7%	30.4% 20% 0% (0.030)
5.	Teachers feel free to share their concerns with the principal. Pvt. Ex-Model C Govt.	0% 20% 18.25%	13% 0% 68.2%	43.5% 40% 13.6%	43.5% 40% 0% (0.000)
6.	The principal attempts to create a collaborative working climate. Pvt. Ex-Model C Govt.	0% 20% 22.7%	21.7% 20% 59.1%	34.8% 40% 18.2%	43.5% 20% 0% (0.000)

7.	Teachers are encouraged to voice and discuss disagreements. Pvt. Ex-Model C Govt.	4.3% 20% 22.7%	13% 20% 50%	39.1% 40% 22.7%	43.5% 20% 4.5% (0.002)
8.	The principal encourages teachers to share ideas and skills. Pvt. Ex-Model C Govt.	0% 20% 13.6%	0% 20% 50%	43.5% 20% 31.8%	56.5% 40% 4.5% (0.000)
9.	The principal creates opportunities for development of knowledge and skills. Pvt. Ex-Model C Govt.	0% 0% 4.5%	8.7% 40% 68.2%	34.8% 60% 22.7%	56.5% 0% 4.5% (0,000)
10.	The principal promotes staff Professional development. Pvt. Ex-Model C Govt.	0% 20% 0%	8.7% 20% 63.6%	30.4% 40% 27.3%	60.9% 20% 9.1% (0.001)
11.	Coaching and mentoring is provided for teachers. Pvt. Ex-Model C Govt.	0% 0% 36.4%	21.7% 20% 45.5%	43.5% 40% 18.2%	34.8% 40% 0% (0.000)

Drawing on the data from the table above (Table 5.12.), the discussion on the principal's leadership style unfolds in three key ideas. The first focuses on the principal recognising and complimenting teachers, the second being the encouragement to share concerns with the principal and the third focuses on the principals' visibility and accessibility within the school site as a factor influencing teacher job satisfaction.

5.9.1.1. A principal who recognises and compliments his teachers for their efforts.

Going back to Table 5.11. (the table showing teachers' perceptions of those facets of job satisfaction that will enhance their levels of job satisfaction) the data reveals that 100% of

the teachers in the private and ex-model C schools said that receiving recognition and acknowledgement for their efforts will enhance their levels of job satisfaction, whilst in the government urban school 86.36% say that this will increase their levels of job satisfaction. These results are in keeping with the literature (Alemi, 2014; Shah et al., 2012; Zeb & Jamal, 2016) and the theoretical framing of Herzberg's and Maslow's motivation theories. The recognition and acknowledgement of teacher's efforts give them a sense of being valued and of being worthwhile members of the institution.

However, when compared to the frequency of this occurring within the different school environments (Table 5.12.), we find that the figures do not match that of the teachers' perceptions in the Ex-model C and government schools (table 5.11.). While 95.7% of the teachers in the private school say this happens often, only 40% of the teachers in the Ex-model C school and 40.9% of the teachers in the government school say that this happens often. This response rate of the teachers in the Ex-Model C and government schools indicate that this aspect is being neglected in these school types and this can possibly explain the levels of teacher dissatisfaction in these school types.

The following responses, during the interviews, from the teachers in the different school types provide the context for why teachers responded the way they did in Table 5.12 regarding the frequency of teacher recognition occurring within their school environments.

In the Private school, teachers are recognised and complimented for their efforts. Their efforts in the classroom are acknowledged because the principal visits their classes. This recognition of teacher's efforts makes them feel valued and appreciated and gives them that sense of belonging which according to the literature and Maslow's Hierarchy of needs theory is important in contributing to teachers' levels of job satisfaction. This is the difference between this school type and the other two school types. In the Ex-model C and government schools the principal rarely makes class visit as they are either office bound or out of school attending meetings or making submissions to the department offices.

This response from Teacher 1 in the private school gives us a clear idea of what goes on in the Private school regarding teacher recognition and acknowledgement.

Teacher 1(P): *“Efforts are acknowledged and recognized”. This increases enthusiasm and commitment. At the beginning of each term, the principal welcomes teachers. This makes you*

feel good. It gives you a sense of belonging". "Teachers are praised and complimented for their efforts. The principal visits teachers' classes and acknowledges good efforts. The principal builds confidence in teachers. The principal puts "thank you" notes in the teachers' pigeon holes. Sometimes she gives bouquets of flowers. She shows her appreciation for teachers' efforts. This makes you want to do more; you don't think twice to go the extra mile. After events snacks are provided as a token of appreciation". "The principal praises teachers, is trustworthy and builds confidence in teachers. The principal makes you feel valued and a part of the school. You experience that sense of belonging and this contributes significantly to your job satisfaction".

However, in the government school, some of the teachers perceive their efforts to be in vain as they feel they are taken for granted. It also becomes clear that not all teachers are treated equally and it thus suggests that there may be allegiances and non-allegiances that exist in this school type which can account for half of the teachers being satisfied and the other half of them being dissatisfied. According to Aamodt (2004) teachers being treated fairly is a key factor influencing job satisfaction. A lack of fairness and equality in the way teachers are treated is evident by the contradictory responses of the teachers in this school type. By recognising that there may be differential engagements and relationships in school contexts, allows me to conceptualise and describe this school context as being an allegiance professional field, a concept that I return to in my next chapter.

Whilst teacher 1 from the Government school had this to say:

Teacher 1(G): *"Teachers' efforts are recognized but no rewards. Just a thank you gives you a sense of achievement. Makes you feel good. It gives you a sense of worth. It gives you satisfaction. It makes you want to work harder. It makes the job rewarding".*

Teachers 2 and 3 responded differently to that of teacher 1.

Teacher 2(G): *"No. It is a case of flogging the willing horse. The ball is thrown in your court. No help or support. There are no rewards. This approach stresses you out and causes you a lot of dissatisfaction and anxiety".*

Teacher 3(G): *"Not in all aspects. No recognition and reward. This is very disappointing. It does affect your future commitment".*

However, regarding the Ex-model C school, the teachers' responses in Table 5.12 are surprising when considering their responses below. Here, 60% of the teachers say this happens sometimes, while the other 40% say it happens often. It is possible that the satisfied and dissatisfied teachers respond differently. This provides justification for the argument in this study that factors within the school context do influence how teachers feel about their jobs.

Teacher 1 (EM): *“Teachers’ efforts are recognized. The principal gives teachers credit. It makes you want to do more. No rewards though”.*

Teacher 2 (EM): *“Teachers are acknowledged for their efforts. This is positive. It makes you want to do more seeing that your efforts are appreciated. It motivates you and makes you committed”.*

Teacher 3 (EM): *“Teachers’ efforts are acknowledged in staff meetings. It makes you feel good that your efforts are appreciated. It is very motivating. However there are no material rewards”.*

It can thus be concluded in this study regarding this aspect of professional interactions that the data concurs with the literature ((Alemi, 2014; Shah et al., 2012; Zeb & Jamal, 2016) and the theories of Maslow (1959) and Herzberg (1966) on the importance of recognition and praise as motivators for teachers' job satisfaction. According to Herzberg's two factor theory, recognition is a motivator and motivators contribute to increased levels of job satisfaction. Recognition and praise resonates with Maslow's hierarchy of needs theory in that being acknowledged and praised for their work gives teachers a sense of belonging (need three), a sense of value and feelings of being worthwhile members of the institution.

Thus, acknowledgement and recognition by the school leader is seen by teachers across all school types as being encouraging and appreciating. How often this happens and who receives these kinds of acknowledgements and appreciations becomes another variable in maintaining and sustaining teacher job satisfaction.

5.9.1.2. Teachers being encouraged to share their concerns by voicing and discussing their disagreements.

According to Table 5.11. 100% of the teachers in the private and Ex-model C schools said that being able to share their concerns with the school's management was important in enhancing their levels of job satisfaction and 50% of the teachers in the government school agreed. When comparing the data in Table 5.11. to the data in Table 5.12. it is consistent as 87% of the private school teachers and 80% of the ex-model C school teachers say that this happens often in their schools, whilst only 13.6% of the teachers in the government school say that this happens often. The fact that this does not happen often in the government school probably explains why teachers indicated in the first place that this aspect will not enhance their levels of job satisfaction. These teachers have probably found that sharing their concerns with the school principal is an exercise in futility as not much is done about it, as indicated by teacher's responses during the interviews.

The reasons given for this attitude of teachers in the government school in this regard are that teachers' inputs and suggestions are not taken seriously, there is no platform for this purpose, there is a top-down approach and those teachers who do speak up are victimised as indicated by the following responses by the teachers:

Teacher 1(G): *"No platform to discuss teacher concerns. Issues are not resolved professionally. Those teachers, who do talk up, are often targeted There is a top-down approach. The principal's word is final. He is autocratic".*

Teacher 2(G): *" . In most cases their minds are already made up. Ask for the sake of asking. . We have reached a stage where we don't say anything, we just listen". "*

Teacher 3(G): *"You can do it but you are wasting your time. Nothing is being done about it. It just falls on deaf ears. You think twice the next time".*

According to Bryk et al., (2010) and Carmeli (2005), a relationship of trust between teachers and school leaders and an environment in which school leaders engage teachers in co-constructing the social context is instrumental in creating a positive work context. A study by Cerit (2009) concluded that principals who listen to their teachers and are accessible and supportive are more likely to enhance teacher job satisfaction than those who do not

The responses from the satisfied teachers in the Ex-model C and private schools are consistent with their responses in Tables 5.11. and 5.12. as indicated by the teachers' responses in these school types:

Ex-model C school teachers had this to say:

Teacher 1(EM): *"The door is always open. The principal tries to address teachers concerns as far as possible. He is very approachable. He does not hold grudges. Teachers therefore feel free to raise their concerns with him".*

Teacher 2(EM): *"The principal has a genuine open door policy. The principal is always approachable, accessible and fair. He is trustworthy, the teachers trust him. Trust in the principal is very important for teachers' job satisfaction. You know that you are working in a secure environment with the knowledge that you will be supported".*

This is what a teacher in the private school had to say and it is important to note the similarities in the leadership practices in these two school types.

Teacher 3(P): *"There are channels in place to voice unhappiness and concerns. Teachers are invited to participate in discussions. There is an atmosphere of transparency and democracy".*

From the above responses, it becomes clear that the Ex-model C and private schools are characterised by a different school ethos pertaining to teachers sharing their concerns with the principal compared to the government school. Both the private and Ex-model C schools are characterised by a harmonious and invitational atmosphere in this regard.

5.9.1.3. Principals being a visible presence and being accessible

The principal being a visible presence is perceived to be associated with support and a hands-on style of leadership. Teachers, probably see this as the principal leading by example and leading from the front. Having said this, however, according to Table 5.12., this seems to occur more frequently in the private school (87%) than in the ex-model C (60%) and the government schools (59%). From this it can be concluded that principals in the Ex-model C and government schools are less visible compared to the principal in the private school. From my observation in the government school I agree with the teachers' responses as these

principals are more office bound and too busy with administrative work rather than interacting with teachers during the school day. Furthermore, the principal in the government school is very often attending meetings for principals or busy making submissions to the district offices.

The responses from the teachers in the different school types indicate what goes on in their school environments and explain the influence of the principal's visibility on their levels of job satisfaction.

Teacher 3 from the Ex-model C school:

Teacher 3(EM): *"In my previous school, the principal was aloof and dictatorial. Her word was law. She was not approachable. She spent much of her time in her office. A principal who spends too much time in the office tends to lose touch of what goes on, on the ground. This was very dissatisfying".*

The following are responses from the teachers in the private school:

Teacher 3(P): *"The principal meets often with staff members to discuss their performance and offer her support and guidance.*

Teacher 2(P): *"The principal visits teachers' classes. This is very encouraging as you feel appreciated and acknowledged".*

However, this response of a dissatisfied teacher from the government school shows a different scenario from that of the private school:

Teacher 3(G): *"There is a lack of support and involvement from the school's management in addressing challenges. Job satisfaction will be greatly increased if the senior management can go from class to class supporting teachers in addressing challenges. A hands-on approach is what is needed".*

From the above responses it is evident that the principal's visibility and accessibility is associated with support, teacher acknowledgement and appreciation. Government school teachers also feel that the presence and support of the principal will assist teachers in addressing the challenges that they may encounter during the teaching and learning process.

On the issue of the principal being accessible to his teachers, 91.3% of the teachers in the private school, 80% of the teachers in the ex-model C school and only 45.4% of the teachers in the government school say that this happens often. It is thus clear that the principal in the government school is less hands on when compared to his counterparts in the private and Ex-model C schools.

The following response from a teacher who once taught in the ex-model C school but now teaches in the private school shows why a principal who is accessible and consults with his/her teachers is associated with increased levels of teacher job satisfaction.

Teacher 2(P): *“The principal leads by example and that the school management team addresses challenges efficiently where issues are taken very seriously. Appointments are set up with parents to address issues and this is very satisfying”.*

However, her opinion of the ex-Model C school is somewhat different:

Teacher 2(P): *“This school was managed badly. Staff members were aggrieved. Principal was very authoritative, no choices, no consultation, no staff input. I was very unhappy”.*

The striking feature of this teacher’s response is the emphasis on the importance of consultation as a factor influencing teacher job satisfaction. According to teachers’ responses in Table 5.11., teachers in all three school types regard consultation with teachers by the school’s leadership as being an important factor influencing job satisfaction. These responses concur with the literature (Chamundeswari, 2013; Sarafidou & Chatziioannidis, 2013) that school environments that promote teacher involvement and greater levels of collegiality, resulted in higher levels of job satisfaction.

The responses from the teachers in the private school are similar to that of the responses of the teachers in the Ex-model C school showing that these two school types share a similar school culture in this regard. According to the teachers in the private school, the principal being hands-on and interacting with the staff makes all the difference. This makes teachers feel valued and supported and for them this is very satisfying.

Teacher 3(P): *“The principal meets often with staff members to discuss their performance and offer her support and guidance. This makes you feel valued and adds to your job satisfaction”.*

Teacher 2(P): *“The principal always gets involved. She is hands-on. She is approachable and shows a genuine interest in her staff. She interacts with her staff at breaks. You do not feel alone and isolated. This is very satisfying”.*

However, the responses of the teachers in the government school regarding principal accessibility are the opposite of the responses of the teacher in the Ex-model C and private schools as indicated by the following responses:

Teacher 3(G): *“There is a lack of support and involvement from the school's management in addressing challenges. Job satisfaction will be greatly increased if the senior management can go from class to class supporting teachers in addressing challenges. A hands-on approach is what is needed”.*

The responses of the teachers, above, show that teachers experience varying levels of satisfaction across school types which suggests that school contexts engender a kind of leadership amongst principals which influences levels of teacher job satisfaction positively or negatively. In the next theme I engage with the issue of professional interactions dealing with teacher involvement in matters concerning their work. The aim is to assess the significance of this factor in influencing levels of job satisfaction.

5.9.2. Theme 2: the influence of teacher involvement and engagement in their work on their levels of job satisfaction

The literature supports the claim that job satisfaction is positively related to participative decision making and to transformational leadership (Bogler, 2001; Emmanouil, 2014; Josanov-Vrgovic & Pavlovic, 2014; Machumu & Kaitila, 2014; Usop et al., 2013). The International Teacher 2000 also reported that a lack of participation in decision making processes as a major factor leading to teacher dissatisfaction. It is thus hypothesized that the greater the involvement of the teachers in the decision making processes within the school environment, the higher the levels of job satisfaction experienced by teachers. Studies by Ndu & Anogbov (2007) and Udo & Akpa (2007) of teachers in Nigeria added to this claim by

concluding that teacher job dissatisfaction increased when teachers had limited input in decisions that affected them.

Other international studies produced similar conclusions on the impact of teacher involvement in decision making processes and job satisfaction. Chimanikirie et al., (2007), Hulpia & Devos (2010) and Rice & Schneider (2004) all concluded that teachers experienced higher levels of job satisfaction when their principals empowered teachers and fostered teacher participation. The lack of involvement in matters affecting themselves in their work environment leads to feelings of isolation which eventually diminishes their levels of commitment. In line with these literature findings I present aspects of the data relating to how teachers across the different school types view their levels of job satisfaction as it relates to issues related to their work as teachers. Hence two sub-themes are presented to illustrate the variances across school types, namely: teachers being involved in decision making processes involving their work, and teachers being given the freedom to experiment with new ideas and techniques (Teacher Autonomy).

The following table 5.13. presents statistics on the frequency of these aspects of professional interactions occurring within the environments of the different school types.

