FACTORS ASSOCIATED WITH THE MOTIVATION OF PRIMARY SCHOOL EDUCATORS IN ISIPINGO, PHUMELELA CIRCUIT, ETHEKWINI REGION

BY

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ABSTRACT

In ensuring a sound culture of teaching and learning various stakeholders in education have emphasised school effectiveness. Schools in achieving and maintaining effectiveness, require optimum levels of commitment and performance from the educators. Therefore, it is an essential task of the school managers to ensure that educators are performing at their optimum levels. "Underpinning this notion of affecting and improving the performance capability of individuals is the concept of motivation" (Middlewood and Lumby, 1998:21). It is with this in mind that the researcher, conducting a case study, aimed at identifying factors associated with the motivation of primary school educators in Isipingo, Phumelela Circuit, EThekwini Region.

Through the process of random sampling 5 schools, in Isipingo, were selected. All the principals and Level One educators employed by the Department of Education were targeted for this study. Questionnaires directed at the principals and educators as well as focus group interviews with the educators, formed the research instruments for this study. The study revealed that 60.2% of the educator sample was motivated. These educators claimed that they were generally motivated by the team spirit and the 'togetherness' amongst staff members at their schools. These educators placed a high premium on positive human relations as well as their interaction and love for children and teaching. Other factors associated with the motivation of these educators included being recognised and appreciated for their efforts, increased responsibilities, professional autonomy and the open door policy that some school managers employed. Educators felt strongly that school managers should play fundamental roles in motivating them in their work. The

study also revealed that although the school managers were employing some motivation strategies based on the general needs of their educators, emphasis should be on analysing the educators' individual work related needs.

DECLARATION OF ORIGINALITY

I declare that an investigation into the 'Factors associated with the motivation of primary school educators in Isipingo, Phumelela Circuit, EThekwini Region' is my own work and that all sources consulted and quoted have been indicated and acknowledged by means of complete references.

Signed _Naidoo_   9 December 2005

Renuka Naidoo

Statement by supervisor

This dissertation is submitted with/without my approval.

Signed _Ngcobo_

Dr T. Ngcobo

DEDICATION

I dedicate this dissertation to my husband, Nirendran Naidoo, whose tolerance, patience,

interest and support were instrumental in completing this study.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study investigated the factors associated with the motivation of primary school educators in Isipingo, Phumelela Circuit, EThekwini Region (KwaZulu-Natal Department of Education). This chapter highlights the background and purpose of this study (Section 1.1), the conceptual and theoretical location of the study (1.2), the research aims (1.3), the research questions (1.4), the research method (1.5), and mark out the structure of the report (1.6).

1.2 Background and Purpose of Study

Human resource in any organisation forms the most valuable asset. Recent trends in education have witnessed great emphasis on improvement and effectiveness of organizations, thus placing increased focus on human resources. Included in these initiatives was the previous Developmental Appraisal System (DAS) and the present Integrated Quality Management System (IQMS), together with Whole School Evaluation (WSE).

From the above it is evident that there is expanding pressure on teacher inputs, demanding increased motivation. This places increasing pressure on the need for effective teacher motivation. This is because schools are dependent on the optimum level of performance by educators. A motivated staff will invariably contribute to the successful functioning of the school. Motivation is therefore certainly a key operative

function in human resource management for schools (Riches, 1994).

In response to the above, the researcher hoped to outline factors associated with the motivation of primary school educators in selected schools in Isipingo. The researcher understood that motivation is a complex concept and varies from person to person, and may even change over time. It was however hoped that findings in this study would be of vital importance to the school managers in Isipingo in their efforts at improving performance and work attitudes of school educators. By identifying the factors that enhance the motivation of educators, school managers can implement and execute effective strategies to ensure that educators work in an effective, enthusiastic and motivated manner (Steyn, 2002). In other words, a concerted effort has to be made by school managers to ensure that educators are motivated.

1.3 Conceptual and Theoretical Location of Study

Motivation, and its management, is a fundamental aspect of human resource management. If managers expect optimum levels of performances from their staff they need to understand what is meant by motivation and the factors that affect the commitment and motivation of their staff. Over the years there have been numerous attempts at defining the concept motivation. Of these, this study was framed by Matlawe's (1989) conceptualisation. This author's view is that motivation refers to a complex internal state that activates and moves an individual. It involves channeling and direction of behaviour, the strength of responses and persistence of behaviour.

Also framing this study was Riches' (1994:224) view which, on the other hand, highlights the complexity of motivation by arguing that, "One of the difficulties surrounding the study of motivation is that there is no overarching or single theoretical model which explains motivation." Perhaps this is because of the complex nature of people. In line with Riches' argument, this study was located in an eclectic theoretical framework. In other words, data collection and analysis was framed by a combination of theories.

Theories that attempt to explain motivation can be categorised into content, process and reinforcement theories. Content theories, which include Maslow's theory on hierarchy of needs and Herzberg's two factor theory, focus on the needs and factors that motivate individuals. With the process theories, the "origin of behaviour and the factors which influence the strengths and direction of behaviour" are emphasised (Werner, 2001:327). Stoner and Freeman (1989:431) view reinforcement theories as dealing with "how the consequences of a past action influence future actions in a cyclical learning process." Drawing from the above theories, the researcher's view is that what motivates one person may not motivate another.

Thus the range of theories as outlined above analyse motivation from different perspectives, each "reflecting on one aspect of the current understanding of motivation" (Lumby, 2003:161). With there being no single theory that offers sufficient discussion on the complex nature of motivation, reference is made to all of the aforementioned theories to substantiate and explain the research findings.

1.4 Research Aims

In investigating factors associated with the motivation of primary school educators in Isipingo, Phumelela Circuit, the fundamental aims of conducting this study were as follows:

a. To identify factors associated with primary school educator motivation in Isipingo.

b. Examine selected motivation theories and their claimed managerial implications in this context.

c. Explore and describe sample educators' experiences relating to motivation and perceptions of the role of the school manager(s) in motivating them.

d. Explore the implications of the findings emanating from this study for the possible strategies/ techniques that the school manager(s) can utilise in motivating educators in Isipingo.

1.5 Research Questions

Based on the aforementioned research aims this study focused on the following key questions.

1. What motivates educators at the sample schools?

2. What are educators' experiences and perceptions of the role of the school managers in motivating them at these schools?

3. What strategies do school managers in Isipingo primary schools employ to motivate their educators in their work?

4. What factors challenge educator motivation in the sample schools?

5. What relevance do the motivation theories, together with findings of this study have

for school managers in developing motivation strategies for educators in the Isipingo

primary schools?

1.6 Research Method

Discussion in this section includes the research approach, the research site, sources of

data, research instruments, ethical issues, data analysis and limitations of the study.

1.6.1 Research approach

This study combined both the qualitative and quantitative research designs. With regard

to the qualitative research design the emphasis was on the interpretive paradigm. This

enabled the researcher to investigate the experiences, opinions and perceptions of

educators with reference to motivation. To substantiate the reason for the use of the

qualitative approach, the researcher referred to McRoy (1995 as cited by Fouche and

Delport, 2002:79) who argues that, "The qualitative research paradigm in its broadest

sense refers to research that elicits participant's accounts of meaning, experience or

perceptions." In other words, the key feature is to understand the phenomenon from the

respondent's experience. A case study methodology was used to gain in depth

understanding of the factors associated with educator motivation in that only primary

schools in Isipingo were studied and that data collection was triangulated. The

quantitative research design contributed towards maximising objectivity through the use

of numbers and statistics (McMillan and Schumacher, 1997).

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1.6.2 Research Site, Population and Sample

The targeted population comprised of primary schools, in the Isipingo Phumelela Circuit in the EThekwini Region with five schools comprising the sample. Nine of the ten primary schools in Isipingo were historically set aside for the Indian population. Since 1994, these schools have experienced an influx of African learners. Thus there is cultural diversity consisting mainly of African and Indian learners. The staff at these schools are predominantly Indian with a growing number of African educators. Educators have to cope with the cultural and language barriers which could impact on motivation, thus emphasising the importance of effective motivation strategies for educators at these schools. The educators and the principals at the aforementioned schools were the target population. The participants in this study comprised all the Level One educators employed by the Department of Education and the principals in the sample schools.

1.6.3 Sources of Data

The primary sources of data were educators and principals at the specified schools. The secondary sources included the literature, as per listed key references.

1.6.4 Research Instruments

Data was collected by means of questionnaires and focus group interviews. Through the triangulation of these two research strategies cross-validation was achieved. "Triangulation is part of data collection that cuts across two or more techniques or sources. Essentially, it is qualitative cross-validation" (Wiersma, 1991:233).

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Separate questionnaires were designed for the educators and the principals. Pre-tests of the questionnaires were conducted to identify ambiguities and to improve or revise the instruments if necessary. The researcher ensured a pre-contact session with the participants to outline the purpose of the study and request cooperation.

To obtain rich data focus group interviews were conducted with a group of the educators at each sample school. Purposive sampling was used thereby selecting educators according to their age and gender.

With reference to the key research questions as outlined earlier, the researcher used the information obtained from the questionnaires as well as the information gathered from the focus group interviews to address research questions 1, 2, 3 and 4. The literature review, together with data obtained from the questionnaires and the focus group interviews, helped provide answers to research question 5.

1.6.5 Ethical Issues

With regard to ethics, permission from both the Department of Education and the principals of the schools was sought. The participants were informed that participation in this project was voluntary and that even those who participated were free to withdraw from the research at any time. They were also assured of confidentiality and anonymity. However, permission was sought for their perceptions and experiences to be used in the study.

1.6.6 Data Analysis

Analysis of the data was carried out predominantly through content analysis of the responses from the open-ended questions in the questionnaires as well as the focus group interviews. Direct quotations were used where necessary. Closed questions in the questionnaires were analysed through frequency counts.

1.6.7 Limitation

Motivation differs from person to person, time to time and even situation to situation. In other words the uniqueness of each person makes it difficult to generalise the findings of this study to all the primary schools in the country.

1.7 Structure of the study

This research project was structured so as to logically and systematically explore the factors that are associated with the motivation of primary school educators in Isipingo, Phumelela Circuit, EThekwini Region.

Chapter 1 highlights the background and purpose of the study, conceptual and theoretical location of the study, the research questions and the research method employed in the study.

Chapter 2 reviews pertinent literature on educator motivation and briefly discusses the content theories, process theories and reinforcement theory. It also provides a theoretical and conceptual framework for the study.

Chapter 3 provides an account of how the study was designed and conducted. It describes the research method employed, the research instruments, ethical issues, data analysis, and limitations of the study.

Chapter 4 presents and discusses the findings acquired from the questionnaires and focus group interviews.

Chapter 5 summarises the main findings of the study. This chapter also outlines recommendations regarding motivation strategies, based on the findings and motivation theories discussed in chapter two. Finally recommendations for future research are considered.

1.8 Conclusion

Having provided an introduction to the study through a brief discussion of the background and purpose of the study, conceptual and theoretical location of the study, research aims, research questions, research method and structure of the study, the next chapter focuses on the literature review that helped inform these.

CHAPTER TWO

LITERATURE REVIEW

2.1 **Introduction**

Literature on motivation abounds. However, given the focus of this research, this chapter provides a brief review of some of the literature found to be relevant to this study. At the outset it must be emphasised that the unique and highly complex nature of people with their differing needs has resulted in many scholars having differing opinions about this concept. For this reason there is no single or agreed upon theory to explain motivation.

Discussion in this chapter provides insight into the various meanings of motivation (2.1) with the purpose of highlighting the conceptual framework for this study. It also highlights the basic types of motivation (2.2), discusses selected motivation theories (2.3), and briefly outlines relevant national and international research (2.4).

2.2 **Conceptualising Motivation**

There have been various attempts at defining motivation. According to Callahan, Fleenor and Knudson (1986:81) the term motivation is derived from the Latin word "movere" which means to move. In other words motivation involves setting into motion human action. Mwamwenda (1996) concludes that motivation is a concept used as an explanation or rationale for the way a person or organism behaves. Thus Armstrong (2001:255) succinctly describes motivation as "goal-directed behaviour". Along the same line, Everard and Morris (1996:20) look at motivation as "getting results through people". In their attempt to define motivation Huczynski and Buchanan (1991) elaborate that

motivation is a decision making process through which the individual chooses desired outcomes and sets into motion the behaviours appropriate to acquiring them. Thus Owens (2001) describes motivation as a process which explains why people do the things they do. Why, for example, do some educators go to work and do only what is required of them whereas others are vibrant, enthusiastic and willing to accomplish more than just the minimum at school?

Having mentioned that there are various interpretations of motivation, Lumby (2003:157) states that an additional complication is "that some theorists refer to job satisfaction as if it were synonymous with motivation." However, these concepts are different. Kreitner and Kinicki (1992) as well as Schermerhorn, Hunt and Osborn (2003) describe job satisfaction as an affective or emotional response towards various aspects of one's job. Simply stated job satisfaction which involves "the extent to which an individual enjoys his work and as a result experiences pleasure and fulfilment" (Mwamwenda, 1996:84) differs from motivation which explains why an individual behaves in a particular way. Although these two concepts are related in that they both contribute towards high levels of productivity and commitment in an individual's job, they cannot be used synonymously. The researcher is of the opinion that job satisfaction and motivation are complimentary concepts.

From the various definitions provided in this section it is evident that although authors have differing views on this concept they all seem to refer to motivation as influence on human action or behaviour. This study is thus largely influenced by Matlawe's (1989)

definition of motivation which is described as a complex internal state that activates and moves an individual. The researcher has selected this definition as it captures the similarity in the various interpretations of motivation and is thus a synthesis of the various definitions put forth by the authors in the preceding paragraphs.

2.3 **Types of Motivation**

Various authors, for example, Mwamwenda (1996), Owens (2001), Andrews (1998) and Armstrong (2001) differentiate between intrinsic and extrinsic motivation. Herzberg et. al. (1957 as cited by Armstrong, 2001:157) state that intrinsic motivation includes the "self-generated factors that influence people to behave in a particular way." In other words motivation lies within the individual. For example an educator's desire for personal growth is an internal drive that motivates the educator. Other factors that influence intrinsic motivation include the need for responsibility, professional growth, the work itself and the freedom (autonomy) to make decisions.

Extrinsic motivation encompasses the external factors that influence motivation. For example, when an educator desires to achieve the good teacher award and strives to achieve this goal. The award is the external factor that motivates the educator. Other external factors that influence extrinsic motivation include punishment, pay, promotion and praise (Armstrong, 2001).

Lethoko (2002) mentions a third type of motivation which is termed achievement motivation. It is felt that this kind of motivation is required of an educator who is seen as

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a professional with regard to his or her occupation. Achievement motivation is evident in an individual's eagerness to achieve excellence, get ahead, improve on previous performances and find unique solutions to difficult problems. Alschuler, Tabort and McIntyre (1970) as cited by Lethoko (ibid.) describe achievement motivation as being largely intrinsic as it is the actual concept of achievement that becomes the dominant concern for the individual. Thus it would seem that achievement motivation has its origin in intrinsic motivation.

Having briefly outlined the types of motivation it is interesting to note that Mwamwenda (1996) and Lethoko (2002) argue that intrinsic motivation is superior and preferable to extrinsic motivation. Perhaps this is because intrinsic motivation comes from "within" the individual and would bring about greater satisfaction than extrinsic motivation. The idea is taken further by Armstrong (2001) who argues that extrinsic motivators can have an immediate and powerful effect. However it will not necessarily last long. Intrinsic motivators on the other hand are likely to have deeper and long term effects. From the above statements it would seem that the ultimate aim for school managers is to assist staff to achieve intrinsic motivation. To summarise the above, it is evident that individuals can be motivated internally or externally. Thus in beginning the search for factors associated with the motivation of primary school educators in Isipingo the researcher has differentiated between intrinsic and extrinsic motivation.

2.4 **Theories of Motivation**

Huczynski and Buchanan (1991) describe motivation as a perennial organisational problem. In their attempts to understand the motivation concept scholars have put forth differing approaches or theories of motivation. Stoner and Freeman (1989) resonate the above view by stating that through the years various theories of motivation have evolved and that each theory was founded on specific assumptions of motivation. Hence there exists a rich variety of motivation theories which adds to the plethora of knowledge on this concept. However, for the purpose of this study an analysis of some of the theories will be done. The focus will also be on the relevance which various motivation theories offer to education managers. This is because in eliciting the best performance from individuals it is essential to understand what motivates individuals in general and more particularly what the implications are for managers (Swanepoel et.al, 2003). Schultz et. al. (2003) concur with the above statement by suggesting that managers who understand motivation theories will be able to arouse, direct and sustain the behaviour of their employees far better than managers who do not understand the theories.

Authors such as Riches (1994) and Martin (2001) categorise motivation theories into two broad groups, namely content theories and process theories. However, many authors, including Armstrong (2001), du Toit (1995), Schermerhorn, Hunt and Osborn (2003), argue that motivation theories can be divided into three categories. These include the content theories, process theories and the reinforcement theory.

With there being no universal solution to motivational issues (Smit and de Cronje, 1997), all three categories of motivation theories informed this study and are briefly outlined below. Each group of theories provided a different perspective of motivation.

2.4.1 Content theories

The content theories are also referred to as need theories. Armstrong (2001) suggests that the underlying principle of content theories is that motivation is essentially about taking action to satisfy needs. Luthans (1998) affirms the above statement by explaining that the content theories are concerned with identifying the needs that people have and how these needs are prioritised. Needs represent driving forces behind behaviour (Noad, 1979). Four of the better known content theories have been associated with the work of Maslow, Herzberg, McGregor and McClelland. Each of these theories offer varied views of the needs of the individual in relation to work.

2.4.1.1 Maslow's Hierarchy of Needs Theory

Maslow in his theory of human needs, which is referred to as Maslow's hierarchy of needs, distinguishes five needs which he postulates are inherent in every individual. These range from lower order to higher order needs, as represented in figure 1 on the next page (Maslow, 1954). However, it must be pointed out that according to this theory a need does not have to be totally satisfied before the next need is considered.

Figure 1: A schematic representation of Maslow's Hierarchy of Needs Theory
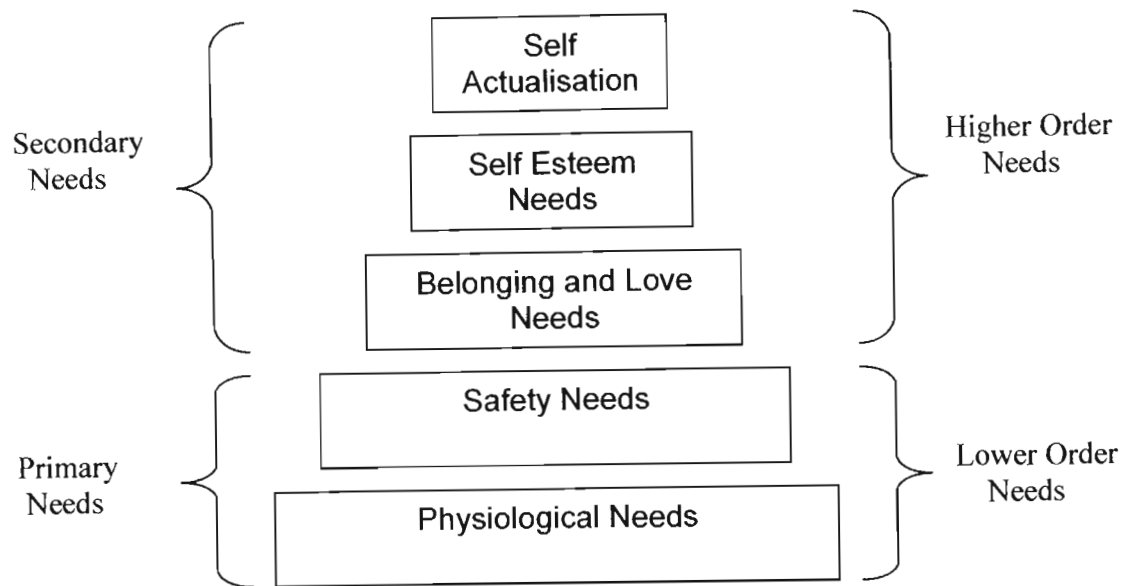
The physiological needs include the basic human needs like air, water, food and shelter. If an educator is employed the remuneration received should make it possible to acquire those needs. Once these needs are satisfied, even partially, the next level of needs become dominant and in this example the educator focuses his/her attention on satisfying his/her safety needs. Safety needs, according to Smit and de Cronje (1997), refer to security and protection (as opposed to psychological harm), job security, insurance, medical aid schemes and pension schemes. The initial two needs, physiological and safety needs, are essential to human existence. Maslow (1970: 43) claimed that, "If both the physiological and the safety needs are fairly well gratified, there will emerge the love and affection and belonging needs." The need for love and the desire to belong, which van der Westhuizen (1995) states are social needs, referred to by many writers as affiliation emphasise feelings such as acceptance, understanding and friendship. Authors like Davidoff and Lazarus (1997:30) point out that, "In order to enable people to operate at maximum

potential, schools have to work consciously at the establishment and maintenance of teams." It is the nature of the relationships formed through the team, the interaction of the individuals concerned and the common goal that provide the motivating force (Nathan, 2000). In other words working in teams also assists in fostering a sense of belonging and commitment amongst the individuals.

The next level, which is the need for esteem, represents progression into higher order needs. Alberts and Motlatla (1998) identify internal esteem factors such as self-respect, autonomy and achievement as being crucial for the fulfilment of needs at this level of the hierarchy. External esteem factors such as status, prestige, recognition and attention from others also need to be acquired, that is, according to the propagators of this theory. Steyn (2002) suggests that educators who feel that their status and self-esteem needs are not being fulfilled in the work situation can become discouraged. They want to be recognised for their accomplishments. Fulfilment of these needs culminate in a sense of gratification.

Finally, self-actualisation which is the ultimate human goal, involves the development of an individual's capability to the fullest potential. This involves school managers providing challenging tasks for the educators as well as encouraging creativity. However these theorists emphasise that the need for self-fulfilment can never be totally satisfied. Huczynski and Buchanan (1991) argue that Maslow incorporated two more needs to his list of the five needs. These are the need for freedom of enquiry and expression and the need for knowing and understanding. The above two needs are essential factors for

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satisfying the other five needs. "As such they are often missing from textbook accounts of this theory" (ibid., 60).

One of the implications of Maslow's theory is that the higher order needs for esteem and self-fulfilment provide the greatest impetus for motivation (Armstrong, 2001). Massie (1971:151) contends that where higher order needs are concerned, managers should focus on devising strategies to make work more challenging and meaningful. Perhaps the emphasis should be on giving individuals "more autonomy and responsibility and moving them along in terms of recognition or advancement for positive achievements on the job."

Maslow's theory also provides education managers with insight into motivation and the diverse needs of individuals at work. Martin (2001) affirms the above statement by suggesting that Maslow's theory assists managers in getting the "basics" in order before attempting complex motivational strategies.

Although Maslow's hierarchy of needs theory has been very influential and has gained much support, it is not without criticism. Surprisingly Maslow's theory has not been verified by empirical research. Armstrong (2001:160) adds that Maslow's theory has been criticised for its rigidity. Furthermore, "different people may have different priorities and it is difficult to accept that peoples' needs progress steadily up the hierarchy." Quick (1982) takes this argument further by impressing that Maslow suggested that when one need was achieved (even partially), the individual moves on to

the next higher one. However, most individuals are probably working on more than one
need at a time.

Huczynski and Buchanan (1991) state that Maslow's theory is also called a universal
theory because he (Maslow) argued that it applied to everyone. However, like other
theories of human behaviour, Maslow's theory cannot explain differences between
individuals or between cultures. In spite of the aforementioned limitations of Maslow's
theory, it still remains a dominant motivation theory attracting much support from
managers.

2.4.1.2 Herzberg's Two factor Theory

Herzberg's two factor theory is also termed the motivator-hygiene theory (Kreitner,
Kinicki and Buelens, 1999).This theory distinguishes between factors that cause job
satisfaction and those that cause job dissatisfaction. Factors that give rise to job
dissatisfaction are termed hygiene factors and these factors cannot motivate individuals
(Herzberg, Mausner and Snyderman, 1959). Furthermore, these factors are related to the
work environment and can therefore be referred to as extrinsic factors. Factors which
cause job satisfaction are situated in the work itself and are also known as intrinsic
factors or motivators (Andrews, 1998).

Drawing from Herzberg's theory, Everard and Morrison (1996) suggest that managers
must be concerned with ensuring that the causes of dissatisfaction are removed and that
opportunities for satisfaction are increased. Morrison (1998) adds that Herzberg's work

implies that to stimulate motivation it is necessary to address the characteristics of the job itself and also to ensure that it is satisfying higher order motivation. In other words Morrison (1998) implies that to motivate educators in schools, school managers need to make jobs more interesting and challenging.

Table 1: Differences between hygiene factors and motivators

Adapted from Schermerhorn, Hunt and Osborn (2003:114)

Hygiene Factors	Motivators
• Present in the work environment	• Present in work itself
• Affects job dissatisfaction	• Affects job satisfaction
❖ Salary	❖ Achievement
❖ Working conditions	❖ Recognition
❖ Organisational policies and administration	❖ Work itself
	❖ Responsibility
❖ Supervision	❖ Advancement
❖ Interpersonal relationships (includes the co-workers and supervisor)	❖ Growth
❖ Security	
❖ Status	

Like Maslow's hierarchy of needs theory, Herzberg's two factor theory emphasises the higher order needs for motivating an individual with regard to his/her work. However, both these theories of motivation ignore individual differences as well as cultural differences.

2.4.1.3 **McGregor's X and Y Theories**

McGregor (1960) proposed two conflicting assumptions about the relationship of an employee to his work. These assumptions can assist in determining the "mode of management which is adopted to motivate people" (Riches, 1994:231). According to McGregor's (1960) Theory X, all individuals have an aversion to work. Furthermore, employees have no ambition and avoid responsibility. For these reasons everybody must be continually supervised and controlled. Theory X with its emphasis on control and direction may result in mixed feelings causing much discontent for those educators who prefer autonomy or freedom.

Theory Y, on the other hand, suggests that the average person does not resent work. If an individual is committed to a specific goal, he or she will act responsibly and will exercise self-direction and self-control (McGregor, 1960). Everard and Morris (1996) maintain that managers applying theory Y believe that people can be self-directed and creative at work if properly led. With theory Y each educator is viewed as an integral part of the organisation with the potential for growth and development. Thus it is the task of the education manager to create an environment where the educator can develop to his or her full potential.

2.4.1.4 **McClelland's Learned Needs Theory**

Another popular need theory of motivation was proposed by David C. McClelland. According to Schultz et. al. (2003), McClelland (1961) suggested that we are not born with a specific set of needs. Instead, we learn particular needs from our culture or society.

The motivation theory he developed is therefore referred to as the learned needs theory. McClelland identified three different set of needs as the basis of motivation. He concluded that different needs predominate in different people. These three needs are as follows (de Cronje et. al, 2004:228):

I. *The need for achievement*. This is a need to excel, to be successful or to exceed a set standard.

II. *Need for power*. This involves being influential, to control others or to make others behave in a way they would not otherwise behave.

III. *Need for affiliation*. This includes the need for warm and close interpersonal relationships and to be liked and accepted by others.

McClelland's theory provides numerous managerial implications, for example, an educator with a high need for achievement requires challenging tasks whereas an educator with a high need for affiliation will prefer working in a team. Schultz et. al. (2003) suggest that managers who want to motivate employees who have a high achievement level, should ensure that they are provided with regular and meaningful feedback on their performances. They should also be granted autonomy and the relevant information needed to "enable them to make modifications to their behaviour to achieve their goals" (ibid., 59). Thus McClelland's theory suggests that if adequately motivated, individuals can improve their performances and contribute to the realisation of the goals of the organisation.

The four content theories, namely Maslow's hierarchy of needs, Herzberg's Two Factor Theory, McGregor's theory X and Y as well as McClelland's needs theory, attempt to provide explanations about motivation in relation to needs. These four theories advance the basic argument that human needs constitute the main driving force behind individual behaviour in organisational settings. Having briefly discussed these significant content theories, the focus now shifts to the process theories of motivation.

2.4.2 The Process Theories of Motivation

According to Mullin (1996) the process theories emphasise the actual process of motivation. They consider the interaction of the dynamic variables which comprise motivation. These theories also try to explain how behaviour is initiated, directed and sustained. Du Toit (1995) succinctly states that the process theories emphasise how and by what goals individuals are motivated. Three of the most popular process theories being discussed are the expectancy theory, the equity theory and the goal-setting theory.

2.4.2.1 Expectancy Theory

With regard to the expectancy theory there have been two influential models. One was initially proposed by Vroom and then by Porter and Lawler. For the purpose of this study an in depth analysis of both these theories is not necessary. Instead the focus is on the underlying principles as well as managerial implications of this theory.

Victor Vroom was the first person to formulate an expectancy theory directly aimed at describing work motivation. This theory was later extended by Porter and Lawler.

Luthans (1998:178) points out that the "expectancy model attempts only to mirror the motivational process." Smit and Cronje (1997) state that the fundamental assumptions of the expectancy theory are that people will behave according to:

o their perception that their behaviour will lead to a certain outcome, and

o how much they value the outcome.