TABLE 5.13. The level of teacher involvement in matters concerning their work

No.	Professional Interactions within the school environment.	% say it does not happen	% say it happens sometimes	% say it happens often	% say it happens very often
1.	Teacher involvement in decision making processes.				
	Pvt.	0%	30.4%	30.4%	39.1%
	Ex-Model C	40%	20%	40%	0%
	Govt.	31.8%	63.6%	0%	4.5% (0.000)
2.	Principal listening to teachers' suggestions.				
	Pvt.	0%	21.7%	30.4%	47.8%
	Ex-Model C	0%	40%	20%	40%
	Govt.	18.2%	77.3%	4.5%	0%

					(0.000)
3.	The principal implementing teachers' suggestions.				
	Pvt.	0%	0.4%	30.4%	69.1%
	Ex-Model C	40%	0%	40%	20%
	Govt.	50%	50%	0%	0%
					(0.000)
4.	Teachers given the freedom to experiment with new ideas and techniques.				
	Pvt.	0%	4.5%	36.4%	59.1%
	Ex-Model C	0%	50%	50%	0%
	Govt.	18.2%	36.4%	40.9%	4.5%
					(0.001)

5.9.2.1. Teachers being involved in decision making processes involving their work

According to the responses of the teachers relating to the influence of them being involved in decision making processes in enhancing their levels of job satisfaction (Table 5.11.), 100% of the teachers in the private and Ex-model C schools agreed that this will enhance their levels of job satisfaction. Of this, 13.04% of private school teachers and 80% of Ex-model C school teachers said that this will "somewhat" enhance their job satisfaction. The impression one gets is that these teachers in the Ex-model C school are not convinced that this enhances their job satisfaction. The responses by the government school teachers make for interesting reading. 22.73% of the teachers said that this will not enhance their levels of job satisfaction, 31.82% said it will somewhat, whilst 45.45% said it will much influence their levels of job satisfaction positively. A possible explanation for this response of the government school teachers can be linked to their responses in the earlier sub-themes. It seems as though the teachers in the government school are not taken seriously, decisions are pre-determined and teachers' suggestions are not implemented. Furthermore, the presence of the situation where teachers aligned to the principal receive preferential treatment while those who are not aligned to the principal become sidelined. This group of teachers who are not aligned to the principal probably account for the 22.73% who say this will not enhance their levels of job satisfaction.

When comparing teachers' perceptions (Table 5.11.) to the frequency of this actually occurring within the school sites (table 5.13.) 69.6% of the teachers in the private school,

40% of the teachers in the ex-model C school and only 4.5% of the teachers in the government school say that this happens often. From this it can be deduced that teacher involvement in decision making processes concerning their work is lacking in the Ex-model C school and very much so in the government school. This seems to explain why this aspect does not influence teacher job satisfaction of teachers positively in the government school. Although the literature speaks of teacher involvement in decision making positively impacting on levels of teacher job satisfaction (Berg & Souvanna, 2012; Mbibi & Oluchi, 2013; Ndu & Anogbo, 2007; Udoh & Akpa, 2007), the data shows that this is not the case.

The following responses from the teachers during the interviews add more insight into how decision making processes involving teachers and their work occurs in the different school environments. From these responses it becomes evident that differences do exist in the different school types. Private and Ex-model C schools seem to share similarities but differences in the government school are evident by the responses of teachers in these school types.

Teachers in the private school had this to say:

Teacher 1(P): *“Teachers are invited to participate in decision making. Teachers’ suggestions are valued and considered. Proceedings are very democratic and transparent. If teachers’ suggestions are not implemented, reasons are given”.*

Teacher 3(P): *“All teachers contribute by making inputs, work is delegated, and discussions take place, this fosters strong team work where all members are made to feel appreciated and valued”.*

The following responses of the teachers from the Ex-model C school are similar to those of the teachers in the private school.

Teacher 2(EM): *“There is no sense of dictatorship, no top-down approach. You experience a sense of belonging because your suggestions and inputs are valued. You feel responsible; you feel a part of the school because you are contributing. You look forward to coming to school. Unlike in my previous school, you didn’t feel like going to school because you were not involved. The school environment has a huge influence on your level of job satisfaction”.*

Teacher 3(EM): *“Consultation is key and essential. This is very satisfying”-. Teachers are involved in decision making. A collaborative environment where the views of others are valued and respected”.*

These schools seem to have a very democratic school culture in which teachers are consulted, made to feel important and are treated as professionals. This is supported by the literature (Johnson et al., 2011; Ma & McMillan, 1999; Sarafidou & Chatzioiannidis, 2013; Van Maele & Van Houtte, 2012) that claims a work environment characterised by these traits contribute positively to teachers’ levels of job satisfaction.

However, the situation in the government school is different from that of the private and Ex-model C schools as indicated by these responses of teachers 2 and 3.

Teacher 2(G): *“Decisions are already made. Teachers are just informed. Teachers are just asked for the sake of being asked. This approach makes the management team against the staff. Teachers’ inputs are not valued. Just use “we. A top-down approach. No consultation and respect for teachers’ inputs. There is a need for more consultation in decision making at school level. The level one teacher must be involved. The level one teacher feels unimportant. We are not included in decision making. Our inputs are not valued. Decisions are already made and we are asked just for the sake of being asked. Teachers are not recognised.”*

Teacher 3(G): *“Do not always ask for suggestions. If and when they do ask, it is a façade because the decision has already been made. Teachers’ suggestions are not valued. If you are part of something, you will feel a sense of belonging. We do not experience this sense of belonging. It is very dissatisfying. Teachers are not always involved in decision making. No development for teachers. Teachers are not being empowered”.*

From the above responses, it is evident that the government school is characterised by a more prescriptive school culture in which there is a top-down approach. Teachers in this school type are consulted for the sake of it and are made to feel unimportant. This results in them feeling that they are not valuable members of the institution. Once again, teachers in this school type reiterate that the lack of consultation characterises this school type. Teachers in this school type do not experience that sense of belonging, which according to Lucas et al. (2012) and Maslow (1959) is important for employees to experience a sense of satisfaction.

5.9.2.2. Teachers being given the freedom to experiment with new ideas and techniques:

Looking at the data in Table 5.13. which shows the frequency of this occurring within their school sites, 95.5% of the teachers in the private school, 50% of the teachers in the ex-model C school and 31.9% of the teachers in the government school say that this happens often. When these figures are compared to those in Table 5.11. (which shows teacher perceptions of factors enhancing their levels of job satisfaction), 100% of teachers in the private school, 91.82% of teachers in the Ex-model C school and 99.09% of the teachers in the government school said that this will enhance their job satisfaction levels. This discrepancy between these two tables (Tables 5.11. and Table 5.13) can possibly account for dissatisfaction levels amongst teachers in the Ex-model C and government schools. Their needs in this regard are not being met.

The statistics of the private school teachers above concur with the literature. A study by Rathman (2002) on teacher autonomy and self-efficacy concluded that private school teachers had high levels of autonomy in which they have a great deal of freedom to plan for what goes on in the classroom. This leads to higher levels of job satisfaction. The responses of the teachers in the private school lend credibility to Rathman's findings.

Teacher 3(P): *“Teachers are given lots of independence. Teachers enjoy the freedom and authority in terms of decision making”.*

Teacher 2(P): *“In this regard, private schools are a big plus. There is an abundance of resources for teachers to experiment and explore different methods. You are not suppressed here”.*

Due to the abundance of resources and the general school ethos in this school type, these teachers seem to enjoy much more freedom than the teachers in the Ex-model C and government schools. It appears from this study that the school ethos does play a big part in the amount of freedom teachers enjoy as indicated by the responses of the teachers in these school types. These teachers feel that the constant changing of the curriculum and the presence of too much of red-tape regarding how decisions are made, the drawing up of policies and restrictions on the amount of freedom that they enjoy has impacted negatively on their autonomy.

Teachers 2 and 3 from the Ex-model C school:

Teacher 2(EM): *“The curriculum is too fast paced and prescriptive. However it is very encouraging that the school’s management gives teachers the freedom to be creative and to experiment”.*

Teacher 3(EM): *“Too much of red tape influences how decisions are made, policies and the amount of freedom teachers enjoy”.*

Teachers 2 and 3 from the government school responded in this way to this aspect:

Teacher 3(G): *“There is no time. This is an important aspect but is largely neglected. This contributes to the frustrations that teachers’ experience”.*

Teacher 2(G): *“Teaching is results orientated. Just get the desired results, don’t care how. No help or support is given. But sometimes, things become too prescriptive”.*

Teacher 3(G): *“No opportunities are created. Too many other activities are taking place. Periods are shortened to accommodate for this. This affects instruction time. No time is made available to explore new methods of teaching”.*

From the responses of the teachers in the different school types, it becomes clear that the school cultures regarding teachers experimenting with new techniques and ideas in their teaching are different in the different school types. Teachers in the private school are given freedom regarding their teaching, whilst the government school teachers feel that they are burdened with a prescriptive curriculum, too much of administrative work and other disruptions that leaves them with little or no time to experiment or be creative. Too often they are forced to rush through the curriculum.

5.9.3. Theme 3: the influence of teacher collegiality and teacher collaboration on levels of teacher job satisfaction.

Teacher collaboration is gaining prominence in schools with the establishment of Professional Learning Communities, better known as PLC’S. Teacher collaboration and the establishment of Professional Learning Communities (PLC’s) are necessary in schools as it has been identified in the literature (Ackerman, 2011; Oliver, 2007; Sargent & Hannum, 2005) to promote teacher collegiality and contribute to enhanced levels of teacher job satisfaction. Principals are encouraged to create more collaborative environments and

environments that are less autocratic (Aydin et al., 2013; Carlsen, 2012; Emmanouil et al., 2014). Akhter (2013) in her study on teacher job satisfaction concluded that a school environment in which there are more opportunities for professional advancement and one which supports teacher collaboration is associated with higher levels of job satisfaction. This is similar to the findings of Menon et al. (2008) that the primary source of job satisfaction amongst teachers in Greece was teacher collaboration and professional growth. An analysis of the quantitative data in this study does show a significant relationship between a positive collegial work atmosphere and levels of teacher job satisfaction in the government school.

Table 5.14 presents data on the nature and frequency of collegial and collaborative interactions occurring between teachers within the different school environments. This information is read in conjunction with Table 5.11 which highlighted teachers' perceptions on those aspects of professional interactions that would enhance their levels of job satisfaction.

The sub-themes under this theme include:

Teacher collegiality dealing with inter-personal relationships and levels of professional support;

Teacher collaboration dealing with teachers working together and the sharing of skills and ideas;

Teacher professional development and growth which fulfils teachers' self-actualisation needs and

The staff meeting regularly to discuss issues of teaching and learning.

TABLE 5.14. Teacher-Teacher Interactions. Teacher collegiality & collaboration

Professional Interactions within the school environment.	% say it does not happen	% say it happens sometimes	% say it happens often	% say it happens very Often
1. Teachers sharing collegial relationships.				
Pvt.	0%	8.7%	43.5%	47.8%
Ex-Model C	0%	20%	60%	20%
Govt.	4.5%	40.9%	40.9%	13.6% (0.015)

2. Co-operative interactions between teachers.				
Pvt.	0%	8.7%	47.8%	43.5%
Ex-Model C	20%	20%	40%	20%
Govt.	4.5%	45.5%	31.8%	18.2% (0.010)
3. Staff meeting to discuss teacher and learner performance.				
Pvt.	0%	9.1%	40.9%	50%
Ex-Model C	0%	0%	50%	50%
Govt.	22.7%	45.5%	31.8%	0% (0.000)
4. Mentoring & coaching of teachers.				
Pvt.	4.5%	4.5%	45.5%	45.5%
Ex-model C	25%	0%	50%	25%
Govt.	27.3%	36.4%	36.4%	0% (0.002)
5. Teachers planning across grades and subjects.				
Pvt.	0%	0%	40.9%	59.1%
Ex-Model C	0%	50%	50%	0%
Govt.	9.1%	40.9%	27.3%	22.7% (0.001)
6. Teachers developing and evaluating programmes.				
Pvt.	0%	4.5%	40.9%	54.5%
Ex-Model C	0%	75%	25%	0%
Govt.	18.2%	40.9%	22.7%	18.2% (0.000)
7. Teachers observing one another's classroom teaching.				
Pvt.	22.7%	45.5%	27.3%	4.5%
Ex-Model C	25%	50%	25%	0%
Govt.	36.4%	36.4%	22.7%	4.5% (0.737)
8. Teachers receiving feedback on these observations.				
Pvt.	22.7%	36.4%	36.4%	4.5%
Ex-Model C	25%	50%	25%	0%
Govt.	36.4%	36.4%	27.3%	0% (0.523)
9. Teachers sharing ideas & skills with each other.				
Pvt.	0%	9.1%	36.4%	54.5%
Ex-Model C	25%	50%	25%	0%
Govt.	13.6%	54.5%	27.3%	4.5%

				(0.000)
10. Teachers developing & growing professionally.				
Pvt.	0%	0%	30.4%	69.6%
Ex-Model C	0%	40	40%	20%
Govt.	13.6%	22.7%	22.7%	31%

5.9.3.1. The level of collegiality amongst teachers

This sub-theme deals with the quality of inter-personal relationships between teachers within the school environment as a factor influencing teachers' levels of job satisfaction. It refers to the support that teachers give to each other in the teaching and learning process. Sargent & Hannum (2005) argue that the school site is an institution that involves working with people and therefore relationships and interactions become an important part of school functionality. Professional interactions and social interactions, they say, thus become a significant part of these relationships where teachers constantly engage with each other.

Regarding the importance of co-operative professional interactions between teachers influencing job satisfaction, the situation seems to be more or less similar in all three school types. Table 5.11 on teachers' perceptions on aspects of professional interactions enhancing their levels of job satisfaction, shows that 100% of the teachers in all three school types said that this would enhance their job satisfaction levels.

However, when compared with the information in Table 5.14 which shows the frequency of these occurring within their school environment, 91.3% of the teachers in the private school, 60% of the teachers in the Ex-model C school and only 50% of the teachers in the government school say that this happens often. With the exception of the private school in which teachers' interactions are co-operative, this aspect is seriously lacking in the other two school types. An analysis of the data reveals that while the general view on the relationship between teacher collegiality and teacher job satisfaction is a positive one, the frequency of which these occur in schools shows varying degrees of prevalence, which, therefore calls for

an interrogation of how the school contexts influences such relationships and levels of job satisfaction.

With reference to this study, teachers in all three school types consider friendly and collegial relationships important in enhancing their job satisfaction levels as 100% of the teachers in all three school types agreed. This response indicates that teachers enjoy supportive and friendly interactions in the workplace and see this as a factor contributing to their job satisfaction. However, when this information is compared to teacher's responses in Table 5.14. on the frequency of this occurring within their school environment, it becomes evident that this does not happen regularly in the government school as only 54.5% of the teachers said that this happens often. This lack of friendly and collegial relationships in this school type may possibly explain why teachers in this school type are dissatisfied with their jobs.

The responses of the teachers in the private school present an atmosphere of harmony prevailing in this school type. Much attention is paid to organisation and support. Teachers are encouraged to work together and they show genuine support for each other and this for teacher 2 is very satisfying.

Teacher 2(P): *"The principal and management are always willing to assist. There are compulsory meetings once a week to bring teachers on board regarding forthcoming events. Planning is done well in advance. Everything is so well organized. In other schools, quite often you are left alone, it is just you. You got to plan alone".*

Teacher 1 enjoys the unity that prevails in this school environment. She also alludes to the fact that much can be achieved when the staff supports each other.

Teacher 1(P): *"Teachers show genuine support for each other. This is very satisfying as there are no feelings of isolation. Teachers are united. They support each other. When the new principal first arrived, she was authoritative. A united staff caused her to change her attitude. There is good teamwork. Staff members learn from each other".*

These responses of the teachers in the private school is in line with the literature on collaborative school cultures and levels of teacher job satisfaction. An organisational climate characterised by good collegial relationships promote job satisfaction (Akhter, 2013; Johnson et al., 2011 and Pappano, 2007) and is indicative of respecting the needs of teachers in terms

of their professional competence (Pisanti et al., 2003). Studies by McHenry (2008) and Miller (2012) highlighted the many positive impacts of teacher collaboration on teachers. Teachers sharing their knowledge and skills with each other contribute to higher levels of confidence and competence. According to Cha and Ham (2012), the principal as leader is instrumental in creating a culture of collegiality and collaboration within school environments.

However, the responses of the teachers in the Ex-model C school show two different scenarios in the same school. There are divisions within the two phases. In the foundation phase, the teachers seem to get on well and support each other as indicated in the following response,

Teacher 2(EM): *“This happens all the time in the JP classes especially Grade 1’s. Teachers share ideas, methods and new approaches. Build on strengths and address weaknesses and challenges. This relationship gives you a good feeling because you know you have support and you are not working in isolation. It gives you a feeling of satisfaction”.*

Teacher 2 further commented on the importance of good collegial relations between teachers on their levels of job satisfaction. The support for each other prevents teachers working in isolation and empowers them to overcome challenges that they may face.

Teacher 2(EM): *“When teachers share ideas, methods and new approaches, we are able to build on strengths and weaknesses to meet challenges. This relationship gives you a good feeling because you know you have support and you are not working in isolation. This gives you a feeling of satisfaction”.*

The above response of teacher 2 is supported by the literature (Abdullah et al., 2009; Barnes & Conti Associates, 2009; Chamundeswari, 2013; Erdem et al., 2014) that shows that teachers teaching in schools that show high levels of teacher collegiality and sound interpersonal relationships exhibit higher levels of job satisfaction.