According to the expectancy theory, as outlined by Smit and Cronje (1997), employees have two key beliefs linking three events. The employee's work efforts lead to some level of performance. Performance then results in one or more outcomes for the employee. Vroom defines preference for an outcome as valence (Quick, 1982). Smit and Cronje (1997) point out that the first belief expectancy refers to the probability that a worker's efforts will enable him or her to attain his or her goal(s). For example, an educator's expectancy may be high when he or she is determined to increase learner pass rate in mathematics in a specific class. High expectations will generally create higher motivation. In this example, to achieve his or her goal the educator is likely to work extra hours to provide extra tuition for the learners. Thus performance results in some kind of outcome, referring to the second belief, termed instrumentality. Following from the example, increasing the learner pass rate could mean recognition.

Figure 2: The basic concepts of the expectancy theory as illustrated by

Smit and Cronje (1997:318)
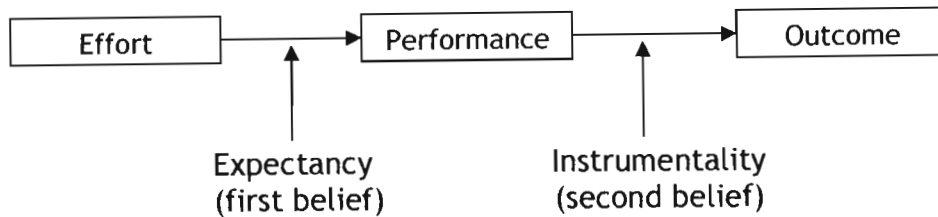
Riches (1994:234) succinctly summarises the expectancy theory as being founded on the principle that "human behaviour is to some extent rational and individuals are conscious of their goals and motives..." Armstrong (2001:167) adds that, "Motivation depends on the likelihood that rewards will follow effort and that the reward is worthwhile."

According to de Cronje et. al. (2004) implications for managers will include setting attainable standards for employees. This should be accompanied by necessary training and development. Secondly appropriate rewards should be linked to performances. The fact that individuals are motivated by different rewards should encourage managers to link employee performance to valued rewards. Thirdly an attempt should be made to link personal goals to organisational goals.

2.4.2.2 **The Equity Theory**

The equity theory implies that people are motivated by the desire to be treated equitably and demotivated if treated differently. Swanepoel et. al. (2003:333) elaborate by stating that people "make comparisons between their perceived efforts and concomitant rewards and exertions of others and their rewards." Umstot (1984), as cited by Steyn and Mills

(1996), add that an individual will feel extremely unhappy about the reward/recognition given to others for the same effort. Thus the equity theory asserts that the employee compares his or her income-output ratio with the input-outcome ratio of relevant others. If these ratios are equal, a state of equity is said to exist. However if these ratios are unequal inequity exists and the employee is motivated to equalize the equation.

Adams (1965), as cited by Armstrong (2001), postulates that there are two types of equity, namely, distributive equity and procedural justice. Distributive equity is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others. Procedural equity is concerned with the perceptions employees have about the fairness with which company procedures in areas such as performance appraisal, promotion and discipline are being operated.

Kreitner, Kinicki and Buelens (1999) emphasise the need for managers to pay attention to employees' perceptions of what is fair and equitable. No matter how fair management thinks the organisation's policies, procedures and reward system(s) are, each employee's perception of the equity of those factors is what matters. Therefore employees should be given opportunities to participate in making decisions about organisational policies, procedures and the reward system. Glueck (1982:138) also affirms that many employees feel that "they deserve to participate directly or through representatives in decisions that affect them in a significant way."

2.4.2.3 **Goal-Setting Theory**

The goal-setting theory is founded on the assumption that "all things being equal, people will perform better if they strive towards a definite goal" (de Cronje et. al, 2004:231). Specific goals tend to motivate behaviour since the employee is aware of what has to be done and to some extent how much effort is required in attaining the goal. Kreitner, Kinicki and Buelens (1999:222-223) state that according to Edwin Locke, a leading authority on goal-setting, there are four motivational mechanisms in goal-setting. These are:

a) Goals direct attention

b) Goals regulate effort

c) Goals increase persistence

d) Goals foster strategies and action plans

The managerial implications of the above theory will include setting realistic and agreeable goals, promoting goal commitment and providing support and relevant feedback to the staff members. Callahan and Fleenor (1998), as cited by Steyn (2002), are of the opinion that managers need to determine whether staff members have the appropriate skills and knowledge to do their work effectively. However, Riches (1994) aptly concludes that there is considerable potential in the goal-setting theory for influencing motivation and performance of employees provided managers are equipped with the relevant skills in facilitating the goal-setting process sensitively and tactfully.

2.4.3 **Reinforcement Theory**

Reinforcement theory, states Robbins (2000), is a behaviouristic approach that argues that reinforcement conditions behaviour. Proponents of this theory see behaviour as being environmentally caused. Thus this theory ignores the inner state of the individual and focuses on what happens to an individual when he or she takes some action. Swanepoel, et. al, (2003) concurs that the reinforcement theory holds that consequences shape subsequent behaviour. According to this theory, if an educator has been punctual at school and is rewarded for this positive behaviour, for example, through a certificate of good attendance the probability that this behaviour will be repeated increases. Contrary to this, behaviour that is not rewarded or is followed by punishment leads to a decrease in the likelihood that this behaviour will be repeated in the future. Proponents of the reinforcement theory believe that reinforcement is an important variable in determining behaviour and can be of significance to managers.

Schultz et. al. (2003), Smit and Cronje (1997:320), as well as Lussier (2000:434-435), refer to four types of reinforcement. These are:

I. Positive reinforcement

II. Negative reinforcement or Avoidance

III. Extinction

IV. Punishment

Positive reinforcement, according to Schultz et. al. (2003), refers to the application of a positive event as a consequence of an employee's behaviour. It is aimed at increasing the

frequency of a particular behaviour. For example, staff members receive free coffee when they arrive early for work. This behaviour is being positively reinforced.

Reinforcement can also be negative. This is also referred to as avoidance. Negative reinforcement is the withholding of a negative event as a consequence of a particular behaviour (Schultz et. al, 2003).

With regard to extinction, Smit and Cronje (1997) argue that this action can also be used to weaken behaviour. For example, a staff member who at meetings continually refers to matters not on the agenda is ignored by his or her manager (chairperson). By not responding to the staff member it is believed that this undesirable practice will become extinct.

Finally, punishment can be used by managers to discourage undesirable behaviour. An example of such a situation may arise when an educator repeatedly avoids going on ground duty. The educator is then reprimanded by the school manager for such behaviour with the aim of this behaviour being discouraged.

Lussier (2000) contends that although punishment may reduce undesirable behaviour, it may trigger off other undesirable behaviour such as poor morale, and animosity. Steyn and van Niekerk (2002) resonate this argument by suggesting that punishment may result in an unpleasant and demotivating school environment accompanied by negative attitudes towards the manager. Punishment should therefore be used in extreme cases when there

are no other alternatives available. The reinforcement theory has also been criticised for its failure to recognise other human needs such as self-esteem and self-actualisation which are important factors in the motivation of individuals.

2.5 National and International studies

There has been increasing interest in educator motivation nationally and internationally. Holman (1998), in her national survey in South Africa, found that educators, to a large extent, were intrinsically motivated. In other words they were generally self motivated. The survey also revealed that extrinsic motivators, such as pay and government policy, accounted for only 36% of the overall motivation of educators. Furthermore, the "survey suggested that motivation levels had dropped by 24% from 3-5 years previously and that 68% of teachers...had considered leaving the profession" (Lumby, 2003:162).

Empirical research conducted in Gauteng and Northern Province revealed that some of the demotivating factors in educators' professional lives included lack of recognition for the best educators, fear of redeployment and rationalisation, feelings that teaching is not rewarding, violence in schools and lack of occupational prestige (Lethoko, 2002). In this study the educators' fear of redeployment and rationalisation as well as violence in schools relate to Maslow's lower order safety and security needs which were not being fulfilled. Even the higher order self esteem and self -actualisation needs as emphasised by both Herzberg and Maslow were not fulfilled. Perhaps school managers at these schools need to consider the various motivation theories when devising motivation strategies for their educators.

Steyn and van Wyk (1999), in their study aimed at exploring job satisfaction of principals and educators in urban black schools in South Africa, reported that educators in the sample schools were dissatisfied with their physical working conditions and lack of support received from educational authorities. These educators were also dissatisfied with the lack of job security, poor salaries, lack of appreciation from community members and overcrowded classrooms which contributed to work overload. These factors that have been identified by Steyn and van Wyk (1999) are what Herzberg termed hygiene factors, present in the work environment and which affects job dissatisfaction.

Kloep and Tarifa (1994), in their study investigating the working conditions, work style and job satisfaction among Albanian educators, found that in spite of the poor physical working conditions, educators both in rural and urban areas in Albania seemed to be satisfied with their jobs. Job satisfaction was associated with job security, respect from the community and professional autonomy.

Wisniewski (1990) as cited by Mwamwenda (1999) found that in Poland, educators' job satisfaction was linked to autonomy, support provided by those in authority, participatory decision making, adequate provision of resources and co-operation from learners, parents and educators. Canadian educators, on the other hand, expressed satisfaction with their salaries, their colleagues who were said to be helpful and co-operative and the respect accorded to educators (ibid.,85).

After taking into consideration the above national and international studies, the researcher is of the opinion that the aforementioned studies do not adequately address the factors associated with the motivation of primary school educators as these studies focused on educators in general and not specifically at primary school educators. They also did not focus on primary schools in Isipingo, which the researcher previously indicated are comprised largely of African and Indian learners. Thus this study is of importance. Lethoko (2002) refers specifically to demotivating factors, Steyn and van Wyk (1999) explored aspects of job satisfaction and Holman (1998) did not focus specifically on primary school educators. Furthermore the studies conducted internationally focused on job satisfaction and according to the literature review although the concepts job satisfaction and motivation are related, they are not synonymous.

2.6 Conclusion

Having discussed the relevant content, process and reinforcement theories together with their managerial implications, the differences between these have been clarified. It became evident that content theories focus on how needs influence behaviour and, the process theories are concerned with the psychological processes which affect motivation while the reinforcement theory highlights the consequences of behaviour in relation to an individual's actions. As influential as these theories may be they are not without criticism. These theories provide a framework for understanding motivation. All therefore provided a framework in this study. However it must be emphasised that there is no single theory that provides a thorough explanation or understanding of motivation. Although the theories perhaps appear divergent they are nevertheless not conflicting.

Lussier (2000) adds that the three groups of theories are complimentary. It is also important to note that as useful as these motivation theories may be, a large number of them originated in the United States of America. These theories are based on and reflect the culture of that country. Thus issues can be raised about their generalisability to other cultures. Alberts (1996:89) takes this point further by stating that "the social and cultural values of individuals help to influence and determine their needs." Therefore it is necessary to adapt the motivation strategies to the key features of the prevailing culture(s). It must be pointed out that South Africa has its own unique context with multiculturalism being a dominant factor. Furthermore the legacy of apartheid has resulted in numerous disparities in society. South African citizens, including the workforce, therefore have an arduous task adjusting to the numerous changes that affect every facet of life. Thus school managers should also be aware of the cultural limitations to theory generalisations. This is one of the reasons that persuaded the researcher to undertake this study at Isipingo. The intention was to find out the degree to which these theories applied in this context.

CHAPTER THREE

RESEARCH DESIGN AND PROCESS

3.1 Introduction

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

Given the preceding definitions of research design, the ensuing presentation lists the study's research aims (3.1) and the research questions (3.2), provides insight into the method of research that framed this study (3.3) with reference to the research approach (3.3.1), sampling (3.3.2) the two instruments used to gather data (3.3.3) and the pilot study (3.3.4). In addition, the presentation includes information on data gathering (3.4), the ethical issues considered in this research (3.5), techniques that were used in analysing the data (3.6) and limitations of this study (3.7).

3.2 Research aims

As indicated in chapter one, this study investigated factors associated with the motivation of primary school educators in Isipingo Phumelela Circuit, EThekwini Region. The fundamental aims of conducting this study were as follows:

a. To identify factors associated with primary school educator motivation in Isipingo.

b. Examine selected motivation theories and their claimed managerial implications in this context.

c. Explore and describe sample educators' experiences relating to motivation and perceptions of the role of the school manager(s) in motivating them.

d. Explore the implications of the findings emanating from this study for possible strategies/techniques that the school manager(s) can utilise in motivating educators in Isipingo.

3.3 Research questions

In attempting to achieve the aforementioned aims of this study, the researcher explored the following questions.

1. What motivates educators at the sample schools?

2. What are the educators' experiences and perceptions of the role of school managers in motivating them at these schools?

3. What strategies do school managers in Isipingo primary schools employ to motivate their educators in their work?

4. What factors challengeeducator motivation in the sample schools?

5. What relevance do the motivation theories, together with the findings of this study have for school managers in developing motivation strategies for educators in the Isipingo primary schools?

3.4 Research Method

3.4.1 *Research Approach*

In this study both qualitative and quantitative research designs were used to explore factors associated with the motivation of educators in primary schools in the Isipingo Phumelela Circuit (EThekwini Region). With regard to the qualitative design the emphasis was on the interpretative paradigm. This enabled the researcher to develop better understanding of the experiences, opinions and perceptions of educators with reference to motivation. To substantiate the decision for the use of the qualitative research design, reference is made to McRoy (1995) as cited by Fouche and Delport (2002:79) who argues that "the qualitative research paradigm in its broadest sense refers to research that elicits participant's accounts of meaning, experience or perceptions." In other words the key purpose was to understand the phenomenon from the respondent's experience. This statement aptly describes the purpose of this research, which was to explore the educator's experiences and perceptions of the factors influencing motivation.

A case study methodology was used to gain in depth understanding of the factors associated with the motivation of primary school educators in Isipingo. Stake (1995), as cited by Creswell (2003) and Merriam (1998), provides more detail with regard to the use of case studies by suggesting that case studies allow for in depth exploration of an event, an activity, a process, an individual or a group of individuals. In addition to the above, detailed information is collected through the use of a variety of procedures. Through the use of the two data collection procedures which were the questionnaires and the focus group interviews the researcher was able to increase validity of this research. What this

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means is that through the triangulation of these two research strategies cross-validation was achieved. "Triangulation is part of data collection that cuts across two or more techniques or sources. Essentially, it is qualitative cross-validation" (Wiersma, 1991:233). The quantitative research design contributed towards maximising objectivity through the use of numbers and statistics (McMillan and Schumacher, 1997).

Having provided discussion on the research approach it is imperative to outline how the key research questions as identified in section 3.2 were addressed. The questionnaires and the focus group interviews were used to address questions 1, 2, 3 and 4. The literature review and all the data collected in this study were used to address question 5 which examines what relevance the motivation theories and the findings of the study have for school managers in developing motivation strategies for the educators.

3.4.2 *Sampling*

(i) Schools

Five out of ten primary schools were selected for this research. These schools were chosen through a process of random sampling. In "random sampling, not only does each element of the sampling frame have a known probability of being selected, but they each have the same probability of selection" (van Vuuren and Maree, 1999:276-277). The use of random sampling reduced the risk of bias in this study. Furthermore, this method of sampling enabled the researcher to make generalisations as it seeks to represent a wider population. The sampling process involved writing the names of each school on pieces of

paper and then placing them in a box. Five of these pieces of paper with the names of schools were picked out. These five schools thus formed the sample schools.

It needs to be pointed out that the sensitivity of research warrants the decision for the names of the sample schools to be withheld. For the purpose of this research the sample schools are identified as school A, B, C, D and E respectively. This would ensure anonymity of both the participants and the schools. Schools A and B are neighbouring schools attracting a large percentage of learners from the previously disadvantaged areas of Folweni, KwaMakhutha, Adams Mission, Umbumbulu, Malukazi, Umlazi and Orient Hill. School A boasts a learner population of approximately 1000 learners and a staff compliment of 22 Level One educators. The management team comprises four heads of departments, one deputy principal and the principal. School B has a learner population of 821. There are 16 Level One educators, three heads of departments, a deputy principal and a principal. School C draws a large percentage of its learners from the disadvantaged area of Malukazi. There are 25 educators (Level One), 4 heads of departments, 2 deputy principals and a principal. The learner population is 1250. A large percentage of the learners at school D come from Lotus Park which is a predominantly middle class Indian area. This school has approximately 1100 learners, 18 educators (Level One), 4 heads of departments, 1 deputy principal and a principal. With regard to school E there are 632 learners, 16 educators (Level One), 3 heads of departments, an acting deputy principal and a principal. Majority of the learners come from Umlazi and KwaMakhutha.

Four of these schools have fully constituted governing bodies while one school (C) has a governing body without educator representation. A large number of learners that attend schools A, B, C and E come from communities where there is a high rate of unemployment and poverty. One of the findings the researcher hoped to make was whether there was any difference in the factors associated with educator motivation between school D on one hand and schools A, B, C and E on the other.

(ii) The Participants

The participants in this study comprised all the Level One educators employed by the Department of Education and the principals in the sample schools. The reason for targeting the educators employed by the Department of Education is because educators employed by the school governing bodies do not receive the same benefits (for example, housing subsidy and medical aid) as those employed by the Department. In Isipingo there is a huge disparity in the salaries of those employed by these two bodies. Furthermore, educators employed by the school governing bodies are bound by specific contracts and their positions are temporary and often of short duration. What that meant was that they were not in a position to provide the required information and thus their exclusion from the educator sample.

3.4.3 *Research Instruments*

For the purpose of this study two research instruments were used for collecting data. These included questionnaires (Refer to appendix A and B) and focus group interviews (Refer to appendix C for the interview schedule).

Questionnaires

Two questionnaires were used to collect data on respondents' beliefs and attitudes regarding motivation. The first questionnaire (Appendix A) was directed to all the Level One educators employed by the Education Department in the sample schools. The respondents for the second questionnaire (Appendix B) were the principals at the sample schools. With the intention of preventing a low response rate from the participants the questionnaires were delivered personally to the sample schools. Initially the principal and then the educators were briefed on the aims of this study. A date for the collection of the questionnaires was established. Although in all five schools a time frame of one week for completion of the questionnaires was agreed upon, the respondents in schools C, D and E required more time to complete the questionnaires. The reason for this was because the respondents were overwhelmed with the work at schools and could not find time to complete the questionnaires. The researcher collected the questionnaires personally from each educator at two schools. This was done to assure the educators that the questionnaires would be handled only by the researcher and they did not have to fear that their responses would be read by other individuals. At the other three schools the principals thought it best to delegate the task of distributing and collecting the questionnaires to individuals on the staff as this would expedite the process since the researcher was only allowed to pursue this study after school hours.

The researcher opted for the use of the questionnaire because it has less bias possibilities. This is because the researcher is less likely to influence the responses of the subjects, for example by asking questions in a particular tone which may lead the respondent towards

a particular line of thought. The questionnaires therefore ensured anonymity, were cost effective and permitted data collection from a large sample (Gay, 1992). The first issue was of particular importance in this study considering its sensitive nature.

In spite of the advantages of the questionnaire as outlined above, the researcher was aware of its inherent limitations which included the respondents being unable to clarify issues when completing the questionnaire. This was because the researcher could not, "face-to-face", probe the respondent to clarify issues. It was for this reason that data was further collected through focus group interviews.

With regard to the questionnaire design, instructions to the respondents were simple and concise. This was aimed at facilitating the completion of the questionnaires. The researcher made every attempt to ensure that the questions were simple and straight forward so as to avoid ambiguity. The first questionnaire, which was aimed at the educators, was divided into four sections. Section A was designed to elicit biographic information from the respondents. These included questions on gender, age, qualifications, number of years of teaching experience, number of years at present school and whether the educator's post was permanent or temporary.

Section B included both open and closed questions that looked at the role of the school managers in motivating their educators. Questions were also structured to elicit responses on the levels of educator motivation. The open ended questions were designed for the respondents to express their ideas and feelings about specific issues. It was the

researcher's intention for these questions to provide "rich information" to enhance the findings of this study. Section C comprised both open and closed questions about specific aspects related to motivation strategies at the school. The final section (Section D) consisted of two questions which were aimed at obtaining lists of factors that motivated and demotivated the educators at the sample schools.

The second questionnaire which was designed for the principals of the schools also comprised four sections. Section A was aimed at providing background information about the respondents. Section B looked at some of the ways in which the principals were motivating their educators. Section C focused on the factors that principals perceived as challenging educator motivation. The respondent also had to choose a word, from alternatives that best described the educators at his or her school in terms of highly motivated, motivated, demotivated and uncertain. Finally section D looked primarily at motivation strategies the principals claimed to be utilising.

Focus Group Interviews

Although there are various definitions of focus group interviews, it must be pointed out that in general a focus group is a broad term that is given to a research interview conducted with a group, as is apparent in the following conceptualisation of the term by different authors."A focus group is typically a group of people who share a similar type of experience, but that is not 'naturally' constituted as an existing social group" (Terre Blanche and Kelly, 1999:388). Powell et. al. (1996), as cited by Gibbs (1997), also concur that a focus group comprises individuals selected by the researcher to discuss and

comment on, from personal experience, the topic that is the subject of the research. Given the preceding definitions it follows that the group of people involved in the interviews for this study were the educators and the common experience shared by these individuals was that they were involved in the process of teaching and shared similar job descriptions as Level One educators.

A factor that persuaded the researcher to use focus group interviews is that, compared to one-to-one interviews which aim to obtain individual attitudes, beliefs and feelings, focus groups elicit a multiplicity of views and emotional processes within a group context (Gibbs, 1997). In other words several perspectives can be obtained about the same topic. The researcher's choice for the use of focus group interviews was also influenced by her expectations that the participants would communicate freely their experiences and perceptions regarding motivational and demotivational issues. This is because individuals can also feel intimidated during one-to-one interviews and this intimidation can be avoided through the use of focus group interviews as the participants in the group generally share some commonality. Furthermore, people "feel relatively empowered and supported in a group situation where they are surrounded by others" (Greeff, 2002).

Focus group interviews also have limitations. It can be intimidating for those participants who lack the confidence to articulate themselves in groups. Gibbs (1997) highlights an important point by arguing that focus groups are not fully confidential or anonymous. This is because the information in the group is shared. However, the researcher did regularly emphasise the need to keep the experiences and opinions of other participants

confidential. In other words, after the interview participants should not discuss what was said in the group. Another claim against the use of focus group interviews "rests with social posturing, the desire for people to be polite and fit within the norm, or forced compliance" (Greeff, 2002:319). In addressing this limitation the researcher made numerous attempts to ensure that a comfortable, non-threatening setting was created. Participants were encouraged to be themselves during the interview and not to feel inhibited in any way if they felt like airing their opinions

One focus group interview per sample school was conducted. Each interview was approximately 40 minutes. The interviews were conducted in classrooms away from the administration block and staffroom so as to avoid any disruptions. Participants were given prior notice of the date, time and venue of the interviews. In determining the size of the group the researcher considered Greeff's (2002: 311) argument that "smaller groups of four to six people are preferable when the participants have a great deal to share about the topic or have intense or lengthy experiences with the topic of discussion." With this in mind the researcher opted for groups of 4 to 6 participants.

Although the groups were homogenous in that all participants were Level One educators with similar job descriptions, the researcher also looked at heterogeneity. For example, where possible both the male and female educators as well as younger and older educators were represented in the group. This was necessary to elicit diverse opinions and experiences so as to increase the quality and richness of the data obtained. Many authors like Greeff (2002), McMillan and Schumacher (1997), Terre Blanche and Kelly (1999)

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advise that focus groups need to rely on purposive sampling where the researcher looks for particular participants so as to obtain a wide range of opinions and experiences.

The interviews were recorded on tape. This is because recording is convenient and also assists in reducing distraction to both the interviewer and the participants because the interviewer does not have to impede the flow of discussion to make copious notes. Furthermore, "Interviews recorded on tape may be replayed as often as necessary for complete and objective analysis at a later time" (Best and Kahn, 1989:2002). In other words reliability checks can be facilitated.

The researcher was however aware that the presence of a tape recorder could cause some uneasiness amongst some participants. However the participants were guaranteed of anonymity and did not see this as a threat. Although the interviews were audio recorded, brief notes were also taken on paper during the interviews by the researcher to record non- verbal cues.

As previously mentioned, the focus group interviews were used to probe certain issues. Thus the questions were open ended. This aimed at eliciting responses from the educators about their experiences of various factors that motivated and demotivated them. Educators were also asked to describe the strategies employed by the school manager(s) to motivate them and how they felt the school manager(s) could motivate them in their work.

3.4.4 *Pilot Study*

Both the above stated instruments were pretested. According to Babbie (1990) pre-test refers to the initial testing of one or more aspects of the research design, such as the questionnaire. Authors like Cohen, Manion and Morrison (2000) refer to this pre-testing as piloting. The questionnaire for the educators was piloted amongst four educators in a selected school, other than the sample schools. Necessary adjustments were made to the questionnaire. The questionnaire for the principals was also piloted. This process was to check the clarity of the instruments. It also assisted in eliminating ambiguities in the wording of questions.

3.5 Data Gathering

A total of 90 questionnaires were distributed to all the educators in the five schools. Eighty three questionnaires were returned, providing a response rate of 92%. Berdie (1990) and Gay (1992) as cited by Mertens (1998), maintain that a response rate of approximately 70% is a numerically significant proportion of the sample and is therefore acceptable in terms of generalisability. Thus the response rate of 92% was adequate to ensure meaningful conclusions. The response rate for the questionnaires from the principals was 100%.

However, when analysing the questionnaires from the educators, it was evident that some responses required more probing. Thus the researcher decided focus group interviews were necessary to probe further and throw more light on the educators' experiences with regard to motivational issues.

A pre-test was conducted with three educators. This was an enriching experience for the researcher, providing insight into the way in which questions could be posed to the participants.

3.6 Ethical Issues

Before conducting the research the relevant persons in the education department were contacted to obtain official permission and approval to pursue the research project (See Appendix D). A letter of consent from the Department of Education to conduct this research at the 5 sample schools was obtained on 18/05/2005. A list of terms and conditions were also provided by the Department of Education for the researcher to abide by (See Appendix E). It was also essential to obtain institutional clearance. This was received on 19 /09/ 2005 (See Appendix F). On receiving approval from the Department of Education (KwaZulu-Natal) and ethical clearance from the University of KwaZulu-Natal the researcher proceeded to contact the principals of the sample schools to obtain their permission and support to continue with the study. The researcher met with each principal and discussed the aim of the study. Each principal was also given an official letter asking for permission to pursue the research (See Appendix G). Permission was obtained from all five principals.

Having obtained permission to conduct the research, other ethical issues including anonymity and confidentiality were considered. According to Cavan (1977), as cited by Cohen, Manion and Morrison (2000:56), ethics can be defined as "a matter of principled

sensitivity to the rights of others." What this means is that in pursuit of knowledge and truth respecting the dignity of participants takes precedence. With the above statement in mind the researcher assured the participants of anonymity and confidentiality. "The essence of anonymity is that information provided by participants should in no way reveal their identity" (Cohen and Manion, 1995:366). For this reason the educators and the principals were asked not to append their names to the questionnaires. The names of the schools were also not revealed in the study.

With regard to confidentiality, the researcher reassured the participants that all information disclosed will be treated in the strictest of confidence and will be used solely for the purpose of this study (See Appendix H).

3.7 **Analysing the data**

With regard to the questionnaires, the closed questions were analysed through frequency count. Frequency count refers to the system of transforming information obtained from the questionnaires "into numbers or quantitative data...by counting the number of respondents who give a particular response" (Tuckman, 1998:213). Responses to open ended questions were addressed through frequency counts and content analysis. The taped interviews were transcribed. The researcher organised the data into themes and categories. During the process of developing themes, the data were coded and reviewed repeatedly. Coding involved breaking up data in ways that were analytically relevant (McMillan and Schumacher, 1997).

3.8 **Limitations**

Limitations refer to the potential weakness(es) of the design of the study. Firstly this study was conducted in Isipingo only. Therefore the findings cannot be generalised as representative of all schools in the country. Secondly, motivation differs from person to person, time to time and even situation to situation. However, insight into the factors associated with the motivation of the primary school educators in Isipingo provides school managers with information on ways to improve performance and work attitudes of the educators. In other words by identifying the factors that enhance the motivation of educators, school managers can implement and execute effective strategies to ensure that educators work in an effective, enthusiastic and motivated manner (Steyn, 2002).

3.9 **Conclusion**

This chapter has highlighted the various aspects of the research design. It also emphasised how the research design was planned and executed, focusing on the research instruments, the sampling of the schools, the techniques employed in analysing the data as well as the limitations of the study. The next chapter discusses findings in this study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The purpose of this chapter is to present and discuss findings emerging from data collected in this study through questionnaires and focus group interviews. As indicated in chapter three, two questionnaires were administered: one was aimed at the educators and another was directed at the principals in the sample schools. As already indicated, the questionnaires comprised a series of closed and open-ended questions. The closed questions were analysed through frequency counts and percentages. The percentages were rounded-off to one decimal place and where necessary graphic representation is given. The open-ended questions in the questionnaires and the interviews were addressed through elementary content analysis. The presentation of findings from such analysis is supplemented with direct quotation, where relevant. The presentation of the findings is discussed in the context of the relevant literature, as outlined in chapter two. Thus this chapter includes analysis of the responses from the educators' questionnaires (4.1), analysis of the responses from the principals' questionnaires (4.2) and analysis of the focus group interviews (4.3).