In spite of having said this, there seems to be tension amongst the teachers in the intermediate phase. These teachers do not seem to enjoy collegial relations as indicated in the following response by Teacher 2.

Teacher 2(EM): *“In the SP there seems to be tension. There are problems between teachers. During sports it is obvious that there is no team work. There are power struggles. This*

causes conflict. This causes huge dissatisfaction. There are those teachers who are problematic, they look for issues. They are not justified. Their personal problems affect their relationships. This unprofessional behaviour by some lowers the moral and causes dissatisfaction”.

The following responses of the teachers in the government school indicate the presence of polarisation in the staff as the teacher’s responses seem to contradict each other. Being in the same school, these differing responses reaffirm the presence of some sort of allegiance field that characterises the government school and a concept that is being tracked through this study.

Whilst Teachers 1 and 3 in this school type had positive things to say,

Teacher 1(G): *“Generally teachers are supportive of each other, they help each other. This team work enhances job satisfaction. You know you are not alone, will always get assistance from your colleagues”.*

Teacher 3(G): *“Teachers enjoy a good working relationship. This impacts positively on my job satisfaction. Poor relationships amongst teachers make you unhappy and cause much dissatisfaction”.*

Teacher 2 seems to counteract and contradict them as evident in the following response.

Teacher 2(G): *“Quite often teachers are pushed into doing things. They just want results. Teachers not interested in doing things”.*

“Regarding teachers, a level of co-operation does exist. However there are questions to be raised regarding trust. Lots of snitching and back-biting. It is very dissatisfying”.

The above responses of the teachers in the government school seem to strengthen the argument made earlier on that teachers in the government school are divided and tend to work in groups.

5.9.3.2. Teachers visiting and observing each others’ lessons as part of teacher professional development.

Teachers observing their colleagues teaching ties in with teachers sharing their knowledge and skills with each other and is also part of professional development, mentoring and coaching. Reflecting on Maslow’s (1959) Hierarchy of Needs theory, this fulfils needs four

and five viz. self-esteem and self-actualisation. The fulfilment of these needs ensure teachers develop into the best that they can be. A review of the literature (Asagid et al., 2014) cited in Kumah and Boachie (2017) also highlights the significance of mentoring and coaching. It is associated with recognition, appreciation, encouragement and the provision of positive feedback (Danish & Usman, 2010). Furthermore, mentoring and coaching in the form of feedback ensures that teachers are supported and kept motivated (Alemi, 2014).

Going back to the responses of the teachers in the different school types Table (5.11) (95.65% of teachers in the private school, 100% of the teachers in the Ex-model C school and 77.27% of the teachers in the government school) indicate that they regard this aspect of professional interactions as being an important contributor in enhancing their levels of job satisfaction and these responses concur with what is said in the literature.

When this information is compared with the data in Table 5.14., it becomes clear that this aspect of professional interactions is being neglected in all three school types as only 31.8% of the teachers in the private school, 25% of the teachers in the Ex-model C school and 27.2% of the teachers in the government school say that this happens often suggesting that a discrepancy exists between what teachers want (Table 5.11.) and what teachers are actually receiving (Table 5.14). According to Porter & Lawler's (1968) Discrepancy Theory, the smaller the discrepancy between teacher expectations and what teachers actually receive, the greater the level of job satisfaction and vice versa.

From the responses of the teachers in the Ex-model C and government schools, it is indicated that this aspect is not done for developmental purposes or as part of any structured ongoing professional development programme but rather for appraisal purposes which is associated with financial reward. Furthermore, in these school types, teachers don't observe each other's lessons as part of professional development.

The responses from the teachers in the government school indicate a need for structured programmes that facilitate teacher professional development.

Teacher 1(G): *"This happens only during IQMS. IQMS is a salary based performance evaluation tool that takes place annually. Nothing structured for overall school development. Not much feedback takes place. There is a need for formal professional development structures where teachers learn from each other. This will result in increased confidence*

levels and improved teaching. There is a need for mentoring where the experienced teachers help the inexperienced and struggling teachers”.

Teacher 2(G): “These lesson visits are only for report purposes and not really developmental because nothing happens after the visits. Teacher-teacher visits will benefit teachers. Teachers can learn from the strengths of others and teacher weaknesses can be addressed. There is a need to put a mentoring programme in place”.

The responses of the teachers in the Ex-model C school are similar to those of the government school teachers as indicated below:

Teacher 1(EM): “This only takes place during IQMS (a developmental appraisal system that has financial implications). Otherwise it does not take place. Some people are difficult to work with”.

Teacher 2(EM): “The experienced teachers are willing to share their knowledge and skills but this does not happen, possibly because of pride and some teachers may be embarrassed to ask others. Must have formal structures in place for this purpose so as to prevent these feelings”

Teacher 2 says that it may be because of the complexities of working with people that this aspect does not seem to happen in the Ex-model C school. She too, calls for more structured programmes to address this deficit.

However the responses of the private school teachers are different from those of the teachers in the other two school types indicating the prevalence of a different school culture in terms of professional development. According to the teachers in the private school the principal is hands-on and visits teachers’ classes, something that does not happen in the Ex-model C and government schools. These visits by the principal are welcomed by the teachers as it is an opportunity for them to have their work recognised. However, teacher on teacher visits are lacking.

This response from teacher 2 in the private school sums up the situation in this school type.

Teacher 2(P): “The principal visits teachers’ classes. This is very encouraging as you feel appreciated and acknowledged. However all teachers’ skills and knowledge are utilized.

Although teachers don't visit each other's classes for lesson observation but they are open to suggestions and are willing to listen. Lots of opportunities are created by the school management for networking with other schools”.

The analysis of the data on teachers observing each other's lessons suggests that this is not done for professional growth in the Ex-model C and government schools. Hence the perceived relationship between teacher job satisfaction and learning from colleagues is just a perception and does not materially influence teacher job satisfaction in relation to teacher growth and development.

5.9.3.3. Presenting teachers with opportunities for professional growth and its relationship to job satisfaction

The significance of this aspect in influencing teachers' levels of job satisfaction is reflected in the teachers' responses in Table 5.11. In the private school all the teachers (100%) said that professional growth and development will increase their job satisfaction much, whilst 40% of the teachers in the Ex-model C school said that it would somewhat enhance their job satisfaction level and 60% of them said it would enhance it much. In the government school, 76.37% of the teachers said that this will enhance their job satisfaction levels.

When these responses are compared to teachers' responses in Table 5.14. it shows that 100% of the teachers in the private school say that it happens often, whilst 60% of the teachers in the Ex-model C school and 53.7% in the government school say that this happens often. Once again this identifies a discrepancy between teacher's needs and expectations and outcomes. In terms of the theories used in this study, this can explain teacher dissatisfaction.

From the teachers' responses, it appears that professional growth and development is an important part of school culture in the private and Ex-model C schools as shown by the responses of the teachers below. The school pays for teachers to attend courses as a means of encouraging attendance. This concurs with the literature, because, according to Emmanouil (2014), the principal plays a leading role in promoting the professional development of his teachers.

A private school teacher had the following to say regarding the opportunities for professional growth and development of teachers in their school.

Teacher 2(P):“*Teachers are appraised. They build on teachers strengths and improve on weaknesses. Teachers are constantly being empowered. Teachers are treated as professionals. This is very satisfying “.* “*Teachers are sent on courses paid for by the school”.*

Whilst a teacher from the Ex-model C school said:

Teacher 1(EM):“*The principal values and encourages teacher development. The school pays for teachers to attend professional development workshops. There is a developmental culture at our school. He creates a lot of initiatives. It is very inspiring. He volunteers to host workshops at our school. Motto: “learn to serve”.*”

However, the responses of the teachers in the government school show a different school climate from that of the other two school types. According to the teachers’ responses, not much is done in this regard. There is a need for better quality workshops that will benefit the teachers and not to do things for the sake of doing things or merely for record purposes.

Teacher 1(G):“*We have workshops but the timing and purpose of these workshops are questionable. Most are school initiated. Not much is done from outside organizations. Workshops are also facilitated by not so competent people. There is a need for the government to come on board”.*

Teacher 2(G):“*Very little is done. Things are done for records. Not much value in terms of development. Not much achieved. Not much support. The only workshops teachers attend are DoE workshops”.*

The points made by the teachers in the Ex-model C and government schools resonate with the literature. According to Akhter (2013), teachers who are well equipped with the necessary skills approach their job with greater levels of confidence. Similarly, Johnson (2006) advocates the need for school leaders to reform their schools into more effective learning communities in which teachers have the opportunity to learn and grow as professionals, whilst studies by Ackerman, (2011); Asagid, Belachew & Yimam (2014) cited in Kumah & Boachie (2017); Erdem et al., (2014); Kearney (2008) and Menon et al. (2008) all concluded that the school environment with its support structures and professional growth factors are significant factors influencing the levels of teachers’ job satisfaction.

5.9.3.4. The staff meeting regularly to discuss issues of teaching and learning.

From the teachers responses it becomes evident that this is a common practice in the private and Ex-model C schools (90.9% and 100% respectively saying it happens often in their schools) but is an aspect that seems to be sorely lacking in the government school (only 31.8% saying it happens often). The following responses from the teachers in the different school types give further clarity.

Teachers in the Private school engage weekly to discuss learner and teacher performance. It is an opportunity to engage in strategic planning. This school type has the resources to promote this aspect of professional interaction as indicated in the responses below.

Teacher 2(P): *“There are weekly subject meetings to discuss learner performance and methods of teaching”.*

Teacher 1(P): *“The school culture in this regard is very influential. There are protocols and structures in place and which are followed. There are not much discipline problems at this school because of the loving way in which problems are dealt with. We have a large room called the Indaba room where the entire staff meets to look at learner performance. This is where strategic planning takes place. Have energising meetings to rekindle teacher enthusiasm”.*

When compared to the responses of the teachers in the government school below, the differences in the environments of these two school types become clear. There is a need for this to happen in the government school and to ensure that these committees are functional.

Teacher 1(G): *“Not formally. We do have subject committee meetings. There is a lack of practical aspects. No formal meetings take place to discuss learner and teacher performance. Do have structures in places ILST (Institution Learner Support Team) but this committee is not really functional. No mentoring takes place”.*

From the above discussion and responses of the teachers in the different school types, it can be concluded that the school culture does influence the way teachers feel about their jobs. Schools that have well established structures, processes and frequency of engagement to promote collegial engagement and professional development and growth of its teachers, contribute to the job satisfaction of its employees.

5.10. Concluding comments

This chapter presented the first section of the data analysis. The first part of this chapter looked at current levels of teacher job satisfaction in the different school types and teachers' perceptions of those factors that will enhance their levels of job satisfaction within the different school environments. All the teachers (100%) in the private school expressed satisfaction with their jobs, while in the Ex-model C and government schools there were satisfied and dissatisfied teachers.

The second part of this chapter compared teachers' perceptions of those professional interactions that will enhance their levels of job satisfaction (Table 5.11.) with the nature and frequency of these professional interactions occurring within the different school environments (Tables 5.12; 5.13 and 5.14). The purpose of this comparison was to investigate if teachers' expectations and needs are being met in the different school types and to link this to levels of teacher job satisfaction. The data reveals that teachers appear to be more satisfied in an environment that meets their needs and expectations. Discrepancies between teachers' needs and activities satisfying these needs did exist in all three school types, albeit more in the Ex-model C and most in the government school. The discrepancies between these two sets of tables, which compares teachers' needs (Table 5.11.) with actual outcomes (Tables 5.12; 5.13; 5.14) can possibly explain the reason for dissatisfied teachers in these two school types..

The next chapter (Chapter 6) is the second of the two data analysis chapters. The first chapter (Chapter 5) answered research questions one and two, while chapter 6 will answer research questions three and four, which sought to identify and explain the existence of significant relationships between facets of professional interactions and levels of job satisfaction amongst teachers.

CHAPTER 6

Part 2: Findings: Data Analysis, interpretation and discussion of research questions 3 & 4

6.1. Introduction

Having presented the data and the analysis thereof of the first two research questions in the last chapter, I now engage with research question three in this chapter, namely, how do the professional interactions in the different school types influence levels of teacher job satisfaction? The data shows that while significant relationships may exist between these two variables and which conforms to literature, when school types are included in the analysis, it is not quite evident that such relationships are sustained in some school types. The process of engagement is similar to that of the previous chapter and commences with a response to research question 3 supported by quantitative and qualitative data. This section of the analysis will take items of professional interactions in three key aspects: relationship with principals, teacher involvement in matters concerning their work and teacher collegiality and collaboration, and engage with them quantitatively and qualitatively.

The information is presented thematically. In this section there are three themes within which the data is presents and engaged with. The first theme deals with the leadership style of the principal, theme two deals with the level of teacher involvement in matters concerning their work, and theme three deals with collegiality and collaboration which focuses on inter-personal relationships within the school environment. Individual aspects of each theme are looked into to try and explain their influence on levels of job satisfaction in the different school contexts.

6.2 Professional Interactions

6.2.1. Theme 1: The principal's leadership style and its relation to teacher job satisfaction

Drawing on the literature and from the analysis of the data in the survey questionnaire, Table 6.1 presents elements of professional interactions that are initiated from the principal of a school and its correlations to teacher job satisfaction. The analysis is, once again, interrogated

along the lines of varying school contexts (private school context, Ex-model C school context and government public school context) with a view to showing that when school contexts are foregrounded, the correlations between leadership styles and levels of teacher job satisfaction vary depending upon the school types. For the purpose of explicating the above observation, teachers being comfortable sharing their concerns with the principal are engaged with under this theme.

TABLE 6.1.

ITEM NO.	PROFESSIONAL INTERACTION	Fischer p-value score	Spearman correlation co-efficient	Mean scores	Std Deviation scores
1.	The principal is a visible presence. Private School Ex-Model C School Govt urban school TOTAL	0,600 1,000 0,008 0,000	0,226 0,460 0,653 0,625	2.86 2.40 2.59	0.34 0.89 0.50
2.	The principal is accessible to teachers. Pvt. School Ex-Model C Govt TOTAL	1,000 1,000 0,030 0,001	0,037 0,306 0,555 0,507	2.91 2.80 2.45	0.28 0.44 0.50
3.	Teachers being comfortable sharing their concerns with the principal Pvt. School Ex-Model C Govt TOTAL	0,022 1,000 0,010 0,001	0,503 0,250 0,639 0,541	2.86 2.690 1.95	0.34 0.84 0.84
4.	Teachers receiving recognition from their superiors. Pvt. Ex-model C Govt. TOTAL	0,115 1,000 0,015 0,000	0,433 -0,186 0,633 0,620	2.91 2.20 2.27	0.28 0.44 0.30
5.	The principal treating all teachers equally and fairly Pvt. School Ex-Model C Govt TOTAL	0,294 1,000 0,258 0,019	0,343 0,703 0,358 0,504	2.56 2.40 2.04	0.66 0.89 0.65
6.	Teachers are encouraged to voice and discuss their disagreements. Pvt. School Ex-Model C Govt TOTAL	0,032 1,000 0,383 0,000	0,524 -0,433 0,334 0,551	2.78 2.40 2.04	0.51 0.89 0.65

7.	The principal encouraging a collaborative working climate.				
	Pvt. School	0,182	0,409	2.78	0.42
	Ex-Model C	1,000	0,703	2.40	0.89
	Govt	0,368	0,291	1.95	0.65
	TOTAL	0,001	0,602		
8.	The principal creating opportunities for knowledge and skills development.				
	Pvt. School	0,048	0,506	2.91	0.28
	Ex-Model C	1,000	-0,304	2.60	0.54
	Govt	0,078	0,648	2.22	0.52
	TOTAL	0,000	0,648		

Note: The numerical values that are in bold print in Table 6.1. above are the values that reveal significant relationships for each of the aspects of professional interactions in each of the different school types. Furthermore, the mean score reflects the frequency of these professional interactions occurring within each of the different school types. Scores below 2.7 indicates that these activities do not occur very often in that school type, whilst scores above 2.7 indicate that these activities occur often in each of the different school types. These scores further help to draw a line across and compare the frequency of these activities occurring within each school type and their influence on levels of teacher job satisfaction in terms of the p-values and correlation scores).

Drawing from Table 6.1 and focusing attention to the item on teachers being comfortable sharing their concerns with their principal, it seems that overall there is a significant relationship between these two variables. However, when disaggregated according to school types, it becomes evident that the levels of significance vary across the school types. In the private school, there is a p-value of 0,022 indicating a level of significance at the 5% level and a correlation co-efficient of 0,503, indicating a moderate relationship which suggests a significant relationship between teachers being comfortable sharing their concerns with their principals and teacher job satisfaction. A similar scenario plays out in the government school, with a level of significance also at the 5% level (p-value of 0, 01) and a correlation co-efficient of 0.639, indicating a moderate relationship.

Several researchers assert that principals who encourage teachers to discuss their problems, support their teachers and who show an awareness of teachers' needs are associated with

satisfied teachers (Brown & Wynn, 2009; Josanov-Vrgovic & Pavlovic, 2014; Machumu & Kaitila, 2014; Van Maele & Van Houtte, 2012). These principals value their teachers and actively involve teachers in meaningful decision making and these impacts positively on their motivation and commitment.