4.2 Analysis of the educators' questionnaires.

In school A there were 22 educators employed by the Department of Education. One educator did not participate. Twenty one questionnaires were distributed and there were 21 returns. Thus there was a 100 % response rate. In school B there were 16 educators. However one educator was on sick leave. Fifteen questionnaires were distributed and 15

educators responded. Therefore the response was 100 %. With 24 Level One educators in school C, only 18 volunteered to complete the questionnaires. Three educators were on leave until the end of the term. This calculated to an 86% response. School D had 18 state paid educators and 18 completed the questionnaires. This resulted in a 100% return rate. Of the total of 16 educators that were targeted in school E, one educator was on sick leave and 11 educators responded to the questionnaires. This calculated to a response rate of 73% at this school. Thus from the statistics provided above the total response was 92% and is adequate to ensure meaningful conclusions.

The findings and discussion follow the order of the questionnaire. During the analysis of the data the researcher found that some questions were not answered by a few educators. The number of unanswered questions were few and therefore did not impact on the integrity of the study.

Responses to **Section A** provided biographical details regarding the educator sample.
Question 1: *Comparison of the number of male and female educators.*
The graph on the next page indicates the gender of the respondents at the sample schools.

Graph 1: Comparison of number of male and female educators
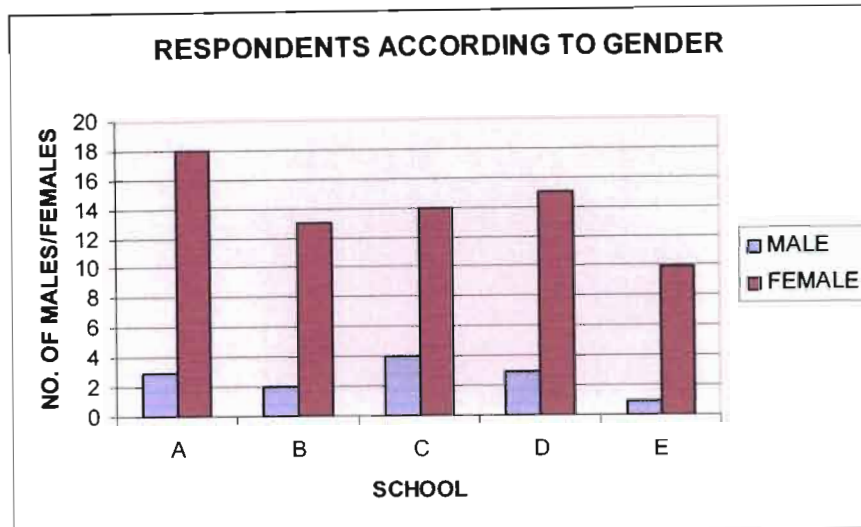
A total of 13 male educators and 70 female educators responded to the questionnaires. In other words 16% of the respondents were male and 84% were female. The distribution is normal for primary schools, as is evident in the Department of Education's 2002 snap survey which revealed that 20.2% of primary school educators were male and 78.8% were female (http://education.pwv.gov.za/EMIS/emisweb/statistics.htm). The distribution might imply that findings in this study relate more to female educators than it does to male educators. It also implies that the findings are transferable to other primary schools of similar contexts to those of the sample schools.

Question 2: *Age distribution of the educators.*

Table 2: Age distribution of the educators.

SCHOOL	AGE CATEGORIES						
	21-30	**31-39**	**40-49**	**50-59**	**60-69**	**NO RESPONSE**	**TOTAL**
A	4	8	5	4	0	0	**21**
B	0	5	9	1	0	0	**15**
C	0	13	4	0	0	0	**17**
D	4	6	5	2	1	1	**19**
E	2	5	4	0	0	0	**11**
TOTAL	**10**(12.1%)	**37**(44.6%)	**27**(32.5%)	**7**(8.4%)	**1**(1.2%)	**1**(1.2%)	**83**

It can be gleaned from the table above that 12.1% of the educator sample was within the 21–30 age category thus indicating that there were not many newly qualified educators in the five sample schools. There were 44.6% educators within the 31–39 age category, 32.5% educators within the 40–49 age category and 8.4% of the educators fell within the age category of 50-59. The age category of 60-69 had the least number of respondents with only 1.2% while another 1.2% of the educator sample did not respond to the question.

The findings reveal that educators at these schools fell into various age categories. Thus school managers were faced with a challenging task of trying to motivate these educators who perhaps had varied motivational interests. However, a significant number of educators (44.6%) fell into the 31-39 age category. This distribution implies that the findings relate more to this group of educators, as well as to those in the 40-49 age group (32.5%) than to those in other age categories.

Question 3: *Educators' academic and professional qualifications.*

The information obtained with regard to the educators' academic and professional qualifications is reflected in the following tables:

Table 3: Academic Qualifications

		SCHOOL				
QUALIFICATION	**A**	**B**	**C**	**D**	**E**	*TOTAL*
Matric	21	15	17	18	11	82 (98.8%)
No response	0	1	0	0	0	1 (1.2%)
Bachelors degree	5	4	6	8	2	25 (30.1%)
Other NHD (Architecture)	1	0	0	0	0	1 (1.2%)
Other SP (UDE)	1	0	0	0	0	1 (1.2%)
Other Bachelor of Commerce	0	0	1	0	0	1 (1.2%)
Other BA Honours (History)	0	0	0	0	1	1 (1.2%)

Table 4: Professional Qualifications

		SCHOOL				
QUALIFICATION	**A**	**B**	**C**	**D**	**E**	*TOTAL*
3 Year Teaching Diploma	6	4	5	4	3	22 (26.5%)
Higher Education Diploma (4 Year)	3	6	6	2	3	20 (24.1%)
Higher Diploma in Education (1 year)	4	2	6	5	1	18 (21.7%)
Bachelor of Paedagogics Degree	4	5	1	3	0	13 (15.7%)
Bachelor of Education (Honours)	5	1	2	5	1	14 (16.9%)
Master of Education Degree	0	0	0	2	1	3 (3.6%)
Ph. D.	0	0	0	0	0	0
Other Bachelor of Music Education	1	0	0	0	0	1 (1.2%)
Other Diploma in Special Education	1	0	0	0	0	1 (1.2%)
Other National Diploma in Library Studies	1	0	0	0	0	1 (1.2%)
Other Diploma in School Media Centre Science	0	1	0	0	0	1 (1.2%)
Other Diploma in Educational Management	0	0	1	0	0	1 (1.2%)
Other Higher Education Diploma (3 year Pre-primary)	0	0	1	0	0	1 (1.2%)
Other Further Diploma in Education	0	0	0	1	0	1 (1.2%)

From the table above it is evident that 98.8% of the educators in the sample schools have matric as an academic qualification. These primary school educators also have varied professional qualifications. Therefore lack of motivation cannot be ascribed to a lack of

subject knowledge or insufficient/inadequate knowledge of the subject matter being taught.

Question 4: *Number of years teaching experience of educators.*

Table 5: Teaching experience in number of years

SCHOOL	TEACHING EXPERIENCE (in years)								TOTAL NUMBER OF EDUCATORS
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	NO RESPONSE	
A	3	3	4	4	3	4	0	0	21
B	0	3	0	6	5	1	0	0	15
C	5	2	5	4	1	1	0	0	18
D	4	5	1	4	2	0	1	1	18
E	2	2	4	2	0	1	0	0	11
TOTAL	14 16.9%	15 18.1%	14 16.9%	20 24.1%	11 13.2%	7 8.4%	1 1.2%	1 1.2%	83

From the table above it is evident that 63.9% of the educators from the 5 sample schools had been teaching for more than 10 years and that only 34.9% of the educators had been teaching for 10 years or less. Only 16.9% of the educator sample taught for a period of 5 years or less. Since the majority of educators had more than 10 years teaching experience, this could be viewed as a contributory factor to motivation.

Question 5: *Teaching experience at present school.*

Table 6: Number of years educators were teaching at their present school

SCHOOL	TEACHING EXPERIENCE (in years) AT PRESENT SCHOOL							TOTAL NUMBER OF EDUCATORS
	1-5	6-10	11-15	16-20	21-25	26-30	NO RESPONSE	
A	6	4	6	4	1	0	0	21
B	0	3	4	5	3	0	0	15
C	8	4	4	2	0	0	0	18
D	9	2	1	2	3	0	1	18
E	5	2	3	0	0	1	0	11
TOTAL	28 33.7%	15 18.1%	18 21.7%	13 15.7%	7 8.4%	1 1.2%	1 1.2%	83

The table on the previous page reveals that 33.7% of the respondents were in their schools for not more than 5 years and 65.1% of the educators were in their schools for more than 6 years. The responses also indicate that 1.2% of the educator sample had been in his/her school for over 26 years. The findings reveal that a significant proportion (66.3%) of the educator sample where in their schools for more than six years. Their length of service at these schools indicate reliability and integrity of the respondents. Furthermore, the lack of motivation cannot be attributed to the educators' lack of teaching experience at their present schools.

Question 6: *Post occupied by educator.*

The responses revealed that 77.1% of the respondents occupied permanent positions while 22.9% occupied temporary posts. Thus job security could be one of the factors associated with educator motivation at the sample schools.

Responses to **Section B** provide details on the motivation strategies employed by the school managers, as well as the levels of motivation of the educators.

Question 1: *Do you think that the school manager(s) should be responsible for the motivation of educators?*

From the responses, 86.7% of the educator sample was of the opinion that the school manager(s) should be responsible for the motivation of educators. This varied greatly from the 9.6% of respondents who felt that the school manager(s) should not be responsible for the motivation of educators.

These findings have the support of various authors like Mwamwenda (1996), Matlawe (1989), Nathan (2000), Steyn and van Niekerk (2002) who emphasise motivation as an important management action. Furthermore, to elaborate on the task of school managers in motivating educators, Gannon, as cited by Bondesio and de Witt (1995:296), makes the following remark: "Management activities such as planning, organising and decision making are dormant cocoons until the leader triggers the power of motivation in people and guides them toward their goals." Thus the overarching perception from the majority (86.7%) of respondents from the sample schools was that school managers should be responsible for the motivation of educators.

Question 2: *Has/Have your school manager(s) initiated strategies to motivate you?*

Table 7: Educators' responses to whether their school managers had initiated strategies to motivate them

RESPONSE	SCHOOL					TOTAL
	A	B	C	D	E	
YES	2	1	6	13	3	25 (30.1%)
NO	18	14	8	5	8	53 (63.9%)
NO RESPONSE	1	0	4	0	0	5 (6%)
TOTAL	21	15	18	18	11	83

From the educators who responded to this question, 30.1% indicated that their school manager(s) had initiated strategies to motivate them. The researcher noted that school D had the highest number of respondents (52%) who indicated that their school manager(s) had employed techniques to motivate them. Of the respondents in all sample schools, 63.9% indicated that their school manager(s) did not employ strategies to motivate them and 6% did not answer the question.

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Question 3: *Description of motivation strategies initiated by school managers.*

These experiences are listed as follows:

❖ Educators were allowed to attend relevant workshops (3.6%).

❖ Work was recognised if it was well done (2.4%).

❖ The school manager(s) encouraged team work (1.2%).

❖ Encouragement to participate in the National Teacher Awards (1.2%).

❖ Encouragement to improve professional qualifications (1.2%).

❖ Support and implementation of ideas by management (2.4%).

❖ Arranging of relevant workshops for the professional development of staff (1.2%).

❖ The school manager provided challenging tasks for educators (1.2%).

Question 4: *Educators perceptions of how school managers could motivate them.*

Educators provided the following ideas:

o Recognise good performance by educators (20.5%).

o Be democratic when running the school (13.2%).

o Be a peoples' person – compassionate and understanding (12%).

o Provide encouragement, assistance, support and feedback when completing tasks (10.8%).

o Be open to different ideas and opinions (9.6%).

o Consider introducing incentives (8.4%).

o Develop each educator's potential (7.2%).

o Reduce class sizes (7.2%).

o Decrease administrative work (6%).

o Be a good role model. Lead by example (4.8%).

o Increased professional autonomy (4.8%).

o Work as a team (3.6%).

This question was aimed at addressing research question two, which required educator perceptions of how school managers could motivate them. Thus the findings reveal that the educator sample had varied suggestions. However, recognition of good performance seems to be the most frequent suggestion provided by the educators as to how school managers in the sample schools could motivate them. Furthermore, most of the respondents point to concern for people related strategies rather than technical aspects of their work.

Question 5: *The educator had to choose which of the following words (highly motivated, motivated, demotivated, uncertain) best described him/her as an educator.*

Graph 2: How educators viewed their own levels of motivation
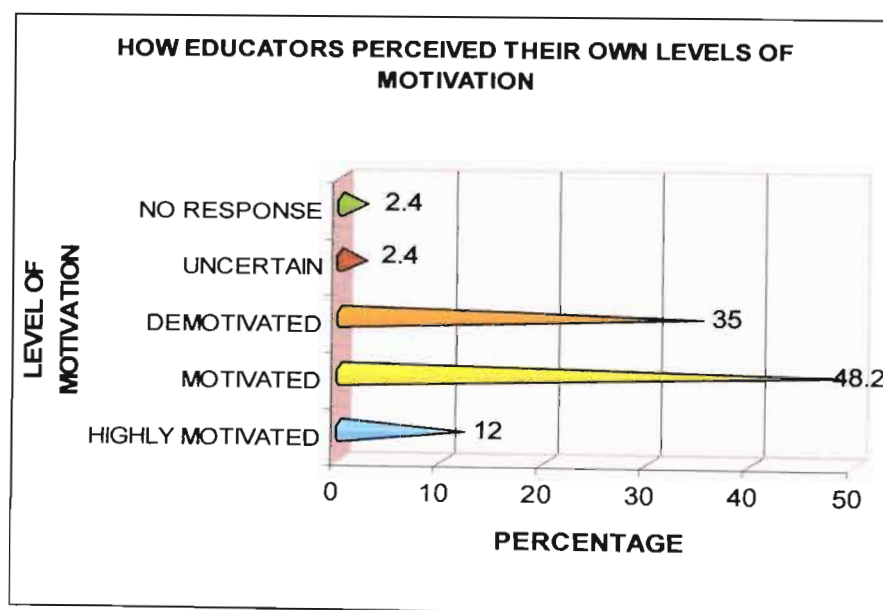
From the responses 12% of the educator sample indicated they were highly motivated, 48.2% felt that they were motivated, 35% indicated that they were demotivated, 2.4% were unsure and 2.4% did not answer the question. In spite of the numerous challenges that were experienced, a significant proportion of these educators (60.2%) were still motivated.

Question 6: *The educator had to choose from the following words (highly motivated, motivated, demotivated, uncertain) the one that best described the majority of educators at his/her school.*

Table 8: Educators' descriptions of the levels of motivation of the majority of educators at their schools

RESPONSE	SCHOOL					TOTAL
	A	B	C	D	E	
Highly motivated	2	1	2	6	0	11 (13.3%)
Motivated	4	6	5	8	4	27 (32.5%)
Demotivated	13	3	9	0	4	29 (34.9%)
Uncertain	2	5	1	3	1	12 (14.5%)
No response	0	0	1	1	2	4 (4.8%)
Total	21	15	18	18	11	83

The responses indicate that 13.3% felt that the educators at their schools were highly motivated, 32.5% were of the opinion that the majority of educators at their schools were motivated, 34.9% considered the educators at their schools to be demotivated, 14.5% were uncertain and 4.8% did not answer the question. It is interesting to note that 48.2% of the educator sample perceived themselves as being motivated in question 5, while 32.5% of the educator sample considered their colleagues to be motivated in question 6. This is a difference of 15.7%. A possible explanation could be that the respondents were

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not aware of the individual work related needs of their colleagues and the extent to which these needs were being fulfilled so as contribute to the motivation of the latter.

Responses to **Section C** reflect the motivation strategies claimed by the educator respondents as being employed by the school managers in the sample schools.

Question 1: *Does your school manager encourage educators to join teacher unions?*

From the responses 74.7% indicated that their school managers encouraged them to join teacher unions, 20.5% indicated that their school managers did not encourage them to join teacher unions while 4.8% did not answer the question. The aim of this question was to ascertain the degree to which Maslow's (1954) claim on an individual's need for safety and security were applicable to the sample schools. By encouraging educators to join teacher unions the educators' safety and security needs were being addressed. Educators in their individual capacities cannot negotiate with the Department of Education on various issues (like salaries, conditions of employment, medical aid benefits and housing subsidies). Instead, the unions represent them and address various issues related to their employment. It is evident from the findings that school managers at these five sample schools encouraged educators to join teacher unions.

Question 2: *Does your school manager encourage safe working conditions at school?*

From the responses 73.5% of the educator sample indicated that their school managers encouraged safe working conditions while 21.7% felt otherwise, and 4.8% of the

respondents did not answer the question. The findings indicate that school managers at the sample schools were attempting to address the safety and security needs of their educators which Maslow claims to be important if individuals are to move on the next level of the motivation hierarchy.

Question 3: *Description of attempts by school managers at encouraging safe working conditions.*

The degree to which safe working conditions were encouraged was illustrated by the numerous examples provided by the respondents. These included:

- A security guard was posted at the school gate (37.3%).

- There were discipline, safety and emergency policies in place (20.4%).

- Visitors were encouraged to report to the office and indicate visits in a register before seeing the educators (15.7%).

- The school premises were fenced (14.5%).

- The school had an alarm system (6%).

- There was a security company that patrolled the school (2.4%).

- Educators were encouraged to discuss issues with the parents in the principal's office (1.2%).

- First aid courses were conducted with the educators (1.2%).

- Labour law was discussed with educators (1.2%)

The findings revealed that school managers did ensure that there was some type of security measures initiated at the school.

Question 4: *Educators' perceptions about being part of the school.*

Graph 3: Educators' perceptions of whether they felt or did not feel to be part of the school
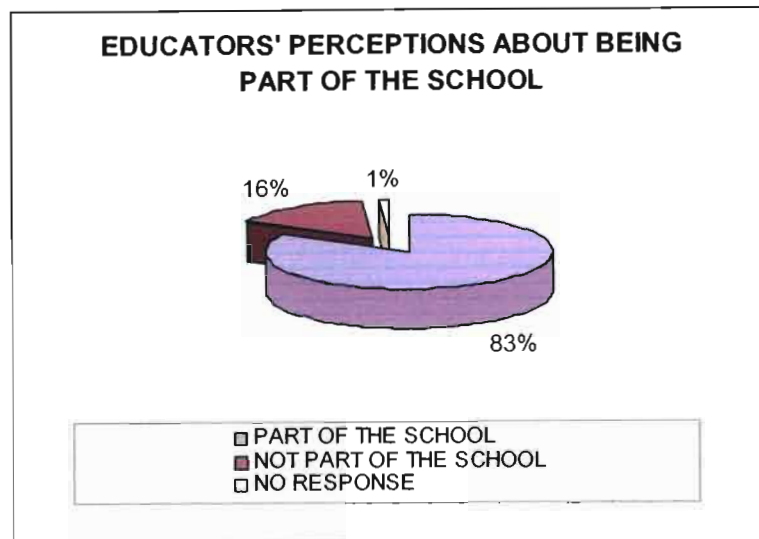
The graph above clearly illustrates that 83% of the respondents felt as part of their schools. Only 16% of the respondents did not feel as part of the school. One percent did not answer the question. The findings above indicate that the school manager(s) took effort to satisfy teachers' second level of Maslow's hierarchy of needs whereby individuals have a desire for acceptance and affiliation. Furthermore, Hiam (2003) views affiliation as the desire to feel part of the group with which you work or as the pleasure in being associated with an organisation. Thus with 83% of the respondents indicating that they felt as part of the school, this implies that the vital sense of belonging could contribute to one of the factors that may be associated with educator motivation at the sample schools.

Question 5: *Recognition of accomplishments.*

Table 9: Educators' responses to whether they were recognised for their

accomplishments

RESPONSE	SCHOOL					TOTAL
	A	**B**	**C**	**D**	**E**	
YES	7	3	7	17	6	40 (48.2%)
NO	12	11	9	1	5	38 (45.8%)
NO RESPONSE	2	1	2	0	0	5 (6%)
TOTAL	21	15	18	18	11	83

Although 48.2% of the respondents indicated that they felt they were recognised for their accomplishments, 45.8% indicated that they were not recognised for their accomplishments and 6% did not provide an answer. These findings reveal that not all the school managers in the sample schools emphasised the need for recognition of accomplishments as an effective motivation strategy. This also indicates that the school managers were concerned predominantly with lower order levels of needs, except for school D that had the least number of learners for whom English is a second language. Cultural and language barriers might not be impacting as seriously in school D as in the other sample schools, thus implying that educators could be less stressed compared to the educators in the other sample schools.

Question 6: *Description of how the educators' accomplishments were recognised.*

The degree to which the educators' accomplishments were recognised was described by the respondents as follows:

- Accomplishments were brought to the notice of the staff at meetings and morning briefings (22.9%).

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- Educators were given letters of appreciation/certificates from the school and school governing body (6%).

- Accomplishments appeared in the local newspaper, and school newsletters (3.6%).

- One educator wrote that because of her accomplishment she was encouraged to apply for the National Teacher Award in 2004 (1.2%).

- In one school an educator indicated that they were dismissed early after successful events (1.2%).

- Educators were thanked personally (1.2%).

Question 7: *Are opportunities created at your school for you to develop to your full potential?*

From the responses 42.2% felt that opportunities were not created for them to develop to their full potential, 53% felt otherwise, indicating that opportunities were created for them to develop to their full potential and 4.8% of the educator sample did not respond to the question. The findings reveal that school managers provided opportunities for some educators to develop their skills and abilities to their maximum potential. This implies that developing of ones potential could have been a motivation strategy employed by some school managers in the sample schools.

Question 8: *Explanation of how opportunities were created for the educators to develop to their full potential.*

The degree to which opportunities were created for educators to develop to their full potential was explained as follows:

- Educators were allowed to attend relevant meetings, workshops and seminars (13.3%).

- They were encouraged to participate in extra-curricular activities and join various committees (9.6%).

- When there were new ideas or initiatives management co-operated and provided support to put these ideas into action (9.6%). One educator commented that she was allowed to offer the community a parenting workshop on Saturdays. Management members showed keen interest and even attended the workshop to provide support.

- Educators were encouraged to further their studies (2.4%).

- Educators were provided with the opportunity of acting as head of department on a rotational basis (2.4%).

- They were delegated appropriate tasks to utilise their skills and talents (2.4%).

Question 9: *Educators' description of their jobs.*

Educators had to indicate whether their jobs were interesting and/or challenging. From the responses 56.6% felt that their work was interesting, 20.5% thought that their jobs were not interesting and 22.9% did not answer the question. Furthermore, 75.9% of the respondents indicated that their jobs were challenging as compared to just 18.1% of those

who felt otherwise. This part of the question was not answered by 6% of the respondents. Thus school managers at the sample schools could have been using challenging tasks as a means of motivating their educators. This finds support from Herzberg who argued that the meaningfulness and the challenge of the job (work itself) serve as motivating factors (de Cronje et al, 2004). It also finds support from Maslow's needs at the higher level of the hierarchy.

Question 10: *Does your school manager encourage team work?*

The responses revealed that 79.5% of the school managers encouraged teamwork, 15.7% felt differently and 4.8% of the educator sample did not respond to the question. From the findings above it is evident that school managers placed a high premium on teamwork as a motivational tool. This point of view is in line with Maslow's second level needs and also receives backing from authors like Davidoff and Lazarus (1997:30) who point out that, "In order to enable people to operate at maximum potential, schools have to work consciously at the establishment and maintenance of teams." It is the nature of the relationships formed through the team, the interaction of the individuals concerned and the common goal that provide the motivating force (Nathan, 2000). Working in teams also assists in fostering a sense of belonging and commitment amongst the individuals which Ngcongo (1995) claims is an important factor in worker motivation.

Question 11: *Supervision of work by school managers.*

From the responses 95.2% indicated that their work was supervised by the school manager(s), 3.6% indicated that their work was not supervised and 1.2% did not answer the question.

Graph 4: Illustration of whether educators' work was supervised by school manager/s
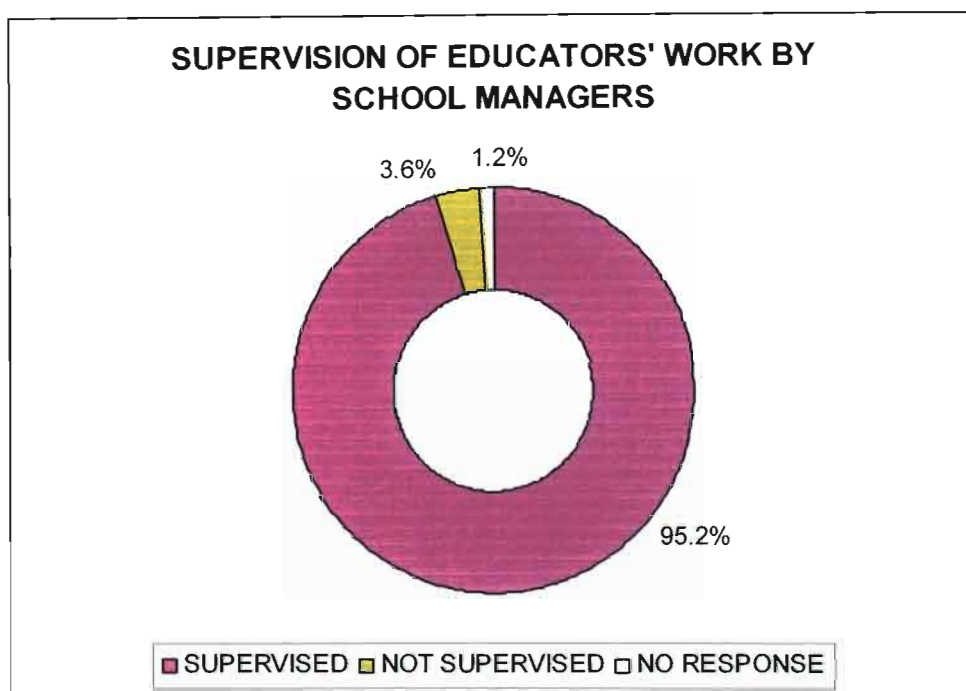
It is noticeable from the graph above that school managers considered supervision a high priority. Since the majority of educators in the sample claimed to be motivated this can be considered to be one of the factors associated with educator motivation in this study.

Question 12: *Frequency of supervision.*

Forty seven percent of the respondents claimed that they had their work supervised weekly, 3.6% had their work supervised every fortnight, 14.5% of the educators were

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provided with monthly supervision, 25.3% were supervised once a term, 1.2% had their work supervised twice a term and 1.2% indicated that his/her work was supervised only when the school manager had time. This question was not answered by 7.2 % of the educators. From the responses, 91.6% of the educator sample indicated that supervision was done at specific intervals, thus implying, again, that supervision could be a factor associated with the educator motivation in this study.

Question 13: *Encouragement of professional development of educators by school managers.*

Table 10: Educators' responses to whether their school managers encouraged professional development of staff

RESPONSE	SCHOOL					TOTAL
	A	**B**	**C**	**D**	**E**	
YES	17	14	12	17	7	67 (80.7%)
NO	3	1	4	1	3	12 (14.5%)
NO RESPONSE	1	0	2	0	1	4 (4.8%)
TOTAL	21	15	18	18	11	83

From the responses 80.7% indicated that their school managers encouraged professional development while 14.5% indicated otherwise and 4.8% did not respond to this question. From the above statistics it was evident that the professional development of educators was one of the factors that could be associated with the motivation of educators at the sample schools.

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Question 14: *Explanation of how school managers encouraged professional development of educators.*

Those educators who responded affirmatively in question 13 had to explain how their school manager(s) encouraged professional development of educators. The responses were as follows:

- Educators were encouraged to attend relevant workshops and seminars (55.4%).

- School managers encouraged educators to further their studies with regard to the teaching profession (13.3%).

- Educators were provided with opportunities to chair learning area meetings and present workshops (10.8%).

- Networking with educators from other schools was encouraged (3.6%).

- Staff development programmes were organised. These included courses in isiZulu and Computer Literacy. The courses in isiZulu addressed the need at these sample schools to assist the large number of learners who speak this language (2.4%).

- In one school peers were allowed to sit in during lessons so as to assist their colleagues if necessary (1.2%).

The varied responses to the ways in which school managers encouraged professional development of their educators could imply that school managers used professional development as a motivation strategy.

Question 15: *Delegation of tasks/responsibilities by school managers.*

From the responses 91.6% of the educator sample agreed that their school managers delegated tasks/responsibilities. This differed drastically from the 3.6% that indicated that their school managers did not delegate tasks/responsibilities. The question was not answered by 4.8% of the respondents. The findings indicate that delegation was an important motivation strategy at the sample schools. Delegation is highlighted by van der Westhuizen (1995: 174) as presenting "an opportunity for greater work satisfaction which, in turn, leads to increased motivation and higher morale."