The responses of teachers in the government school on this issue of sharing their concerns with the principal during the interviews indicate that teachers who do this are often victimized and therefore choose to remain silent. It is thus the school context, which in this study is referred to as professional fields, that determines how teachers behave in that particular school environment.

The teachers in the government school feel that by not being given the opportunity to share their concerns openly with the principal, deprives them of a sense of belonging, ownership to the institution and respect for their professionalism and this contributes to feelings of dissatisfaction as evidenced by the following response from one of the teachers in this school type:

Teacher 1(G): *“No platform to discuss teacher concerns. Issues are not resolved professionally. Those teachers, who do talk up, are often targeted”. There is a top-down approach. The principal’s word is final. He is autocratic. We as teachers feel unwanted: we do not feel a part of the school. The core issues of teachers are not addressed”.*

Teacher 1 asserts that due to the attitude of the principal, teachers are reluctant to approach the principal with their concerns. They are afraid to raise concerns as those who do are often victimised. Not being able to share their concerns makes them feel as they are not part of the institution and robs them of this sense of belonging.

As is evident this behaviour of the principal in this school type does not augur well for trustworthy relationships between the principal and his teachers and this often results in dissatisfied teachers. According to Bryk et al., (2010), a relationship of trust between teachers and school leaders and an environment in which school leaders engage teachers in co-constructing the social context is instrumental in creating a positive work context. By openly engaging with their teachers in terms of setting clear expectations and providing feedback,

principals can remove barriers to productivity and eliminate teacher frustrations. Teacher 1's comments indicate that such a positive relationship is missing.

Facilitating this environment of trust and engagement requires the principal to be transparent, approachable and most importantly to be perceived by his teachers as being trustworthy. This seems to be the case in both the private and Ex-model C schools as shown by the following responses from these teachers respectively:

Private school:

Teacher 3(P): *"There are channels in place to voice unhappiness and concerns. Teachers are invited to participate in discussions. There is an atmosphere of transparency and democracy. Reasons are given when teacher's suggestions are not implemented".*

The private school is characterised by a context that is participatory and democratic in which teachers' needs and rights are respected. An atmosphere of transparency promotes feelings of trustworthiness as nothing is done deceitfully. These teachers are treated as professionals who feel a part of the institution and this for them is very satisfying. These interpretations concur with the literature (Berry et al., 2008; Choi & Lee, 2011) who cited poor leadership skills, a lack of adequate teacher involvement and low levels of trust as factors associated with low levels of job satisfaction.

These are some of the responses of the teachers from the Ex-model C school:

Teacher 1(EM): *"The door is always open. The principal tries to address teachers concerns as far as possible. He is very approachable. He does not hold grudges. Teachers therefore feel free to raise their concerns with him".*

Teacher 2(EM): *"The principal has a genuine open door policy. The principal is always approachable, accessible and fair. He is trustworthy, the teachers trust him. Trust in the principal is very important for teachers' job satisfaction. You know that you are working in a secure environment with the knowledge that you will be supported".*

Once again, it can be deduced from the above responses that the trust in the principal is an important factor contributing to job satisfaction. According to teacher 2, a trustworthy principal creates a school context that is secure and in which teachers feel safe and supported.

However, from the response of teacher 2 in the government school it is conveyed that the principal in this school type comes across as being dictatorial and is responsible for creating a top-down approach which is a source of dissatisfaction for those teachers who are subjected to this lack of respect as professionals.

Teacher 2(G): *“School management is too dictatorial, not flexible. A top down approach exists. In most cases their minds are already made up. Ask for the sake of asking”. “Level one teachers are made to feel unimportant; there is no respect, not treated as adults and professionals. Managers are not sensitive to teachers’ needs, they ignore teachers’ needs. We do not feel a part of the school. This is very de-motivating. Working in an environment where you are not included can be very painful. We have reached a stage where we don’t say anything, we just listen. If you say something, then you are targeted”.*

From the above discussion it is clear that the creation of a sound platform of trust on the part of the principal is needed to encourage teacher participation and allowing teachers to be comfortable in sharing their concerns without the fear of victimization will increase teachers’ levels of job satisfaction in the government school. The data suggests that teachers in private and Ex-model C schools do experience a sense of trust with the principal, but that teachers in government schools do not share this sense of trust. The implications associated with trust is, therefore, related to how much the teacher trusts the principal that his or her comments would be considered and engaged with in a professional manner and his or her feelings of job satisfaction and is consistent with literature that suggests trust is a crucial variable in teacher job satisfaction (Carmeli, 2005). A study by Usop et al., (2013) that looked at work performance and job satisfaction of school teachers concluded that the factor that appeared to be most influential was the teachers’ trust in the principal.

Other significant relationships that emerged in the government school, is the relationship between the principal being a visible presence (p-value = 0,008) and of being accessible (0,030) to the teachers. Linked to this is a significant relationship between teachers being recognised by their superiors and their job satisfaction (p=0,015). For the teachers in the government school, these aspects of professional interactions are important in contributing to their levels of job satisfaction. The literature, too, as mentioned in the above discussions, supports these findings.

According to the responses of the teachers, the principal being visible and accessible is perceived by teachers as being supportive, knowing exactly what is going on in the school and is also perceived as a measure of having their work recognised and acknowledged by their superiors. According to teacher 3, the visibility and accessibility of the principal is important in supporting teachers in addressing discipline and classroom challenges as indicated by this response:

Teacher 3(G): *“There is a lack of support and involvement from the school’s management in addressing challenges. Job satisfaction will be greatly increased if the senior management can go from class to class supporting teachers in addressing challenges. A hands- on approach is what is needed”.*

This response by Teacher 3 from the Ex-model C school supports the claim for the importance of the principal being visible and accessible to the teachers.

Teacher 3(EM): *“A principal who spends too much time in the office tends to lose touch of what goes on, on the ground”.*

Responses from the teachers in the private school also show the benefits of a principal who is visible and accessible as indicated by teacher 1:

Teacher 1(P): *“The principal visits teachers’ classes and acknowledges good efforts. The principal builds confidence in teachers. This makes you want to do more; you don’t think twice to go the extra mile. The principal makes you feel valued and a part of the school. You experience that sense of belonging and this contributes significantly to your job satisfaction”.*

Teacher 2(P):*“The principal always gets involved. She is hands-on. She is approachable and shows a genuine interest in her staff. She interacts with her staff at breaks. You do not feel alone and isolated. This is very satisfying”.*

From these responses it is clear that teachers appreciate principals who are hands on and interact with them. This shows that the teachers are valued members of the institution and are not there to just do a job. It is important to appreciate teachers as human beings with needs.

The literature (Shah et al., 2012; Gaicovad, 2011; Zeb & Jamal, 2016) also supports the importance of recognition as a factor influencing job satisfaction. These authors identified a significant relationship between reward and recognition and job satisfaction. Principals who recognise teacher efforts are said to increase teacher morale and motivation. According to

Shah et al. (2012), recognition contributes to a positive self-concept which promotes higher levels of self-confidence and their perceptions of their worth to the institution. This according to Maslow (1959) is important for individuals to experience satisfaction with their jobs.

6.2.2. Theme 2: The level of teacher involvement in school matters concerning their work.

Bogler (2001) claims that job satisfaction is positively related to participative decision making and to transformational leadership. The International Teacher 2000 report highlighted a lack of participation in decision making processes as a major factor leading to teacher dissatisfaction. Leithwood & Jantzi (2000) hypothesized that the greater the involvement of the teachers in the decision making processes within the school environment, the higher the level of job satisfaction experienced by teachers and this hypothesis was confirmed through their study on teacher job satisfaction. Several other studies (Danielson, 2002; Ingersoll, 2001 and Connolly, 2000) reached the same conclusion that teacher job dissatisfaction increased when teachers had limited or no inputs in decisions that affected them. A closer scrutiny of the relationship between teacher job satisfaction and teachers involvement in school matters concerning their work was taken in this study. Table 6.2. below presents some analysis of principals' stance on teacher involvement in school matters concerning their work.

TABLE 6.2

Item No.	Professional Interaction	Fischer p-value score	Spearman correlation Value	Mean scores	Std Deviation scores
1.	The principal listening to teachers' suggestions.				
	Pvt.	0,029	0,554	2.78	0.42
	Ex-Model C	1,000	0,583	2.60	0.54
	Govt	1,000	0,088	1.86	0.46
	TOTAL	0,000	0,621		
2.	The principal implementing teachers' suggestions.				
	Pvt.	0,444	0,321	2.69	0.47
	Ex-Model C	1,000	0,806	2.20	1.09
	Govt	0,086	0,455	1.50	0.54
	TOTAL	0,000	0,677		

3.	The principal involving teachers in decision making involving their work.				
	Pvt.	0,083	0,432	2.86	0.34
	Ex-Model C	1,000	0,583	2.20	0.44
	Govt.	0,361	0,331	2.22	0.81
	TOTAL	0,001	0,585		
4.	Teachers being given the freedom to experiment with new ideas and techniques.				
	Pvt.	0.080	0.472	2.91	0.28
	Ex-Model C	1.000	0.177	2.40	0.54
	Govt.	0.007	0.457	0.54	0.67
	TOTAL	0.002	0.390		

Note: The numerical values that are in bold print in Table 6.2. above are the values that reveal significant relationships for each of the aspects of professional interactions in each of the different school types. . Furthermore, the mean score reflects the frequency of these professional interactions occurring within each of the different school types. Scores below 2.7 indicates that these activities donot occur very often in that school type, whilst scores above 2.7 indicate that these activities occur often in each of the different school types. These scores further help to draw a line across and compare the frequency of these activities occurring within each school type and their influence on levels of teacher job satisfaction in terms of the p-values and correlation scores).

One of the most interesting findings of this study relating to Table 6.2 is the influence of teachers' involvement in decision making concerning their work on levels of job satisfaction. Although teachers in all three school types indicated that they consider this aspect important in influencing their level of job satisfaction, no significant relationship between these two variables exists. Furthermore this finding seems to contradict the findings of other studies in the literature which found significant relationships between teacher involvement in decision making processes and levels of job satisfaction (Chamundeswari, 2013; Dehaloo, 2011; Sarafidou & Chatzioiannidis, 2013).

The data in Table 6.2 shows that there is a significant relationship ($p < 0,029$) of moderate strength ($r = 0,554$) between the principal listening to teachers suggestions and levels of teacher job satisfaction in the private school but not in the other two school types, while teachers being given the freedom to experiment with new ideas and techniques bears a

significant relationship to teacher job satisfaction in government school only and not in the other two school types. The findings emerging from Table 6.2 is largely contrary to the literature and, perhaps, can be explained by the restrictive environment, both in terms of the curriculum and in terms of the accountability regimes that has come to define school education within South Africa. The Curriculum and Assessment Policy Statement (CAPS) that guides the school curriculum is highly prescriptive (Harrop-Allin & Kros, 2014) and therefore offers little scope for teachers to have a say in matters related to their core responsibilities of teaching and learning.

Of note is that while there is a significant relationship between levels of teacher job satisfaction and principals listening to teachers' suggestions, upon disaggregation in terms of school types, the significant relationship is lost, suggesting that the overall significant level is relatively low on this measure. A further note is on the measure of significance between teachers being given the freedom to experiment with new ideas and techniques and levels of teacher job satisfaction where a significant relationship at the 0.05 level ($p < 0.007$) between this freedom and levels of teacher job satisfaction in the government school noted, but absent in the other two school types.

Numerous research studies (Saari & Judge, 2004; Thompson & Prottas, 2006; Walker, 2016); identified the nature of the work to be influential in determining job satisfaction levels of teachers. The nature of the work appeals to the intrinsic job characteristics of an individual. Important aspects of the nature of the work include how challenging the job is for the teacher and the levels of teacher autonomy.

Teacher autonomy is related to teachers being free to experiment with new ideas and techniques (Cooper, 2016; Walker, 2016). It refers to teachers being in control of what is taught and being given the opportunity to make important decisions. A study by Usop et al. (2013) concluded that the greater the involvement of teachers in their work, the higher their level of job satisfaction. His research of a private school revealed that private school teachers had high levels of autonomy in which they have a great deal of freedom and support to plan for what goes on in the classroom.

The literature is supported by the following responses of the teachers in the private school that show the level of freedom that these teachers enjoy to experiment with new ideas and techniques.

Teacher 3(P): "There is lots of interaction that goes on. Teachers are given lots of independence. Teachers enjoy the freedom and we are given more authority in terms of decision making concerning our work. We do not have to ask for permission all the time. Teachers are constantly being empowered. Teachers are seen as valuable members. Teachers are treated as professionals. This is very satisfying".

Teacher 2(P): "In this regard, private schools are a big plus. There is an abundance of resources for teachers to experiment and explore different methods. You are not suppressed here".

"There is a positive working environment amongst the teachers. There are regular planning meetings. Teachers are allowed to do what makes them comfortable. They are free to experiment with new ideas. Things are conducted very professionally. It is very satisfying and it is not stressful. It is unlike the government schools where things are very prescriptive. Teachers meet weekly to discuss learner performance. Lots of pastoral care. Teachers interact to assist each other and to provide guidance in dealing with learner challenges".

Once again the situation in the private school is such because of the respect accorded to teachers and the high levels of interactions and support between teachers. There is that element of trust in the teachers' abilities and levels of professionalism. With the great levels of administrative support, teachers are not afraid to experiment with new ideas, methods and strategies.

However the situation in the government and Ex-model C schools is different to that of the private school. In the government school the teachers feel that they are burdened with a prescriptive curriculum, too much of administrative work and other disruptions that leave them with little time to complete the syllabus let alone to experiment or be creative. Too often they are forced to rush through the curriculum and this adds to their frustration levels. This is evident by some of the responses of the teachers in this school type and concurs with what Harrop-Allin & Kros (2014) said about the CAPS curriculum being too prescriptive.

Teacher 3(G): "There is no time. This is an important aspect but is largely neglected. This contributes to the frustrations that we teachers' experience".

Teacher 2(G): *“Teaching is results orientated. We are just ordered to get the desired results, don't care how. No help or support is given. This lack of venturing out and experimentation robs one of a sense of fulfilment. Sometimes, things become too prescriptive”.*

Teacher 3(G): *“No opportunities for this are created. Too many other activities are taking place. Periods are shortened to accommodate for other activities. This affects instruction time. No time is made available to explore new methods of teaching”.*

From the above responses it is evident that the teaching and learning process in the government school has changed and this is causing dissatisfaction amongst its teachers. Teaching has become too results orientated as schools are judged by their results. This puts pressure on teachers to achieve, thus leaving them with little time to be creative. Furthermore, teachers in this school type are burdened with numerous administrative tasks that cuts across their teaching time.

The Ex-model C school finds itself in between the other two school types regarding teachers being given the freedom to experiment with new ideas. As much as this school type follows the same curriculum as the government school and quite often the teachers are faced with similar challenges as the teachers in the government school, there is however encouragement and support from the school management to be innovative and creative in their teaching methods. This support is similar to the situation in the private school.

Teacher 1(EM): *“The curriculum has changed. The curriculum has become too prescriptive”.*

Teacher 2(EM): *“The curriculum is too fast paced and prescriptive. However it is very encouraging that the school's management gives teachers the freedom to be creative and to experiment. Management is not dogmatic”.*

Teacher 3(EM): *“The principal is not down the teachers throats. Teachers are given the freedom to experiment. Not a fault finding mission, but rather developmental”.*

From the above responses of the teachers it becomes clear that the school cultures regarding teacher autonomy are different in the different school types. The private school is

characterised by support and encouragement for teachers to experiment with new ideas, methods and strategies, whilst the Ex-model C and government schools find the CAPS curriculum too prescriptive leaving little time for teachers to exercise their creativity. However, teachers in the Ex-model C school are encouraged and supported to try out new ideas. Government school teachers find the emphasis on results and the burden of additional administrative tasks restricting their autonomy.

6.2.3. Theme 3: Teacher collegiality and teacher collaboration as factors influencing teacher job satisfaction. The creation of a community culture in schools.

TABLE 6.3.