Question 16: *Does your school manager grant you autonomy (freedom) to initiate your own strategies when completing a task?*

Positive responses were received from 72.3% of the educator sample, 25.3% responded negatively and 2.4% did not answer this question. The findings reveal that recognition of educator autonomy contributes to educator motivation at the sample schools. Autonomy refers to the level of control people have over their work. Similar studies by Wevers (2000), Rowley (1996), Eimers (1997), Barnabie and Burns (1994) as cited by Steyn (2002) found that the degree of autonomy that educators were given significantly influenced their motivation. Educators wanted the freedom to develop and implement their own strategies in the classroom without fearing disapproval from their school managers.

Question 17: *Opportunities to participate in making decisions about school policies.*

Table 11: Educators' responses to whether they were offered opportunities to participate in decision-making regarding school policies.

RESPONSE	SCHOOL					TOTAL
	A	B	C	D	E	
YES	15	12	9	13	6	55 (66.3%)
NO	6	3	7	4	5	25 (30.1%)
NO RESPONSE	0	0	2	1	0	3 (3.6%)
TOTAL	21	15	18	18	11	83

From the data presented in Table 9, it emerges that 66.3% of the respondents felt that their school managers provided them with opportunities to participate in making decisions about school policies, 30.1% of the educators responded negatively and 3.6% did not answer the question. These findings reveal that school managers at these sample schools view participatory decision making as a motivating force. Empirical research conducted in Gauteng and Northern Province also revealed that all the respondents in that study felt that school managers can motivate their educators by involving them in decision making processes, so that they feel part of the school (Lethoko, 2002). Furthermore, Holman (1998) in her national survey as cited by Lumby (2003) identified policy made internally or within the school as a motivating factor for educators.

Question 18: *When provided with goals are they realistic?*

It appeared from the responses as if the setting of realistic goals was one of the factors associated with educator motivation in Isipingo. This is because 66.3% of the respondents indicated that the goals that they were given were realistic, while only 32.5% were of the

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opinion that when provided with goals they were not realistic and only 1.2% did not respond to the question.

Question 19: *Are these goals agreed upon by you and your school manager?*

From the responses 61.4% indicated that school goals were agreed upon by school manager(s) and themselves, 32.5% felt differently, indicating that the goals were not agreed upon by both the school manager and the educator and 6% did not answer this question. The findings reveal that the majority (61.4%) of the respondents were involved in participatory setting of goals. The significance of shared goal setting as a motivation strategy is also supported by Locke and Latham (1970) as cited by Schultz (2003) who emphasise the importance of participation in goal setting as being acceptable to individuals for whom the goals are set.

Question 20: *Provision of support to achieve goals.*

The responses revealed that 65.1% of the educator sample felt that some type of support was provided to achieve their goals, with only 32.5% indicating that they were not provided with support while 2.4% did not answer the question.

Question 21: *System of rewards to acknowledge good performance by educators.*

Unlike question 5 which was intended to find out if educators were acknowledged for their performance(s), this question required educators to indicate whether their schools had structured system(s) to recognise good performance by educators.

Table 12: Educators' responses to whether their school had a system to acknowledge good performance by educators

RESPONSE	SCHOOL					TOTAL
	A	**B**	**C**	**D**	**E**	
YES	0	0	1	9	1	11 (13.3%)
NO	19	15	15	9	10	68 (81.9%)
NO RESPONSE	2	0	2	0	0	4 (4.8%)
TOTAL	21	15	18	18	11	83

From the responses only 13.3% indicated that there was a system of rewards to acknowledge good performance. This differed greatly from the 81.9% of respondents who indicated that there was no system of rewards to acknowledge good performance. No response was received from 4.8% of the educators.

The findings reveal that schools A and B did not have a system of rewards for their educators. This is contrary to the Expectancy theory of motivation (as outlined in chapter two) which emphasises that motivation depends on the likelihood that rewards will follow effort and that the reward is worthwhile (Armstrong, 2001). Furthermore, the above practice also differs from Mwamwenda's (1996) assertion that rewards are powerful sources of motivation for most people, irrespective of age or social status.

Question 22: *Outline of system of rewards to recognise good performance by educators.*

The response from school D was that the Integrated Quality Management System (IQMS) was employed to acknowledge good performance by educators. Since IQMS is a very new system which has been devised and implemented by the Department of Education, this would imply that school D did not have its own system of rewards to recognise good

performance by educators. The respondents at the other four schools did not reveal system(s) of rewards to recognise good educator performance.

Question 23: *Provision of feedback about educator achievement(s).*

From the responses received 38.6% indicated that they were provided with some type of feedback about their achievements and 55.4% indicated that they were not provided with feedback about their achievements.

Although more than half of the educator sample (55.4%) indicated that they were not provided with feedback about their achievements, 60.2% of the educators had indicated that they were motivated, thus implying that the provision of feedback was not a significant issue in the factors associated with the motivation of educators at the sample schools. The aforementioned finding differs from the views of Gray and Stark (1984), as cited by du Toit (1995), who argue that the effectiveness of objectives is influenced significantly by the extent of the feedback given regarding task-oriented behaviour. It serves as a guideline to keep objective –directed behaviour in line and an incentive for the individual to make a greater effort. In other words constructive feedback can motivate individuals.

Question 24: *Description of feedback provided.*

From the responses to the question that required a description of the feedback the educators received 68.8% indicated that the feedback was regular, 31.2% did not respond to the question.

Question 25: *Is the rewarding or recognising of educators for their contributions to the school done fairly?*

*Table 13: Educators' responses to whether recognition of educators'
contributions to the school success was done fairly.*

RESPONSE	SCHOOL					TOTAL
	A	**B**	**C**	**D**	**E**	
YES	3	1	1	15	6	26 (31.3%)
NO	15	8	11	1	3	38 (45.8%)
NO RESPONSE	3	6	6	2	2	19 (22.9%)
TOTAL	21	15	18	18	11	83

From the above table it is evident that only 31.3% of the respondents perceived rewarding or recognising of educators' contributions to the school as being fair, 45.8% felt differently and 22.9% did not indicate a response. The conclusion is that for a significant proportion of the educator sample (45.8%) rewarding or recognition of accomplishments was not done fairly. This equity of rewards has reference to the Equity theory as discussed in chapter two. Umstot (1984) as cited by Steyn and Mills (1996) elaborate by stating that if an individual is not fairly and justly rewarded for the task performed he/she will feel extremely unhappy about the reward/recognition given to others for the same effort. Thus the motivating behaviour will not be maintained.

Responses to **Section D** provide insight into factors that motivate and challenge educator motivation at the sample schools.

Question 1: *Factors that that the educators listed as some of the issues that motivate them at their schools.*

The responses are summarised as follows:

- Team spirit (39.8%).

- Working with children and the love of children (23%).

- Being recognised for accomplishments (22.9%).

- The love for teaching (21.7%)

- Increased responsibilities at school like spearheading specific projects (14.5%).

- The freedom to put into action new ideas (6%).

- Appreciation received from the learners (3.6%).

- The challenge of educating second language learners (2.4%).

- Regular supervision of work and assistance from school managers (2.4%).

- The open-door policy and transparency that the school managers employed (2.4%).

From the list of issues that educators felt motivated them at their schools team spirit, love for and working with children, being recognised for their accomplishments and increased responsibilities seem to be more dominant factors. Team spirit was the most frequent response (39.8%) received from the educators. Working in a team develops a sense of belonging and commitment amongst individuals which is further emphasised by Maslow in his hierarchy of needs theory. Thus team spirit can be categorised as a "leading" factor associated with the motivation of these educators.

Question 2: *Factors that the educators listed as being part of demotivators at their schools.*

The responses included the following:

✓ Large learner numbers per class (56.6%).

✓ Poor discipline of learners and learner apathy (24.1%).

✓ Inadequate resources at school (22.9%).

✓ Nepotism (16.9%).

✓ Lack of parent support (13.3%).

✓ Increased work load with too much emphasis on record keeping (10.8%).

✓ Illiteracy among learners (10.8%).

✓ Autocratic management (6%).

✓ Unsafe working conditions including the risk and occurrence of hijackings and theft (6%).

✓ Ineffective management (6%).

✓ Lack of recognition for work well done (4.8%).

✓ IQMS demands (3.6%).

✓ Red tape for petty issues like using the photocopier (2.4%).

✓ Poor salaries (2.4%).

✓ Too many meetings (2.4%).

✓ Learners that come from poverty stricken backgrounds (1.2%).

Frequent responses to factors that challenged educator motivation included large learner numbers, poor discipline of learners, learner apathy, inadequate resources at the sample schools, nepotism, lack of parent support, increased work load and illiteracy among learners. Thus these issues appear to be the more dominant factors associated with educator demotivation at the sample schools. Many of these factors which educators

claimed demotivated them refer to aspects in the work environment, for example, large learner numbers, inadequate resources, increased workload and unsafe working conditions. These issues are in line with what Herzberg refers to as hygiene factors, present in the work environment and which affects job dissatisfaction.

4.3 Analysis of the principals' questionnaires

The responses to **Section A** provided biographic information about the sample of principals.

Table 14: Principals' Biographic Information

VARIABLE	RESPONSES
1. Gender	
Male	4 (80%)
Female	1 (20%)
2. Age	
21-30	0
31-39	0
40-49	1 (20%)
50-59	4 (80%)
60-69	0
3. Qualifications	
Academic	
Matric (Grade 12)	5 (100%)
Bachelors Degree	3 (60%)
Other (Specify)	
Bachelor of Arts (Honours)	3 (60%)
Master of Arts	1 (20%)
Professional	
3 Year Teaching Diploma	4 (80%)
Higher Education Diploma (4 year)	1 (20%)
Higher Diploma in Education (1 year)	1 (20%)
Bachelor of Education (Honours)	3 (60%)
Master of Education Degree	3 (60%)
Other (Specify)	
Diploma in School Management	1 (20%)

VARIABLE	RESPONSES
5. Number of years as principal at present school	
1-5 years	1 (20%)
6-10 years	3 (60%)
11-15 years	1 (20%)
16-20 years	0
21-25 years	0
26-30 years	0

From table 14 it is evident that there are more male principals (80%) than female principals (20%).

With regard to academic qualifications all the respondents had matric (Grade 12). The principals also had varied academic and professional qualifications with 80% of the respondents having obtained masters degrees.

Twenty percent of the respondents had taught for a period of 16-20 years before attaining principalship. Twenty percent of the respondents had taught for a period of 21-25 years before being promoted to the post of principal. The remaining 60% had taught for a period of 26-30 years before attaining this senior management position. Thus all the respondents were seasoned educators before becoming principals. Their years of experience in the profession and working closely with different people suggests that they would have provided these principals insight into educators' varied work related needs as well as insight into various motivation strategies and other factors associated with educator motivation in general.

Section B focuses on strategies that the principals claimed they had initiated in their attempts to motivate educators.

Question 1: *Principals' initiatives in trying to ensure a safe working environment for their educators.*

The degree to which principals at the sample schools attempted to ensure safe working conditions was illustrated by the following list of initiatives:

◊ There was a security guard posted at the gate (60%).

◊ Policies were in place for discipline, safety and security (60%).

◊ Visitors were obliged to fill in an attendance book (40%).

◊ Installation of an alarm system together with armed response (20%).

◊ The school was properly fenced (20%).

The above list of attempts to ensure safe working environments was similar to those outlined by the educators. It can be concluded that the safety and security needs of the educators were a common concern to these principals. The aforementioned takes into consideration Maslow's view in his hierarchy of needs theory, which emphasises that the lower order safety and security needs have to be fulfilled if individuals are to be motivated. These findings relate to research question three, which aimed at identifying strategies employed by school managers to motivate their educators in the sample schools. Thus school managers in their attempts to motivate their educators considered their educators safety and security needs.

Question 2: *Do you encourage your educators to join teacher unions?*

There was a 100% positive response. School managers, in their attempts to motivate educators, encouraged the latter to join teacher unions. This implies that school managers focussed on their educators' safety security and belonging needs. These findings address

research question three, which aimed at identifying strategies employed by school managers to motivate their educators.

Question 3: *How do you assist educators in your school to develop professionally?*

The respondents provided the following responses:

♦ The educators were encouraged to attend workshops and seminars (80%).

♦ Staff development programs were initiated (60%).

♦ Educators were provided with opportunities to facilitate relevant workshops (40%).

♦ Educators were accommodated in respect of their requests related to their studies (20%).

♦ Principals encouraged educators to interact/network with other educators (20%).

Thus it can be concluded that the principals at the sample schools were focussed on enhancing and improving the skills and abilities of their educators and probably used this as a strategy to motivate their educators. The responses received from the principals were also in line with the responses received from the educator sample where 80.7% of the educators claimed that their school managers encouraged professional development. Furthermore, the explanations of how school managers encouraged professional development of their educators were similar to the responses received from the educator sample.

Question 4: *How frequently do you encourage your educators to work as a team?*

Eighty percent of the respondents indicated that they were always encouraged to work as a team, while 20% felt that this was done occasionally. With all the respondents incorporating teamwork suggests that these respondents regard teamwork as a significant motivation strategy. The above findings are similar to the responses received from the educator sample where 79.5% indicated that their school managers did encourage team work. These findings address research question three, indicating that school managers used teamwork as a motivation strategy. Furthermore team spirit has been listed by the educator sample as a major factor associated with educator motivation at the sample schools.

Question 5: *Do you encourage educators to participate in the decision making processes of the school?*

All the respondents (100%) answered in the affirmative. This differed from the responses received from the educators where 66.3% agreed that their school managers had not provided them with opportunities to participate in making decisions about school policies.

Question 6: *Do you have a system for recognising and/or rewarding educators' efforts?*

For this question all the principals (100%) responded positively. This is in stark contradiction to the responses received in the educators' questionnaire where only 13.3% of the educators indicated there was a system for recognising and rewarding educators' efforts. From the educators' responses 81.9% indicated that there was no system of

rewards to recognise good performance. One possible explanation for this discrepancy is that the principals had not devised systems of rewards in consultation with their educators. Hence the educators were not aware of the systems in place, thus the discrepancy in the responses.

Question 7: *System of recognising and/or rewarding educators' efforts.*

One principal indicated that the Integrated Quality Management System was used for recognising and rewarding educators' efforts (20%). However, it should be noted that IQMS is a fairly new Department of Education initiative which has not been developed within the school.

Other principals did not indicate any system (s) of rewards, instead they listed the following:

⇒ Verbal praise was given at staff meetings and assemblies (40%).

⇒ Tokens of appreciation and certificates of thanks for service excellence were awarded (60%).