Item No.	Professional Interaction	Fischer p-value score	Spearman correlation Value	Mean scores	Std deviation Scores
1.	Teachers helping and supporting each other professionally.				
	Pvt.	0,056	0,503	2.91	0.28
	Ex-Model C	1,000	-0,471	2.40	0.89
	Govt	1,000	0,085	2.59	0.50
	TOTAL	0,021	0,421		
2.	A positive collegial work atmosphere in school				
	Pvt.	1,000	0,165	2.95	0.20
	Ex-Model C	1,000	-0,306	2.60	0.54
	Govt	0,040	0,458	2.40	0.59
	TOTAL	0,000	0,485		
3	Teachers' inputs and opinions being valued by others				
	Pvt.	0,525	0,253	2.95	0.20
	Ex-Model C	1,000	0,177	2.40	0.54
	Govt	0,025	0,366	2.40	0.50
	TOTAL	0,000	0,539		
4.	Teachers planning, developing and evaluating programs together.				
	Pvt.	0,030	0,555	3.00	0.00
	Ex-Model C	1,000	0,053	3.00	0.00
	Govt	1,000	0,515	2.50	0.51
	TOTAL	0,013			
5.	Teachers engaging in co-operative interactions				
	Pvt.	0,122	0,334	2.00	0.00
	Ex-Model C	0,200	0,541	2.40	0.89
	Govt	0,038	0,509	2.45	0.50
	TOTAL	0,000	0,640		

6.	Teachers sharing their ideas and skills with each other.				
	Pvt.	0.036	0.489	2.82	0.38
	Ex-Model C	1,000	-0.186	2.20	0.44
	Govt.	0.022	0.571	2.22	0.68
	TOTAL	0.002	0.543		
7.	The principal facilitating the provision for coaching and mentoring.				
	Pvt. School	0,020	0,550	2.86	0.45
	Ex-Model C	1,000	0,306	2.40	0.54
	Govt	0,033	0,091	2.37	0.71
	TOTAL	0,002	0,517		

Note: The numerical values that are in bold print in Table 6.3. above are the values that reveal significant relationships for each of the aspects of professional interactions in each of the different school types. . Furthermore, the mean score reflects the frequency of these professional interactions occurring within each of the different school types. Scores below 2.7 indicates that these activities donot occur very often in that school type, whilst scores above 2.7 indicate that these activities occur often in each of the different school types. These scores further help to draw a line across and compare the frequency of these activities occurring within each school type and their influence on levels of teacher job satisfaction in terms of the p-values and correlation scores).

A review of the literature (Abdullah et al., 2009; Chamundeswari, 2013; Erdem et al., 2014) revealed that the quality of the inter-personal relationships that teachers enjoy and the quality of their collaboration is said to influence teachers' levels of job satisfaction. The people we work with and the formation of pleasant relationships with colleagues (Ahmed, 2014) is seen as an important influence on job satisfaction by both public school teachers and private school teachers. According to Gaicovad (2011) a workforce which works together by supporting each other actually derives the maximum job satisfaction while Irani (2008) highlights the importance of the social elements in the school site on levels of job satisfaction. By social elements, he refers to the working relationships with colleagues and the interactions and associations, both formal and informal that takes place between colleagues. Being driven by what the literature says, Table 6.3 presents correlation statistics

on elements that constitute professional interactions amongst teachers across the three school types.

The data in Table 6.3. above, suggests that the relationship between teacher collegiality and collaboration and teacher job satisfaction is in support to that noted in the literature. Of note is that there seems to be overall significant correlation between the elements that constitute collegial and collaborative relationships amongst teachers and teacher job satisfaction when considered across all three schools as totals, but that when disaggregated, some significant correlations are evident in some of the school types while others are absent. For example, in the private school teacher-teacher interactions show there is a significant relationship that exists between teachers working together to develop and evaluate programmes and levels of job satisfaction (p-value of 0,030) and a correlation score of 0,555 (showing a moderate strength); between teachers sharing ideas and skills with each other and job satisfaction (p-value of 0,036) and a correlation score of 0,489 (showing a moderate strength) and between the facilitation of coaching and mentoring (p-value of 0,020) and a correlation score of (0,550).

The responses of the teachers in the private school indicate why teachers working together and enjoying good relations impact positively on their levels of job satisfaction.

Teacher 1(P): *"Teachers are united. They support each other. When the new principal first arrived, she was authoritative. A united staff caused her to change her attitude. There is good teamwork. Staff members learn from each other".*

Teacher 2(P): *"Here, teachers meet weekly to discuss learner performance. Lots of pastoral care. Teachers interact to assist each other and provide guidance in dealing with learner challenges".*

In the Ex-model C school there is a negative correlation between teacher collegiality ($r = -0,306$) and levels of job satisfaction. What this means is that teacher collegiality is inversely related to job satisfaction. The more teachers are forced to work together, the more dissatisfied they become. These negative scores further provide justification for the presence of a contrived atmosphere in the Ex-model C school where teachers are not keen on working together. Responses from teachers during the interviews provided possible reasons for this situation. Possible explanations for this type of behaviour range from changes to the

demographic makeup of the school staff to the resistance from the older white teachers to embrace change.

This response from Teacher 2 probably offers the best explanation for the situation in this school type.

Teacher 2(EM): *“In the SP there seems to be tension. There are problems between teachers. During sports it is obvious that there is no team work. There are power struggles. The current HOD striving to become DP becomes very officious at times. This causes conflict. This causes huge dissatisfaction. There are those teachers who are problematic, they look for issues. They are not justified. Their personal problems affect their relationships. This unprofessional behaviour by some lowers the moral and causes dissatisfaction”.*

However, in the urban government school, significant relationships exist between certain facets of professional interactions relating to teacher collegiality and teacher collaboration and levels of teacher job satisfaction. Significant relationships exist between a positive collegial work atmosphere and levels of teacher job satisfaction (p-value of 0,040) and a correlation score of (0,458); between teachers inputs and opinions being valued by others and job satisfaction (p-value of 0,025) and a correlation score (of 0,366); between teachers engaging in co-operative interactions with teachers and job satisfaction (p-value of 0,038) and a correlation score of (0,509); between the facilitation of mentoring and coaching and job satisfaction (p-value of 0,033) and a correlation score of (0,091) and between teachers sharing their ideas and skills and job satisfaction (p-value of 0,022) and a correlation score of (0,571). These results suggest that the teachers in the government school consider these aspects of teacher collegiality and teacher collaboration as being significant in influencing their levels of job satisfaction. The following responses from the teachers in this school type offer an explanation as to why they consider these aspects important for job satisfaction.

According to Teacher 1, when teachers support each other and work together, you know you are not alone and this teamwork builds confidence in you. When teachers share their knowledge and skills with each other, this empowers you and provides you with the skills to address the challenges that teachers may encounter during the execution of their duties.

Teacher 1(G) says that:” *when teachers support each other, you know you are not alone. You know you can rely on the assistance you will get from your colleagues. This is very satisfying*”.

Teacher 2 spoke of the element of trust between teachers as being important for teachers to enjoy their jobs. A lack of trust and honesty amongst teachers impacts negatively on relationships by causing tension and uneasiness that cause teachers to be unhappy.

Teacher 2(G): “*Regarding teachers, a level of co-operation does exist. However there are questions to be raised regarding trust*”.*Lots of snitching and back-biting. It is very dissatisfying*”.

From the above discussion, it becomes clear that some similarities do exist between the private and government schools in terms of the influence of professional interactions involving teacher collegiality and teacher collaboration on levels of teacher job satisfaction. It appears that teachers in these two school types consider teachers working together and sharing good collegial and collaborative relations important as this contributes to their levels of job satisfaction. This is different to how the teachers in the Ex-model C school feel.

What is surprising in this study is that when the total for all three school types are looked at, the combined p-values are less than 0, 05, showing that significant relationships do exist between these aspects of professional interactions and levels of job satisfaction across the school types but not necessarily within each school type, reinforcing the argument in this study that the contexts of the different school types influence levels of significance across the variables.

6.3. Concluding remarks on research question three

The analysis in response to research question 3 suggests that while overall there seems to be significance correlations between professional interactions within school and levels of teacher job satisfaction, there are differences noted when the school types are considered.

An analysis of the data (Tables 6.1; 6.2 and 6.3) revealed the existence of numerous significant relationships between aspects of teacher collegiality and teacher collaboration and

levels of teacher job satisfaction. Some of these relationships were peculiar to a particular school type, whilst some significant relationships appeared in both the government and private schools. This shows that the needs of teacher in terms of professional interactions are similar, irrespective of the school type being taught in. An interpretation of teacher's responses during the interviews provided motivation and explanations for the existence of these relationships. Furthermore, the literature was used to either support or refute the claims made by the teachers. In most cases, the literature did support the findings of this study in respect of the importance of teacher collegiality and teacher collaboration as a factor influencing teacher job satisfaction within and across the different school types.

6.4. Findings in respect of the null hypotheses guiding this research study

Six null hypotheses were formulated to guide the findings of this study. An analysis of the data confirms the acceptance or rejection of these null hypotheses. A presentation of the findings will now be presented.

Relating to null hypothesis one, the analysis of the job satisfaction survey (Table 5.9), indicated that all teachers (100%) in the private school were satisfied with their jobs, whilst in the Ex-model C school 60% of the teachers indicated dissatisfaction with their jobs and in the government school only 50% of the teachers said that they were satisfied with their jobs. On the basis of this evidence, null hypothesis one can be accepted.

Null hypothesis two stated that aspects of professional interactions occur on a larger scale in the private school than in the other two school types. Tables 5.12., 5.13. and 5.14. provided information on the frequency of aspects of professional interactions occurring in the different school types. It is evident from the data that aspects of professional interactions do occur on a larger scale and more frequently in the private school than in the other two school types, thus leading to the acceptance of this null hypothesis.

Null hypothesis three states that significant relationships do exist between facets of professional interactions and levels of job satisfaction. Tables 6.1; 6.2 and 6.3. identify numerous significant relationships between facets of professional interactions and levels of teacher job satisfaction. This null hypothesis can therefore be accepted.

Null hypothesis four predicts that the leadership style of the principal does influence how teachers feel about their jobs and their levels of satisfaction. Table 6.1. identified the following significant relationships between the principals' leadership style and teacher job satisfaction. In the government school, the visibility and accessibility of the principal correlated significantly with teacher job satisfaction and teachers being recognised for their efforts were also associated with higher levels of job satisfaction amongst teachers, In the private school, significant relationships exist between teachers being encouraged to voice and discuss their disagreements with the school leadership and their level of job satisfaction and between the principal creating the opportunities for knowledge and skills development and teacher job satisfaction.. Both of these school types shared a similarity in terms of significant relationships between teachers being comfortable sharing their concerns with the principal and job satisfaction.

Null hypothesis five states that teacher involvement and engagement in matters concerning their work correlates positively with enhanced levels of job satisfaction. Table 6.2. provided the necessary data. In the private school, a significant relationship exists between the principal listening to teacher's suggestions and increased levels of job satisfaction, whilst in the government school a significant relationship exists between teachers being given the freedom to experiment with new ideas and techniques. In other words, government school teachers feel that being given more autonomy will increase their levels of job satisfaction. What is, however, surprising regarding the findings of this study is that teacher involvement in decision making processes did correlate positively with increased job satisfaction levels. This finding contradicted studies of Ndu & Anogbov (2007) and Udo & Akpa (2007) which found significant relationships between teacher involvement in decision making processes and teacher job satisfaction in Nigerian schools. However, this finding is similar to the findings of a study by Mbibi & Oluchi (2013) in which teachers inputs were not taken seriously and despite being involved in decision making processes they experienced dissatisfaction.

Null hypothesis six predicts that a collegial and collaborative work climate positively influences levels of teacher job satisfaction. Table 6.3. analysed the quantitative data regarding the influence of teacher collegiality and teacher collaboration on levels of teacher job satisfaction. In the government school, a significant relationship exists between a positive collegial work atmosphere and job satisfaction. These teachers consider the sharing of ideas

and skills and the valuing of each other's' inputs are important contributors to their job satisfaction. They also consider the facilitating of coaching and mentoring also important in enhancing their job satisfaction levels. This is part of the professional development of the teacher where the experienced teachers assist the less experienced teachers or teachers that may face challenges in the execution of their duties.

Similarly, teachers in the private school consider teachers planning, developing and evaluating programmes together as important in contributing to their job satisfaction. Furthermore, like their government school counterparts they too consider the sharing of ideas and skills with each other and the provision of coaching and mentoring important contributors to their job satisfaction levels.

6.5. An annotated summary of research question four

Research question four formed the major aspect of the qualitative part of the study. It sought to provide a narrative on what might explain the relationship between facets of professional interactions and levels of teacher job satisfaction.

An analysis of the quantitative data showed that significant relationships between facets of professional interactions and levels of teacher job satisfaction do exist across the different school types. This part of the analysis will be presented according to the themes identified in this study

6.5.1. The leadership style of the principal

Principals adopting a transformational leadership style are more supportive and attentive (Dorozynska, 2016; Josanov-Vrgovic et al., 2014; Machumu et al., 2014) and they recognise their teachers for their efforts (Shah et al., 2012; Zeb & Jamal, 2016). This results in teachers experiencing a sense of value and belonging. In keeping with Maslow's hierarchy of needs theory, this satisfies their need for belonging and social acceptance. This also correlates positively with Herzberg's Two factor theory which identifies recognition as a motivator and an intrinsic factor that promotes job satisfaction.

Furthermore, principals who are visible and accessible to their teachers are seen to be supportive and in a position to identify and assist teachers with their challenges. Teachers also view this as recognition of teachers' work. Institutions that are characterised by

opportunities for growth and development, positive feedback and professional relationships promote teacher job satisfaction (Danish & Usman, 2010).

When principals engage with their teachers and listen to them, they foster the building of a relationship of trust and an environment that shows appreciation and value for the employees (Biggerstaff, 2012; Cerit, 2009; May & Supovitz, 2011)

6.5.2. Teacher involvement and engagement in matters concerning their work

Involving teachers in matters concerning their work helps foster teacher collegiality, they feel supported both emotionally and professionally and they feel that they are part of the institution which gives them a sense of belonging (Sarafidou & Chatzioannidis, 2013). These feelings are good for their self-esteem and confidence levels (Boyd et al., 2011; Gaikovad, 2011). Involving teachers in matters concerning their work attaches greater responsibilities to their roles, increases empowerment, makes their jobs more challenging, promotes distributive leadership (Berg & Souvanna, 2012; Emmanouil et al., 2014; Klassen & Chiu, 2010) and allows them to take ownership of these decisions (Ndu & Anogbo, 2007).

6.5.3. Teacher collegiality and teacher collaboration

Teachers collaborating promote teacher collegiality as collaborative activities involve teachers meeting to plan, the sharing of skills and knowledge and teacher mentoring and coaching and this promotes teachers working together. These activities promote teacher support and provide opportunities for teachers to get involved in matters concerning their work (Dehaloo, 2011). When teachers work together, the school becomes less segmented and this reduces teacher isolation (Johnson, 2006) and furthermore it provides a source of teachers' emotional health as colleagues are seen as an important source of friendship and social support (Papanastasiou & Zembylas, 2006). Coupled with teacher collegiality and teacher collaboration is the concept of teacher leadership which has been gaining prominence in recent years (Emmanouil et al., 2014). The main emphasis here is on the sharing of knowledge and skills and teacher empowerment (Muijis & Harris, 2007).

6.6. Concluding comments on research question four:

It thus becomes evident from the presentation above that certain facets of professional interactions within school environments are associated with increased levels of job satisfaction. It is imperative for school leaders to focus on these aspects if they are serious about promoting job satisfaction amongst their members of staff. It is important for principals to be more people orientated (Josanov-Vrgovic et al., 2014) and treat teachers as professionals by promoting positive relationships, by being accessible, supportive and by listening to their teachers (Dorozynska, 2016)) and must promote feelings of ownership and belonging to the institution (Aydin et al., 2013; Lucas et al., 2012).

Principals' leadership practices serve as a catalyst for many other school conditions and their behaviour is a powerful determinant of the overall quality and effectiveness of the school environment (Choi & Lee, 2011)

CHAPTER 7

Theorizing the findings of this study

7.1 Introduction

Having presented the data and its analysis in the last two chapters, I consolidate the findings emerging from the analysis into this chapter with a view to explaining these findings in terms of the theoretical frameworks that were used to guide the study processes. This chapter, therefore, presents the key findings emerging from the study, a discussion of these key findings and my theoretical exposition that attempts to explain these key findings.

A review of the literature has identified a number of factors that are associated with teacher job satisfaction and dissatisfaction. There are a number of research studies that have used the theories of Maslow (1959) and Herzberg (1966) to explain teacher job satisfaction from a needs perspective (see chapter 3). Maslow's hierarchy of needs theory listed teachers' needs in the form of a pyramid. The essence of his theory is that the preceding needs of an individual need to be satisfied before the next need can be fulfilled. Herzberg's Two Factor theory divided factors into motivators and hygiene factors. The motivators are said to directly influence job satisfaction levels of teachers whilst the hygiene factors do not directly enhance job satisfaction but an absence of these factors contribute to job dissatisfaction.

Taking the literature as a basis for further engagement, based on the diversity of school types that exist within the South African context, the analysis of the data in this study reveals that the school context (type) and the nature of professional interactions within these school types are influential factors on levels of teacher job satisfaction. The factors that have been known to influence teacher job satisfaction is not uniform across school types. In this chapter I present an explanation of the findings of the quantitative part of this study to answer research question four which sought to explain the relationship between facets of professional interactions and levels of teacher job satisfaction with professional interactions being the vantage point of engagement into teacher job satisfaction.

Professional interaction activities for the purpose of this study are delimited to how teachers engage with school leadership and their colleagues. Through the analysis of the data in this study, the nature of professional interactions is then illuminated and the theorising in terms of

research question four introduces the notion of professional fields that characterise the school context and these fields are then related to levels of teacher job satisfaction. The chapter commences with a presentation of the key findings and associated discussions that emerged through the data analysis. The chapter then proceeds to theoretically engage with the key findings leading to a conceptual model that attempts to theoretically explain the findings of this study.

7.2 Introducing the notion of professional fields in this study

One of Bourdieu's (1986) key constructs in his theory of cultural reproduction is that of field, where he refers to fields as social spaces that are structured in terms of logic, interactions, activities and events (Ramrathan and Singh, 2017). Bourdieu (1993) argues that fields are relatively autonomous and dynamic social spaces that contain historically constituted areas of activities and positions people in hierarchy and thereby produce and authorize particular discourses that are implicitly understood by the agents that operate within the field. He (Bourdieu) goes further to explain that the social spaces, therefore, engender a complex set of social relations wherein agents will engage their everyday practices. Using this notion of field, I appropriate it to the school context and refer to school context as particular social space relative to its identity. For example, in a private school, this social space is framed within a particular identity of being an independent school, relatively autonomous in its everyday activity and historically constituted. Hence these social spaces within the participating schools are referred to as school fields. Extending on this notion of school fields I introduce the notion of professional fields as being a sub-field of the school field wherein professional interactions take place as everyday activity. These professional fields have the potential to constitute fully fledged fields guided by its own logic with particular discourses and which can be implicitly understood by those who operate within it. Hence in this study professional fields are referred to as those social spaces where professional interactions take place between teachers and school leadership and between teachers themselves.

7.3. Key findings of this study

7.3.1. Key finding 1: The factors that influence teacher job satisfaction are consistent with that of the literature.

This key finding is summarised in the following diagrammatic representations (Figs. 11, 12 & 13), which show the factors influencing teacher job satisfaction according to this study.

FIGURE 10. Aspects of principal's leadership style influencing teacher job satisfaction



FIGURE 11. Aspects of teacher involvement influencing teacher job satisfaction

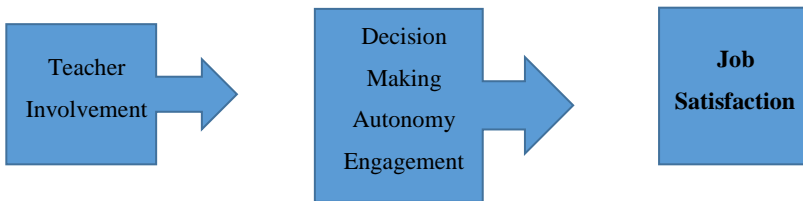
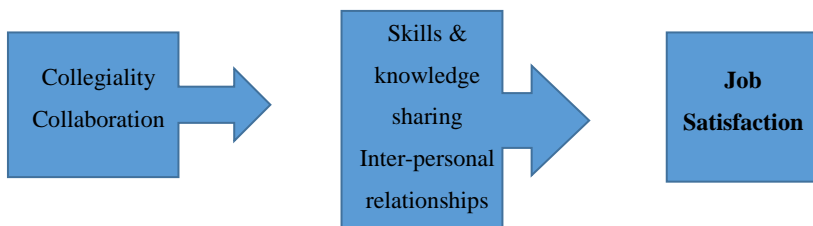


FIGURE 12, Aspects of teacher collegiality and collaboration influencing teacher job satisfaction



There are several factors that have been linked to levels of teacher job satisfaction, much of which has been engaged with in the literature in chapter 2 and chapter 3. This study found that the factors that teachers mentioned as being influential in determining their levels of job satisfaction included teachers' relationship with the school leadership, teachers working in a collegial environment, teachers being recognized and acknowledged for their efforts from both peers and school leadership and experiencing a sense of autonomy in matters concerning their work, are consistent with what we know from the literature and from the main theoretical frameworks underpinning this study on teacher job satisfaction. While these factors are consistent with the literature, there are, however, differences noted in relation to the levels of job satisfaction across teachers and across school contexts. In essence, while these factors do influence teacher job satisfaction, teachers respond differently to the factors in terms of job satisfaction and the differences are related to how the teachers see themselves within the professional contexts that exist in each school type.

Despite teachers in all three school types indicating their involvement in decision making processes concerning their work, the analysis of the data did not indicate a significant relationship between this facet of professional interactions and job satisfaction. This finding contradicts the literature in terms of its finding. Studies by (Berg & Souvanna, 2012; Klassen & Chiu, 2010; Ndu & Anagbo, 2007; Udoh & Akpa, 2007) concluded that involving teachers in decision making processes concerning their work contributes to higher levels of job satisfaction by attaching more responsibilities to their roles, by making them more accountable and by making their work more challenging.

However this finding in this study is corroborated by Mbibi and Oluchi (2013) in a study of Nigerian teachers. They concluded that although teachers are involved in decision making processes concerning their work, the fact that their inputs were not taken seriously contributed to higher levels of dissatisfaction. Butter (2012) and Mark (2011) found that the side-lining of teachers or when principals take decisions are contributing to more and more dissatisfied teachers. These findings support what goes on in the government school as indicated by the following responses of teachers in this school type:

Teacher 2(G): *“Teachers’ suggestions are not valued. It is very dissatisfying. Teachers are not always involved in decision making. No development for teachers. Teachers are not being empowered. No consultation and respect for teachers’ inputs”.*

Teacher 2(G): *“The management know what they want and they get it. Many of the decisions are unilaterally made by the senior SMT. They are not genuinely interested in what teachers are saying. This causes you to feel isolated and not being part of the school”.*

Teacher 3(G): *“Decisions are already made. It is a top-down approach. Do not always ask for suggestions. If and when they do ask, it is a façade because the decision has already been made”.*

Principals are thus advised to take teacher involvement in decision making processes seriously, as teachers who are part of decision making will take ownership of the decisions. Kellough and Kellough (2008) suggest more input in discussing learner performance and in planning their work.

Most research on teacher job satisfaction is cemented in the work of Fredrick Herzberg and Abraham Maslow. Maslow's (1959) Hierarchy of Needs theory and Herzberg's (1966) Two Factor theory are examples of needs based theories. Linking these theoretical frameworks to the main focus of this study is from the premise that the satisfaction of teacher work related needs determines their levels of job satisfaction. These needs are fulfilled through a series of professional interactions that occur between the principal and teachers and between the teachers themselves (Amos et al. 2008).

Using the constructs of motivators and hygiene factors as conceptualised by Herzberg, the contextual variations across the school professional contexts (independent schools, government schools and Ex-model C schools) influences the balance between the presence of motivators and the absence of hygiene factors within each of the differing professional fields that exist within the sampled schools. This means that while overall the participants indicated what factors would increase their job satisfaction, the reality of these motivating factors may not have the intended responses in terms of teacher job satisfaction. For example, in the independent schools, most teachers felt satisfied in their jobs, whilst in the government schools, teachers felt differently about their job satisfaction even though the professional field of this school type (government school) was the same for all teachers, but experienced differently by different teachers. In this school type (government school), the hygiene factors, for example, the interpersonal relationship amongst teachers and between teachers and school

leadership in particular, were experienced differently by different teachers in the same school, suggesting that teachers' experiences within each of the factors that influence teacher job satisfaction is the determining element in teacher job satisfaction rather than the factors themselves.

A review of the literature on job satisfaction revealed that quite often the environment in which teachers work, provides the source for the satisfaction of teachers' higher order needs as proposed by Maslow (Watt & Richardson, 2008). The fulfilment of these needs are achieved through professional interactions in the form of positive relationships, teachers being involved in matters concerning their work, the creation of opportunities for professional advancement and growth and when employees experience a sense of value, appreciation and belonging (Amos et al., 2008; Boey, 2010; Mullins, 2005). The need for belonging is fulfilled through teachers relationships with the school leadership and colleagues in which teachers experience feelings of being loved, valued and respected (Hatchett, 2010; Moore, 2012). Self-esteem needs are fulfilled when teachers are supported, recognised and appreciated for their efforts (Ali & Ahmed, 2009; Gaicovad, 2011; Shah et al., 2012; Zeb & Jamal, 2016). This builds their levels of self-confidence and self-efficacy to levels that allow them to perceive themselves as valuable members of the institution. The fulfilment of self-actualisation needs involves the professional growth and development of teachers. This aspect deals with teachers being empowered, mentored and capacitated, the sharing of skills and knowledge and through teachers engaging with each other. How often these happen and who receives these becomes another variable in maintaining and sustaining levels of teacher job satisfaction.

School environments characterised by transparency and openness creates a context which encourages teachers to engage with the school leadership. A study by Bryk et al., (2010) highlighted the significance of relationships and trust between teachers and school leaders and an environment in which teachers engage in co-constructing the social context in creating a positive work context. Leaders who listen to their teachers and those who are accessible and supportive are more likely to enhance teacher job satisfaction than those who don't (Cerit, 2009). Teacher visibility and accessibility emerged as an important part of principal's leadership style. This study found that the different school types showed differences in terms of levels of the principal's visibility and accessibility and this proved to be a factor that influenced teachers' levels of job satisfaction.

An analysis of the qualitative data revealed that principals in the Ex-model C and government schools behave in a similar fashion which is characterised by limited visibility and accessibility whilst the principal in the private school is more interactive and engages with her teachers.. The principals in the Ex-model C and government schools tend to be office bound busy with administrative tasks or are constantly visiting the district offices making submissions or attending departmental meetings.

This finding is supported by the data during the interviews.

Teachers in the private school were satisfied with their principal being hands-on and regard this as contributing to their levels of job satisfaction.

Teacher 2(P): *“The principal always gets involved. She is hands-on. She is approachable and shows a genuine interest in her staff. She interacts with her staff at breaks. You do not feel alone and isolated. This is very satisfying”. “The principal visits teachers’ classes. This is very encouraging as you feel appreciated and acknowledged”.*

This is what a teacher from the government school had to say:

Teacher 3(G): *“There is a lack of support and involvement from the school’s management in addressing challenges. Job satisfaction will be greatly increased if the senior management can go from class to class supporting teachers in addressing challenges. A hands- on approach is what is needed”.*

This was the responses of the teachers in the Ex-model C school:

Teacher 3(EM): *“In my previous school, the principal was aloof and dictatorial. Her word was law. She was not approachable. She spent much of her time in her office. A principal who spends too much time in the office tends to lose touch of what goes on, on the ground. This was very dissatisfying”.*

7.3.2.Key finding 2: Different school types influence levels of teacher job satisfaction and that teachers within a school type may experience differing levels of job satisfaction.

The levels of job satisfaction amongst teachers rank according to the school type. From the sample of teachers researched in this study, 100% of the teachers in the private school expressed satisfaction with their jobs, whilst in the Ex- model C school more teachers

expressed dissatisfaction with their jobs. Interestingly, the government school was characterized by an exact split, with half of them expressing satisfaction and the other half expressing dissatisfaction with their jobs.

Although all the teachers in the private school indicated that they were satisfied with their jobs, certain teachers did indicate that they were dissatisfied with specific facets of professional interactions that occur within the school environment.

Despite a relatively small sample, more than 50% of the teachers in the Ex-model C school indicated that they were dissatisfied with their jobs.

The government school made for interesting reading. Of the teachers who participated in this study, 50% of the teachers said they were satisfied with their jobs whilst the other half said that they were dissatisfied with their jobs. The fact that all of these teachers are teaching in the same school, points to factors dealing with how these teachers see themselves within this school environment as a determinant of job satisfaction.

The analysis of the data pertaining to this school type shows the existence of a situation in which teachers are either aligned with the principal or they work against him. This is evidenced by the differences in responses of the teachers, all of whom are teaching in the same school. The following contradictory responses of the teachers in respect of teachers being acknowledged and recognised for their efforts supports this finding by indicating that all teachers are not treated equally and fairly. According to Aamodt (2004), teachers' perceptions of the degree to which they are being treated fairly influences their levels of job satisfaction. In this regard Robbins (2005) calls for a climate of openness so that an element of trust can prevail (Carmeli, 2005).

Teacher 1 (G): *“Teachers’ efforts are recognized but no rewards. Just a thank you gives you a sense of achievement. Makes you feel good. It gives you a sense of worth. It gives you satisfaction”.*

Teacher 2 (G): *“No. It is a case of flogging the willing horse. The ball is thrown in your court. No help or support. There are no rewards. This approach stresses you out and causes you a lot of dissatisfaction and anxiety”.*

Teacher 3(G): “Not in all aspects. No recognition and reward. This is very disappointing. It does affect your future commitment”.

The above responses indicate that those teachers aligned with the principal are satisfied with their jobs because their efforts are recognised and may receive preferential treatment, whilst those who are not aligned to him are dissatisfied with their jobs because they are not recognised for their efforts..

7.3.3. Key finding 3: Different school types engender different professional contexts and these varying contexts influence how teachers interact within such professional contexts, thereby accounting for the nature of job satisfaction amongst teachers.

FIGURE 13: Factors and school types as professional fields influencing teacher job satisfaction

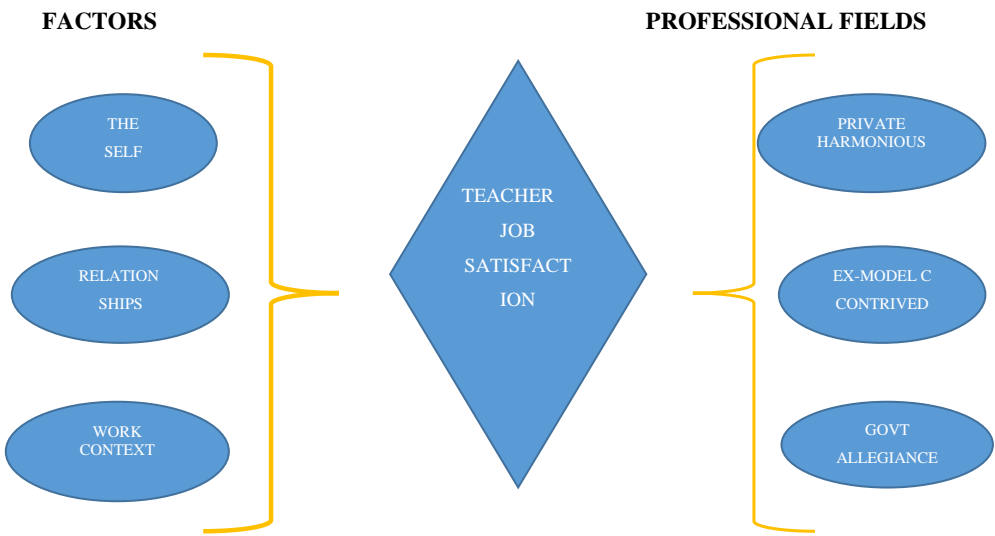


Fig 14 above presents a diagrammatic representation of key finding 3 by linking the school type to categorised professional fields. Three types of professional fields can be identified and linked to each of the three school types. The professional field that has come to exist in each school type is shaped by three sets of factors that encompass the nature of professional interactions occurring within the environments of the different school types. The analysis of the data relating to the different school types allude to the presence of three kinds of

professional fields, viz. the harmonious professional field, the contrived professional field and the allegiance professional field. These professional fields are so named to characterise how teachers and school leadership interact that accounts for how the teacher views his/her satisfaction with their jobs.

In the private school the professional field is noted to be harmonious in nature arising from the way teachers interact with each other and with the school principal. The data analysis has revealed that the staff are mostly satisfied in this school context. The principal is a visible presence and is easily accessible to teachers in this school type, creating a culture of support among all the role-players. The school climate is characterized by trust, mutual respect, harmony and a culture of working together. Teachers know their positionality within this professional field and feel comfortable in this field.

This finding is supported by the responses of the teachers below and the literature.

Teacher 2(P): *“The principal always gets involved. She is hands-on. She is approachable and shows a genuine interest in her staff. She interacts with her staff at breaks. You do not feel alone and isolated. This is very satisfying”.*

The professional field that characterises the Ex-model C schools is one of a contrived nature and as such was named contrived professional field. In this professional field the teachers are accepting of the school engagements and the kinds of professional interactions they experience in their everyday life as teachers. The ex-model C school is characterized by a prescriptive field in that, there seems to be much emphasis on external accountability and to the bureaucratic structures within the school. The bureaucracy does not allow for much freedom within which teachers do their work. Teachers are not given the autonomy and freedom that they desire. The existence of a contrived professional field is confirmed by the data where negative correlations were found between teachers collaborating and their levels of job satisfaction. These negative correlations indicate that the more teachers are forced to work together, the greater their levels of their job dissatisfaction. It appears from the data that teachers in this school type actually prefer to work in isolation. The situation in this school type tends to contribute to levels of tension and polarity. The school management in the ex-model C school is not hands-on and they do not assist teachers with the challenges they face. Despite the strict protocols and procedures in terms of school administration, quite often

teachers are left to fend for themselves. This lack of support is very dissatisfying for teachers as evidenced by the responses from the teachers in this school type

Teacher 2(EM): *“In the SP there seems to be tension. There are problems between teachers. During sports it is obvious that there is no team work. There are power struggles. This causes conflict. This causes huge dissatisfaction. There are those teachers who are problematic, they look for issues. They are not justified. Their personal problems affect their relationships. This unprofessional behaviour by some lowers the moral and causes dissatisfaction”.*

An allegiance professional field is what I deem to characterise the government school. This study has shown that teachers who have a strategic allegiance with the leadership of the school do enjoy a higher sense of job satisfaction than those who don't. The government public school used in this study, displays a professional field characterised by this sense of allegiance. This conclusion is based on the differences of responses of the different groups of teachers in this school type.

Teacher 1(G): *“Generally teachers are supportive of each other, they help each other. This team work enhances job satisfaction. You know you are not alone, will always get assistance from your colleagues”.*

Teacher 2(G): *“Quite often teachers are pushed into doing things. They just want results. Teachers not interested in doing things”.*

The analysis of the data reveals a split in the staff in terms of teachers' relationship and interactions with the principal. The data suggests that there seems to be some kind of polarity where teachers are either with or against the principal and that those who are aligned to the principal appear to enjoy higher levels of job satisfaction than those who appear to be against him. It is also evident from the data that this situation is so because the principal does not treat all teachers equally and fairly and that power seems to be centred in the hands of a few who are aligned to him. This is shown by the responses of teachers in Table 5.12. in which 77.3% of the teachers said that the principal treating teachers equally and fairly does not happen often in this school type.

What has also emerged from both the quantitative and qualitative data regarding the government school is that there are signs of the existence of a top-down approach where teacher's inputs and suggestions are not taken seriously and where there seems to be limited teacher involvement in decision making processes regarding their work as is shown in the following responses of teachers in this school type:

Teacher 3(G): *"Decisions are already made. It is a top-down approach. Do not always ask for suggestions. If and when they do, it is a façade because the decision has already been made".*

Teacher 1(G): *"Those teachers who talk up are often targeted".*

As engaged with in section 7.2, the notion of professional fields was derived from Bourdieu's (1986) notion of field. Fields, according to Bourdieu (1993) are relatively autonomous and dynamic social spaces that contain historically constituted areas of activities and positions people in hierarchy and thereby produce and authorize particular discourses that are implicitly understood by the agents that operate within the field. Each of the professional fields in the researched schools direct particular activities across teachers and school leadership in a way that has become ingrained and an everyday reality that teachers have come to understand, accept and which directs their daily practices. By naming these professional fields in the way I did, the nature of relationships within that professional space directs how teachers interact and perform their responsibilities and therefore accounts for how teachers feel about their jobs as teachers. The level of job satisfaction is, therefore, grounded in how they position themselves within the professional field and the level of acceptance of their daily practices as teachers.

7.3.4. Key finding 4: While, overall, some factors may have significant influence on teacher job satisfaction, such factors may sometimes have varying levels of influence on job satisfaction across the different school type. The opposite is also true, where some factors were not statistically significant across all participants, but within some school types they were statistically significant relating to teacher job satisfaction and the respective factors.

This finding suggests that the kinds of professional fields within schools and the nature of professional interactions occurring within the school type influence teacher job satisfaction. This finding also suggests that the literature on teacher job satisfaction may not hold universally to all teachers and in all teaching contexts. This study, therefore, illuminates the

nature and frequency of occurrence of professional interactions as key indicators of teacher job satisfaction, suggesting that teacher job satisfaction is tentative and can change based on fluidity of professional interactions. This means that one cannot determine and understand job satisfaction within a needs based framework as proposed by Maslow (1959) and Herzberg (1966) only, but that the nature and fluidity of the professional fields that teachers work in may disrupt the needs based approach to understanding teacher job satisfaction. This finding, therefore, points to an ecology perspective to teacher job satisfaction where each element of the ecology may influence the ecology of job satisfaction in substantial ways, thereby disrupting the reliance on a needs based understanding of job satisfaction. The idea of an ecological perspective within a fluid context is derived from Gough (1999) in his critique of curriculum as a predictive process in teaching and learning. This predictive process is at the heart of the fluid nature of teacher job satisfaction linked to this key finding, where factors known to influence teacher job satisfaction through predictive processes have been shown to be disrupted through this study.

7.3.5. Key finding 5: Teacher job satisfaction is related to three areas of engagement. These include how the teacher feels about him/her within a school, how the teacher relates to colleagues and school leadership and how the school context influences his/her work.

FIGURE 14: Professional fields and areas of engagement influencing teacher job satisfaction.

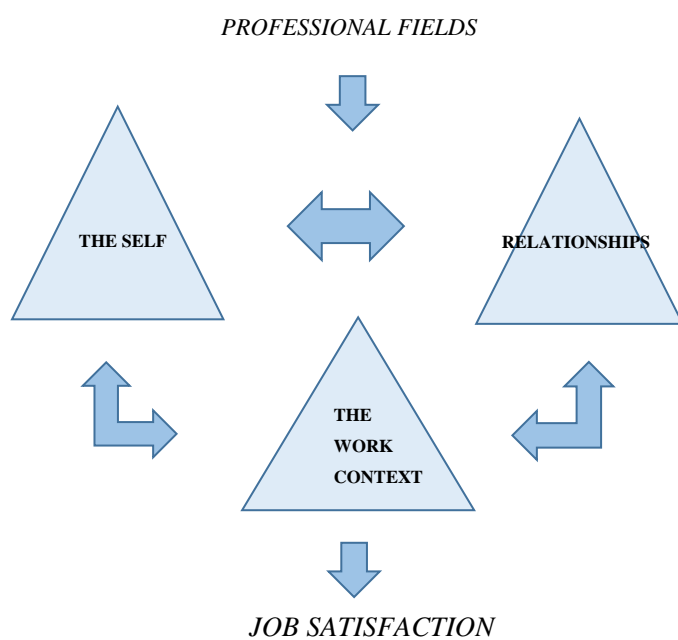


Figure 15 above shows the existence of reciprocal relationships between how the teacher feels about him/herself, the quality of relationships and the creation of the work environment. The relationships between these key areas of engagement in each professional field then influence the levels of teacher job satisfaction. In the private school, the individual teacher sees him/herself to be a valued professional whose contributions are recognised and acknowledged. This results in harmonious relationships within this school type, hence the existence of a harmonious professional field. In the Ex-model C school, there seems to be tensions in the relationships between teachers due to teachers pursuing their own interests and the reluctance of some teachers to adapt to changes, hence the contrived professional field. This argument is further strengthened by the existence of negative correlation scores between facets of professional interactions and levels of job satisfaction. In the government school

there is the issue of allegiance to the principal as indicated by the different responses of the teachers teaching in the same school. Those who are aligned to the principal seem to be favoured and seem to be satisfied with their jobs, whilst those who are not aligned to him, are dissatisfied with the going-on. Furthermore, teacher's responses indicate the tendency of teachers to work in groups based along racial lines. Hence, the government school is seen to be characterised by an allegiance professional field.

This key finding extends the previous key finding in that the ecology of teacher job satisfaction consists of three basic elements: the self, the professional relationships encountered and the working context (in this case the varying school contexts). This inter-relationship between these three elements assists in explaining why some factors produce both satisfied teachers and unsatisfied teachers within a school context. For example, in the government school context, some teachers may feel satisfied as teachers while others may not feel satisfied in the same school on the same job satisfaction factor. The self in the job satisfaction ecology can, therefore, explain how one perceives herself/himself in relation to the other two elements that form this ecology, resulting in feelings of satisfaction or not. A change in the professional relationship with, for example, the principal, in the government school may alter this job satisfaction ecology resulting in changes in teacher job satisfaction. Hence the three elements that constitute the teacher job satisfaction ecology accounts for the fluid nature of teacher job satisfaction, thereby shifting the gaze away from a need based view on teacher job satisfaction as espoused by Maslow (1959) and Herzberg (1966). This study, therefore, adds ecology (Gough, 1999) to a needs based engagement on teacher job satisfaction.

FIGURE 15: The three areas of engagement influencing the existence of professional fields within the different school types

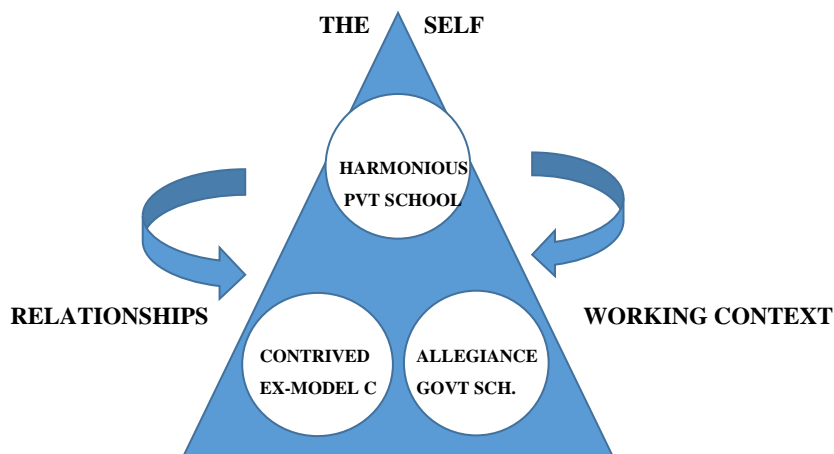


Figure 16 above, on the other hand, shows the influence of the three areas of engagement in shaping the creation of a professional field in each school type. The quality of the reciprocal relationships between these three areas of engagement, through the nature of professional interactions occurring within each school type, results in the type of professional field that has come to exist in each school type.

The private school is characterised by a harmonious, invitational professional field, where the principal interacts with the teachers, recognises and shows appreciation for their efforts. This makes the teachers feel valued, respected and supported and in so doing, their professional integrity is maintained. This is shown by the following response from one of the teachers.

Teacher 2(P): *“The principal always backs up and supports her staff. She shows her appreciation for the efforts of staff members. The principal meets often with staff members to discuss their performance and offer her support and guidance. This makes you feel valued and adds to your job satisfaction”.*

Teacher 2(P): “The principal always gets involved. She is hands-on. She is approachable and shows a genuine interest in her staff. She interacts with her staff at breaks. You do not feel alone and isolated. This is very satisfying”.

Teacher 1(P): “Teachers are invited to participate in decision making. Teachers’ suggestions are valued and considered. Proceedings are very democratic and transparent. If teachers’ suggestions are not implemented, reasons are given”.

The Ex-model C school is characterised by a contrived professional field. This is confirmed by the divisions that exist between the teachers in the intermediate and senior phases. It appears that individual teachers are keen on pushing their personal agendas and as a result teamwork is compromised as indicated by the following response:

Teacher 2(EM): “In the SP there seems to be tension. There are problems between teachers. During sports it is obvious that there is no team work. There are power struggles. This causes conflict. This causes huge dissatisfaction. There are those teachers who are problematic, they look for issues. They are not justified. Their personal problems affect their relationships. This unprofessional behaviour by some lowers the moral and causes dissatisfaction”.

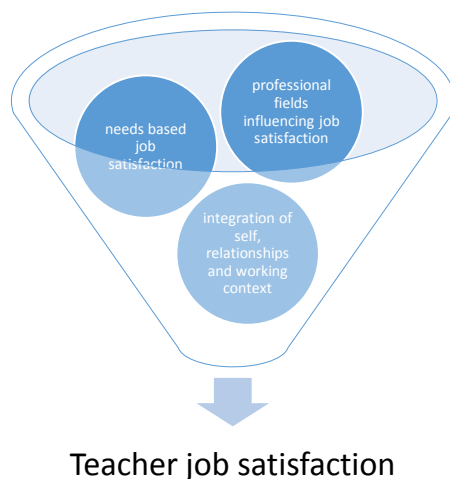
The government school is characterised by an allegiance professional field in which those teachers who are aligned to and support the principal are given preferential treatment and thus seem to be satisfied with their jobs, whilst those who are not aligned to him are generally side-lined and seem to be dissatisfied with the goings-on. Furthermore, from the teachers’ responses in this school type, it is evident that not all teachers are treated equally and fairly, a deduction made because of the contradictory responses made by teachers teaching in the same school type. This argument is further strengthened by the fact that in this school type, teachers tend to form and work in groups.

7.4. Inserting a Theoretical Lens on teacher job satisfaction

Drawing on the key findings of this study, the discussions on these key findings and from the theoretical frameworks that have informed and guided this study, I propose a conceptual model (Figure 17) that attempts to put a theoretical lens on teacher job satisfaction. There are four constructs that this study has alluded to in informing teacher job satisfaction. These four

constructs include needs based understanding of teacher job satisfaction based on Maslow’s (1959) hierarchy of needs and Herzberg’s (1966) two factor theory on job satisfaction; professional fields as supported by Bourdieu’s (1993) notion of field; ecology as derived from Gough’s (1999) critique of curriculum predictable processes; and fluidity as a construct of tentativeness of feelings of teacher job satisfaction. Using these four constructs I propose the ecological model, as indicated by figure 17 below, for teacher job satisfaction that explains the fluidity of teacher job satisfaction across different school contexts.

Fig. 16: The ecological model for teacher job satisfaction



In this model the inter-relationship between the three components that influence teacher job satisfaction that this study identified forms the ecology. The fluid nature of this inter-relationship is represented by the funnel within which the three components interact. What emerges from the funnel through this interaction is the level of job satisfaction that teachers express within their teaching context. While this model appears to be a simple representation of the ecology of teacher job satisfaction, the fluid nature of the interrelations between these three constructs explain why teacher job satisfaction is unpredictable despite on-going documentary evidence showing a positive relationship between needs factors as espoused by Maslow (1959), Herzberg (1966) and others and job satisfaction. This ecological model of teacher job satisfaction is located within the discourses on happy psychology (Calaguas,

2017; Duggiah & Dennis, 2014; Kumah & Boachie, 2017) and situationalism as explained by Nugent (2013) which share similarities. Happy psychology explains job satisfaction in terms of life satisfaction. Life satisfaction is commonly referred to as happiness and is linked to job satisfaction (Calaguas, 2017). The level of job satisfaction depends on how the individual (self) perceives herself/himself within the work environment and the world as a whole. Situationalism on the other hand, explains job satisfaction in terms of how the individual views the context in which s/he works and how this work context influences his/her level of job satisfaction. It is thus important that teachers are happy with the work environment if they are to experience a sense of job satisfaction (Buragohain et al., 2015). Seeing that the school is considered a social ecosystem (Bronfenbrenner, 1986), the quality of relationships and interactions within this environment are said to impact teacher job satisfaction. Thus, by using this ecological model one can then understand what makes a teacher satisfied or dissatisfied within a teaching context as viewed through the lens of professional interactions.

7.5. Conclusion

This chapter presented the key findings emerging from the data analysis. These key findings were discussed using theoretical constructs from the theoretical frameworks that guided this study. Further constructs from Bourdieu's theory of practice and from Gough's critique on curriculum were used to explain some of the key findings. Through the discussions on the key findings four theoretical constructs were identified and these constructs were then used to conceptualise the ecological model on teacher job satisfaction. The chapter concluded with an explanation of this ecological model that informs teacher job satisfaction related to professional interactions. The next chapter concludes the thesis by reviewing what this study intended to do, how the study accomplished its objectives and to list recommendations that can improve levels of teacher job satisfaction within the environments of the different school types.

CHAPTER 8

Summary, conclusions and recommendations for further research

8.1 Summary and conclusion:

The purpose of this chapter is to restate the problem, to revisit the research questions that guided this study, to review and summarise the analysis of the data, to provide a brief summary and discussion of the findings that emerged and to make recommendations for improving the situation within school sites and for further research.

The primary purpose of this study was to identify the current levels of teacher job satisfaction in the different school types and then to explore and explain the influence of the school context, through the nature and occurrence of professional interactions, on levels of teacher job satisfaction.

This study brought to the surface the complexities involved in understanding teacher job satisfaction. The findings provide evidence that teacher job satisfaction is influenced by the context (professional field), a finding which is concomitant with the findings of Omobude and Ujiro (2012) who concluded that the level of involvement of teachers in school activities and the amount of respect teachers receive as professionals influences the way they feel about their jobs. This study identified that teacher job satisfaction is related to three areas of engagement viz. how the teacher feels about him/herself within a school, how the teacher relates to colleagues and the school leadership and how the school context through its professional interactions influences teachers' work.

School contexts are referred to as professional fields and the type of professional field presented by each school type influences the satisfaction levels of the teachers teaching within that environment. The private school is characterised by a harmonious professional field in which teachers expressed satisfaction with their jobs because they experience a sense of belonging and they work in an environment in which they feel a valued part of the

institution on account of their levels of involvement in the activities of the school and in the execution of their duties.

The Ex-model C school which has both satisfied and dissatisfied teachers presents a contrived professional field. Due to the somewhat rapid levels of demographic transformation in this school type there is evidence of relationships characterised by tension and reluctance to change, as indicated by teachers during the interview. The negative correlation scores further supports the idea that teachers are probably forced to work together rather than it occurring spontaneously.

The government school presented half of its teachers as being satisfied and the other half, dissatisfied. This is in keeping with the allegiance professional field that has been identified in this school type in which those teachers who are aligned to the principal seem to be satisfied with their jobs and those who are not aligned, dissatisfied.

It may thus be concluded that the different school types do influence levels of teacher job satisfaction and that teachers within a school type may experience differing levels of job satisfaction. While, overall, some factors may have significant influence on teacher job satisfaction within each school type, such factors may sometimes have varying levels of influence on job satisfaction depending on the school type in which they teach. Another finding in this study regarding job satisfaction levels of teachers is that teachers can be dissatisfied with certain facets of professional interactions, yet be overall satisfied with their jobs and vice versa. This once again reiterates that job satisfaction is a subjective concept and that the school contexts in which teachers teach very much influences the way they feel about their jobs. It is a question of the extent to which teachers' needs are fulfilled and what they consider to be important for them.

In relation to research question two, an analysis of the data confirms that teacher job satisfaction is related to three areas of engagement that was identified in the literature. These areas include how the teacher feels about him/her within a school, how the teacher relates to colleagues and the school leadership and how the school context influences his/her work. Furthermore, it became evident that school leadership styles may not singularly influence

teacher job satisfaction but rather together with a combination of other factors within the professional field.

Studies on teacher job satisfaction are gaining prominence in recent years because it has been linked to problems with teacher retention and most importantly, student achievement. A review of the literature has shown that satisfied teachers attend school more regularly (Pinder, 2008), are more committed and tend to remain within that organisation for longer periods (Tekleselassie, 2005), whilst dissatisfied teachers absent themselves more frequently, suffer from a host of stress related illnesses and tend to become detached from the institution (Monyatsi, 2012; Moola, 2005). According to teacher's responses, satisfied teachers look forward to attending school, whilst teachers who are dissatisfied do not look forward to being at school. Satisfied teachers, who are valued and appreciated, do want to do more and are always prepared to go the extra mile. Those teachers, who feel that they are not appreciated, are reluctant to put in extra effort.

Additionally, the uniqueness of this study lay in its emphasis on teacher job satisfaction from a teachers' perspective. Teachers have needs, and the satisfaction of these needs are said to promote the psychological well-being and optimal functioning and performance of the teacher whilst a failure to meet teachers' needs may result in a host of psychological problems that affects service delivery (Filak & Sheldon, 2003). This confirms that happy, satisfied teachers are productive teachers (Calaguas, 2017). It is thus important that teachers are happy in their work environment.

The main theories underpinning this study explain job satisfaction in terms of intrinsic and extrinsic factors, and have the following implications. Intrinsic factors such as recognition and achievement, responsibility and professional advancement and growth need to be seriously considered within school environments as factors enhancing the job satisfaction levels of teachers. Extrinsic factors such as school policies, work conditions and interpersonal relationships are equally important in ensuring that teachers derive satisfaction from their jobs. It is important to note that the extrinsic factors have to be in check for the motivators to really have a motivating effect. As much as the theory says that these extrinsic factors do not in themselves directly contribute to job satisfaction but rather its absence

causes dissatisfaction – as this study showed – that extrinsic factors, in particular interpersonal relationships, are directly related to job satisfaction of teachers. It is thus clear from this study that both intrinsic and extrinsic factors influence job satisfaction levels of teachers and that as the findings suggest, involves the three areas of engagement viz. teachers' relationships with the principal, the level of teacher involvement in matters concerning their work and finally on the levels of collegiality and collaboration amongst teachers.

This study supports the theory that needs satisfaction and work related needs of employees can be grouped according to the needs theory of motivation as proposed by Maslow (1959) and Herzberg's Two Factor Theory (Ifinedo, 2003). However it sometimes can become difficult to separate the motivators from the hygiene factors as prescribed by Herzberg as discussed above.

The analysis of the quantitative data (Chapter 5) and the qualitative data (Chapter 6) helped us in answering the four research questions that guided this research study:

Research question one sought to identify the current levels of job satisfaction of teachers across and within the different school types. The analysis of the data revealed that the job satisfaction levels of teachers can be ranked according to the school type in which they teach. This study found that teachers teaching in the private school seem to be more satisfied with their jobs than their counterparts in the Ex-model C and government schools. This finding is shared by some studies (Crossman & Harris, 2006; Khalid et al., 2012) and different to others (Ahmed, 2014; Chughati & Perveen, 2013) in the literature.

Research question two sought to identify the nature and frequency of professional interactions, which teachers considered important in enhancing their levels of job satisfaction, occurring within each of the different school types. The data provided in Tables 5.11. to 5.14. suggest that teachers' needs are being met and this can account for high satisfaction levels amongst the teachers in the private school. However, the high rate of discrepancies between the data in Table 5.11. in the Ex-model C and government schools imply that teachers' needs and expectations are not being met and this can probably account for the presence of dissatisfied teachers in these two school types. This is in line with Porter and Lawler's (1968)

Discrepancy theory. In analysing the data, the private school presents a harmonious professional field in which teachers are recognised and appreciated for their efforts and they are treated as professionals. The principal in this school type is hands on and interacts frequently with teachers. Teachers are very much involved in the activities of the school and thus perceive themselves to be valuable members of the institution with a sense of belonging. The Ex-Model C, although characterised by administrative support, presents a contrived professional field in terms of relationships between teachers. The government school is characterised by an allegiance professional field in which there appears to be divisions between teachers who are aligned to the principal and those who are not aligned to him and an environment in which not all teachers are treated equally and fairly as is evident by the contradictory responses of groups of teachers teaching in the same school.

Research question three looked at the relationship between facets of professional interactions and levels of teacher job satisfaction. Significant relationships regarding specific facets of job satisfaction existed across the different school types, whilst some were peculiar to individual school types. The private and government school types shared commonality in terms of the following facets of professional interactions influencing levels of job satisfaction of teachers: teachers being comfortable sharing their concerns with the principal; the principal creating opportunities for knowledge and skills development and the principal facilitating mentoring and coaching. This points out that for teachers in both the private and government schools, professional development is a key factor that positively influences their levels of job satisfaction.

However, when looking at the different school types individually, there are different facets of professional interactions that influence job satisfaction levels, implying that what appeals to teachers in the private school may not necessarily appeal to teachers in the government as being important in influencing job satisfaction levels. For example, in the private school significant relationships existed between teachers being encouraged to voice and discuss their disagreements and levels of job satisfaction; between the principal listening to teachers' suggestions and job satisfaction and between teachers planning, developing and evaluating programmes together and levels of job satisfaction.

In the government school there are more significant relationships present between facts of professional interactions and job satisfaction of teachers. For the teachers in the government school, the principal being a visible presence and being accessible to teachers is an important factor influencing their level of job satisfaction; teachers being recognised for their efforts; teachers being given their freedom to experiment with new ideas and techniques; and a collegial atmosphere in which teachers engage in co-operative interactions and value each other's inputs.

In the Ex-model C school there are inverse (negative) relationships between the following pairs of variables: teachers receiving recognition from their superiors and job satisfaction; between teachers voicing and discussing their disagreements and job satisfaction; between the principal creating opportunities for knowledge and skills development and teacher job satisfaction; between teachers supporting each other professionally and enjoying collegial relations and between teachers planning, developing and evaluating programmes together and job satisfaction, which further cementing the idea of a contrived professional field suggesting that the more teachers are encouraged to work together, the more dissatisfied they become.

An analysis of the qualitative data provided the answer to research question four, which sought to explain the relationships, identified in research question three above, between certain facets of professional interactions and levels of job satisfaction in the different school types and will be presented thematically below. In terms of theme one, the leadership style of the principal contributing to levels of teacher job satisfaction, this study identified a transformational leadership style as contributing positively to teacher job satisfaction. Principals who are interactive by being a visible presence and accessible to teachers are seen to be supportive and value their teachers. Principals who recognise and compliment teachers' efforts are perceived to instil within teachers a sense of belonging. Principals who create channels of communication for teachers to express their concerns and who listen to teachers' inputs with genuine interest are said to make teachers to see themselves as valuable contributing members to the institution. This type of engagement creates an atmosphere of transparency and trust, two key factors identified by teachers as contributing to their levels of job satisfaction.

Regarding theme two relating to the level of teacher involvement and engagement in matters concerning their work, teachers felt that their involvement fosters teacher collegiality and collaboration that provides teachers with emotional and professional development. This allows them to fulfil their self-esteem and self-actualisation needs which, according to Maslow (1959), are instrumental in motivating teachers. Teacher involvement in their work makes their work more challenging and gives them greater levels of accountability by attaching more responsibilities to them. In terms of theme three, teacher collegiality and teacher collaboration, it was concluded that greater levels of collegiality and collaboration fosters teamwork, makes the school less segmented and reduces teacher isolation. When teachers share their skills and knowledge with each other, they become empowered, increase their self-confidence and improve their overall quality of teaching. All of these contribute to enhanced levels of job satisfaction.

8.2. Concluding thoughts, implications and recommendations

This study identified the nature and frequency of professional interactions as key to teacher job satisfaction. The professional interactions, in this study, have been limited to interactions between teachers and their colleagues and between teachers and the school leadership. Through this exploration of the relationship between professional interactions and teacher job satisfaction, how these professional interaction fields are set up or how they have come to exist, influences teacher job satisfaction in individuals.

Data from both the questionnaire and the interviews suggest that , the lack of support by the school leadership to promote teacher autonomy and creativity, the failure to accept teachers' suggestions, principals who choose to be autocratic, unsupportive and unfair and ignore the importance of mentoring and coaching and school contexts that are characterised by poor inter-personal relationships, a lack of respect, support and recognition from the principal were also cited as reasons for teacher dissatisfaction.

This study has contributed to the body of knowledge in the area of teacher job satisfaction by focusing specifically on the nature and frequency of professional interactions occurring between the principal and teachers and between the teachers themselves. These professional

interactions contribute to shaping the school context into a professional field which then influences levels of teacher job satisfaction in the way they do. It is hoped that the results of this study will inform the practices and policies of principals, education managers and policy makers both at the local micro level at schools, the meso level of education departments and macro level of national education in keeping with the principles of a democratic education. The next sub-heading will elaborate on how the various role-players can contribute to enhance levels of job satisfaction amongst teachers in the various school types by presenting the implications and recommendations. The implications of the findings of this study and the recommendations for the Department of Education, principals and teachers are presented below:

8.2.1. Implications for Principals

Principals must be made aware of their influence on the teaching staff and in the shaping of the school context as school leaders. They must be subsequently work shopped on the benefits and implications of a transformational leadership style so that they can use this information to improve the working conditions and motivation levels of their teachers. In light of the above it is recommended that principals do the following:

- (i) Create channels of open communication for teachers to feel comfortable sharing their concerns with them. They must listen to what their teachers are saying and must take these suggestions seriously.
- (ii) Be more visible and accessible to teachers during the school day, rather than being office bound or out of school. This will enable them to identify with teachers' needs and challenges so that they will be able to provide the appropriate support.
- (iii) Place more emphasis on empowering teachers and to make them feel an important part of the institution.
- (iv) Focus on the significance and need for teacher professional development by facilitating and managing professional development programmes and teacher mentoring and coaching.
- (v) Create a collaborative school culture in which teachers share their knowledge and skills with each other and enjoy good inter-personal relationships. The principal must devise strategies of promoting and nurturing positive relationships amongst teachers.

(vi) Recognise and acknowledge teachers efforts by being generous in their praises. It is recommended that schools implement effective systems of incentives as a means of rewarding teachers who excel.

(vii) Must show that they genuinely care about their teachers by creating an atmosphere characterised by trust, fairness and confidence. Have teacher representatives sitting in on management meetings thereby promoting a culture of transparency.

(viii) Promote a school culture that respects teachers' professional integrity and teachers' knowledge and skills. This will ensure that teachers are empowered to deal with the challenges that they may face in the execution of their duties. In this regard, there is the need for principals to break away from traditional schedules and practices within school environments to allow more time for teachers to plan, develop and evaluate school learning programmes.

(ix) Create positions of responsibility for teachers that will make them more accountable and promote distributive leadership. According to Maslow (1959), teachers experience satisfaction when they find their jobs challenging as this increases their self-esteem and self-confidence.

(x) Implement intervention strategies that will assist teachers in enhancing their competence levels by developing their strengths and overcoming weaknesses and challenges. This can be achieved through class visits and through lesson observations by the school management and colleagues.

(xi) Must be aware of and acknowledge teacher differences in terms of their needs and personalities and treat them with this in mind.

8.2.2. Implications for teachers

(i) Teachers will need to be moved from the periphery to the centre of the education process. They must be given adequate opportunities to be heard. Their inputs must be genuinely listened to and their professionalism respected. Teachers need to become more autonomous concerning the learning content. Teachers must be, once again, given the opportunities to be creative in their teaching methods so that they can regain their passion for teaching.

(ii) The recognition and acknowledgement of teachers' efforts will give them a sense of belonging and, thus, fulfil their need for social acceptance.

(iii) The findings of this study can help identify the needs of teachers and thus lead to an adjustment of leadership behaviours to meet these needs. The information garnered can be used to reform education administration by training teachers more appropriately in the skills of teamwork, collaboration and empowerment.

(iv) Based on the findings in the government school regarding planning and the way teachers collaborate, adjustments need to be made in terms of common planning time during the course of the school day as this is normally done at the end of the day and quite often there is insufficient time or other activities taking place that prevents this from happening. To effectively implement this, it is recommended that the timetable be arranged in a manner that teachers sharing subjects and grades are given common non-teaching periods so that they can engage in planning and preparation. This will then foster teacher collegiality and teacher collaboration.

(v) Teachers must put their personal differences aside and co-operate with the principal and colleagues in creating a supportive school culture and improving overall inter-personal relationships.

(vi) Teachers must be relieved of administrative tasks and fund-raising activities that compromise the teaching and learning process. Additional employees must be employed to perform these duties so that teachers can focus on their core duty of teaching and learning. This point is supported by the OECD Talis Report (2009) which stated that: “one in four teachers in most countries lose at least 30% of their lesson time, and some lose more than half, through disruptions and administrative tasks” (p.90).

8.2.3. Implications for the Department of Education

(i) The findings of this study clearly explain the influence of professional interactions within school environments on levels of teacher job satisfaction. The department of education must therefore focus on providing in-service training courses for teachers and principals, through which they can incorporate some of the key points of this study into their teaching practices to ensure teacher and school effectiveness.

(ii) This study's findings will give educational administrators and policy makers an understanding of teachers' needs so that they can devise programmes to ensure that these needs are being met in schools. For example, they can make PLC's compulsory in schools

and in so doing that will ensure that teacher collaboration becomes part of the school programme.

(iii) The District office and teacher development directorate within the Department of Education must focus on improving school contexts through a series of workshops for principals that empower principals on managing their teachers.

(iv) The department together with the media and teacher unions must promote teacher recognition and the importance of teachers in uplifting society. This will ensure that teachers are given the appreciation they deserve. One of the factors that contribute to teacher dissatisfaction is the low morale amongst teachers due to their perceptions of being taken for granted and performing a thankless job. Renewed respect for teaching as a noble profession can once again restore the teaching profession to its former glory.

8.2.4. Implications for further research.

(i) The findings of this study did reinforce the idea, through the review of the literature, that job satisfaction is a subjective concept that can mean different things to different individuals depending on their needs. Whilst teachers can be overall satisfied with their jobs as teachers, they may still be dissatisfied with specific aspects of professional interactions within their school environments. It will, thus, be interesting to explore in detail the influence of individual aspects of professional interactions on levels of job satisfaction.

(ii) Since this study was confined to a particular ward of a region and involving one of each school type, it will be interesting to know the findings of research studies involving other schools, within the different school types, and in other education districts within the province.

(iii) This study explored the influence of professional interactions between the principal and teachers and between the teachers themselves on levels of teacher job satisfaction. The influence of interactions between teachers and learners and between teachers and parents impacting on their levels of job satisfaction were excluded as it fell beyond the scope and duration of this particular study. It is therefore recommended that further research explore the influence of these factors on teacher job satisfaction.

(iv) This study identified school contexts as professional fields. Further research is recommended into specific elements that shape a professional field and how these professional fields come to be.

(v) This study focused on the job satisfaction levels of the teachers in the different school types and explored professional interaction factors within school contexts that contribute to how teachers feel about their jobs. What needs to be researched, in this respect, is the relationship between the level of job satisfaction and student learning. In other words, how and to what extent does the level of a teacher's job satisfaction impact on the quality of education a learner receives.

(vi) Having identified the positive influence of the principal, as school leader, on levels of teacher job satisfaction, future research studies should concentrate on how to improve the leadership styles of principals.

(vii) Since this study did not analyse the importance of demographic variables in influencing teacher job satisfaction, future studies can explore the influence of individual demographic variables, for example, age or years of experience on teacher job satisfaction.

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APPENDICES

The following pages contain the appendices in the order listed below.

APPENDIX A: Department Permission to conduct research

APPENDIX B: Ethical clearance.

APPENDIX C: Letters seeking Consent and Declaration of Confidentiality from the school principals and participants

APPENDIX D: The quantitative survey questionnaire

APPENDIX E: The qualitative semi-structured interview schedule

APPENDIX F: The receipt for the Turn- it- in submission

APPENDIX G: A copy of the editor's report