Question 8: *Frequency of supervision of educators' work.*

Graph 5: Illustration of how often principals supervised their educators' work

FREQUENCY OF SUPERVISION OF EDUCATORS' WORK BY PRINCIPALS
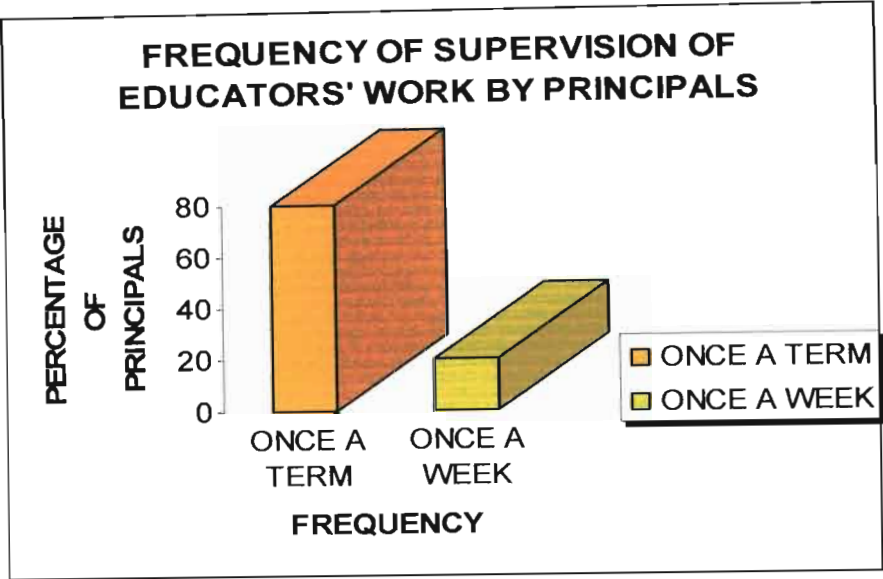
The graph above reveals that 80% of the principals claimed that they supervised their educators' work at least once a term and 20% supervised their educators' work at least once a week. These findings are similar to those received from the educators which revealed that the majority of the educators' work was being supervised. Thus supervision could be a factor associated with educator motivation at the sample schools.

Question 9: *Delegation of tasks to educators.*

All the respondents (100%) agreed that they delegated tasks to their educators. This response corresponds with the responses received from the educators where 91.6% of the educators agreed that their school managers delegated tasks and responsibilities to them. The findings imply that delegation and its related sense of responsibility could be a contributory factor to educator motivation in the sample schools.

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Question 10: *Provision of support when tasks were delegated to educators.*

All the respondents (100%) indicated that they provided support to their educators when they delegated tasks to them. Although in the responses elicited from the educators' questionnaires, only 65.1% indicated that some type of support was provided to assist them in achieving their goals the educator response is sufficiently significant to imply that support was provided by the school managers when educators were delegated tasks.

Question 11: *Do you have to coerce your educators to perform effectively?*

All the principals (100%) indicated that they did not have to coerce their educators to perform effectively. Thus the findings reveal that these principals adopted a positive approach towards managing their educators. In contrast to McCregor's Theory X (as outlined in chapter 2) where managers coerce or threaten their employees to achieve goals, these principals felt it was not necessary to resort to such extreme measures. It appears that the principals subscribe to McGregor's Theory Y where each educator is viewed as an integral part of the organisation with the potential for growth and development (Everard and Morris, 1996) and that this factor is associated with educator motivation at the sample schools.

Question 12: *Provision of regular feedback to educators about their* performances.

All 5 of the respondents (100%) indicated that they provided regular feedback to their educators about their performances. This response differed markedly from that received from the educators in their questionnaires. Only 38.6% indicated that they were provided with some type of feedback about their achievements whilst 55.4% responded that they

were not provided with feedback about their achievements. A possible explanation for this is probably that selected educators were provided with feedback as opposed to all the educators receiving feedback, hence the inconsistency in the findings.

Section C focuses on factors perceived as being demotivating to educators, challenges faced by principals in motivating their educators and principals' perceptions of educators' levels of motivation.

Question 1: *Factors that principals felt demotivated their educators at school.*

The responses included the following:

⊕   Large class sizes (80%).

⊕   Lack of parental responsibility (60%).

⊕   Workload (40%).

⊕   Lack of support from the Department of Education (40%).

⊕   Lack of promotion prospects (20%).

⊕   Language barriers (20%).

⊕   Poor salary (20%).

⊕   Safety issues in high risk areas (20%).

⊕   Managing change (20%).

Many of these factors were also referred to by the educators. Of note is that the principals did not view themselves as a demotivating factor. This is even though educators listed ineffective management as a factor that demotivated them.

Question 2: *Challenges faced by principals in motivating their educators.*

Responses to this question included the following:

- ♣ Not enough contact time to motivate educators (20%).

- ♣ Lack of understanding and appreciation of the role school managers play in the system (20%).

- ♣ Being tolerant and sympathetic while at the same time ensuring that service delivery is not compromised (20%).

- ♣ Working with some educators who are not amenable to suggestions and not willing to learn (20%).

Question 3: *Principals' perceptions of educators' levels of motivation at their schools.*

Graph 6: Principals' description of the levels of motivation of their educators
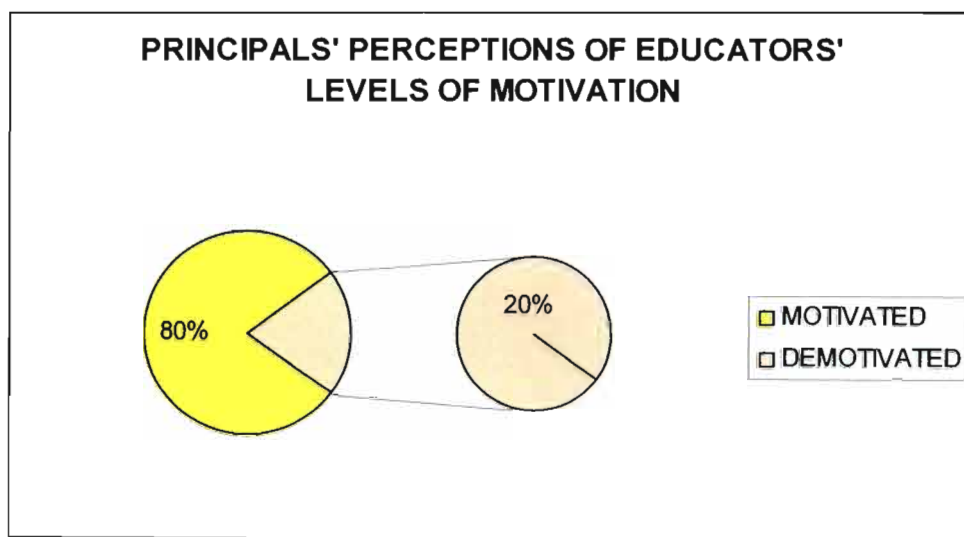
80% of the respondents indicated that their educators were motivated whilst 20% indicated that his/her educators were demotivated. The findings differ significantly from the responses received from the educator sample where 60.2% of the educators indicated

that they were motivated and 35% indicated that they were demotivated. The researcher is of the opinion that this disparity can be attributed to principals' lack of understanding of some of their educators' work related needs.

Section D explores principals' additional views on educator motivation and the design and implementation of motivation strategies principals claim to be initiating.

Question 1: *Principals' had to express any other views on educator motivation.*
The respondents provided the following views:

* This must also be done by parents and the Department of Education (20%).
* Staff needs to be continually motivated in different ways to spur them on to perform better (60%).
* In motivating the teaching staff principals should lead by example (20%).
* Motivation should be intrinsic (40%).

Question 2: *The respondents had to indicate, when designing and implementing motivation strategies, whether these were solely their own initiatives or if the educators were actively involved in the process.*
All principals (100%) indicated that the educators were actively involved in designing and implementing motivation strategies.

Question 3: *Strategies the principals claimed they employed at their schools to motivate their educators.*

The list of responses was as follows:

- ⊖ Praise and recognise educators' achievements (80%).

- ⊖ Rotation of duties (20%).

- ⊖ Open communication (20%).

- ⊖ Accommodating the educators' requests (20%).

- ⊖ Staff development programmes (20%).

- ⊖ Lead by example (20%).

- ⊖ Providing rewards like early dismissal (20%).

Eighty percent of the school managers claimed to be using praise and recognition of educator achievements as a motivation strategy. However, this differs significantly from the educators' responses where only 2.4% of the educator sample indicated that this was a motivation strategy employed by school managers. A possible explanation for this discrepancy in the findings is that this strategy was implemented in an ad hoc manner because of the lack of systems for praising and recognising educator achievements.

4.4 Analysis of the Focus Group Interviews

As mentioned in chapter three, the questionnaires did not sufficiently capture the experiences of the educators. Thus the researcher found it necessary to use focus group interviews. The discussion that follows is presented according to themes and categories emanating from gathered data.

i. **Factors that motivate educators in their work**

It should be noted that the factors, associated with educator motivation, that emerge from the ensuing discussion are as claimed by the educators in the focus group interviews.

a. *Delegation of tasks*

Educators mentioned that delegation of tasks contributed to motivating them. In school A one of the seasoned educators, teaching for over 15 years, shared her experience of how a few weeks previously her school manager delegated her the task of having to form a school environmental club. She indicated that she would have to "drive the project" and this added responsibility motivated her. The above response is in line with Herzberg's theory which cites responsibility as a motivator (Schermerhorn, Hunt and Osborn, 2003).

b. *Recognition and acknowledgement of achievements*

Many respondents referred to their experiences of being recognised and acknowledged by management for their achievements. This recognition served to motivate them. An educator at school C added, "Your efforts are appreciated." This recognition of achievements was also highlighted by an educator in school E who remarked, "The praise and positive reinforcement encouraged you to do better." In other words the recognition the educators received served as a stimulus that drove the educators to put more effort into their work. This is in line with Herzberg's theory where recognition is classified as a motivator. This view of recognition of achievements as a motivator is echoed by Wevers (2000) as cited by Steyn (2002) who concluded that educators long for recognition and praise for their performances which also serves as positive reinforcement for

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effectiveness. The above findings are also in line with the reinforcement theory, with particular reference to positive reinforcement which revolves around the assumption that application of a positive event as a consequence of an individual's behaviour can increase the frequency of that particular behaviour (Schultz et. al, 2003). The researcher is of the opinion that recognition of accomplishments also increases an individual's self-worth which in turn boosts the individual's self-esteem. Maslow, in his hierarchy of needs theory, emphasised the esteem needs. Recognition of educators' achievements by school managers contribute towards fulfilling this need. Drawing from Maslow's hierarchy of needs theory it appears that the respondents were concerned with Maslow's higher order needs rather than the lower order needs. This is also in line with Steyn's (2002) view that educators who feel that their status and self esteem needs are not being fulfilled can become discouraged.

c. *Interpersonal relationships*

Educators in schools B and D indicated that they were motivated by interpersonal relationships between themselves and the school managers. At school D an educator indicated that the "communication and good rapport" that the school manager had with her is what motivated her. She stated that, "He gives you a good hearing even on personal issues and does not put down your requests." Another educator spoke about how her school manager was constantly encouraging her to further her studies in the profession. His concern and interest in her personal and professional growth motivated her. The above responses indicate that the school manager motivated his educators by displaying an interest in their personal lives and professional growth. However, this finding is in

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contradiction to Herzberg's theory where he classified interpersonal relationships as a hygiene factor and not as a motivator. The findings in this study would clarify interpersonal relationships as a motivating factor.

Thus the findings reveal that school managers motivated their educators through delegation of tasks, recognition of accomplishments and by maintaining good interpersonal relationships between themselves and the educators.

ii. **Educators' perceptions of the role school managers should play in motivating their educators**

Although there was a groundswell of opinion from all the interviewees in all 5 of the sample schools that one of the tasks of the school manager should include the motivation of his/her staff, one educator at school A vehemently disagreed. She stated that, "Some educators do not rely on the management to be motivated. These educators are self-motivated."

iii. **Educators' perceptions of how school managers could motivate their educators.**

a. *Recognition of accomplishments*

Educators felt strongly that they should be complimented for their accomplishments. They believed that the school manager should "use praise or positive reinforcement." An educator in school A made the following comment: "Not only should learners be rewarded and recognised for their achievements but educators as well, as this will boost our self-image so we can better our performances." The researcher is of the opinion that

the above comment aptly describes the urgent need for rewards and recognition for educators. This was also evident in the responses received from the educators' questionnaire where 45.8% of the respondents indicated that they were not recognised for their accomplishments and 81.9% of the sample educators indicated that there was no system of rewards to recognise good performance.

b. *Team work*

In school B an interviewee felt that Level One educators and the school management team should share the same vision and mission of the school. Another educator exclaimed,"They (management members) should get off their high horses and come down to grass roots level and work with the educators." The educators felt that it was important to work together instead of working as separate entities. This idea was also expressed through a comment made by an educator in school A. She pointed out that, "Together we can achieve more." From the above it is evident that the educators felt it necessary for the school managers to work in unison with them. The researcher adds that if there is a spirit of common purpose together with team work then this polarity or division which the researcher terms the "us and them syndrome" may not occur.

c. *Support and guidance*

At school E an educator felt strongly that school managers should be supportive and that they should provide proper guidelines for the educators. The educator elaborated that when "providing support the school manager should not be judgemental but developmental in his/her approach." Lack of support can result in an individual feeling

unsure, vulnerable and frustrated. These feelings will impact negatively on motivation. Educators would also like to know what is expected of them. Thus to enhance motivation educators believe that support together with proper guidelines regarding the tasks are essential.

iv. **Factors that motivated educators in their schools**

a. *Human relations and affiliation*

In school A an educator stated that it was the good human relations at the school that motivated her. She added, "I was absent for just one day. When I returned to school the next day, two of my colleagues told me that I was missed." She went on to add, "You feel wanted in this place." Positive human relations at this school or the "togetherness" that existed amongst the educators was also echoed by an educator at school E. She made the following comment. "If someone is absent, we miss that person because we are like one family." From the aforementioned responses it is evident that these educators place a high premium on positive staff relations and belonging. These responses are in line with Maslow's higher order belonging and love needs which emphasise social needs and feelings such as the desire for belonging, acceptance, understanding and friendship. These responses also concur with McClelland's theory where he points out that some individuals have a predominant need for affiliation. Thus it seems that positive human relations and belonging motivated these educators.

b. *Intrinsic factors*

Educators at the sample schools also spoke of their love for children and the achievement by the learners that motivated them. Some educators highlighted their passion for teaching, which Herzberg refers to as the 'work itself', as the major motivating factor.

v. Factors that challenged educator motivation at the sample schools

a. *Work overload*

At school A the educators all felt that they were overburdened with administrative work and that work overload really demotivated them. One educator replied, "All that paperwork is not our job. It is really nerve wrecking." They also felt that with them being engaged in so much of administrative work a lot of teaching (contact) time was lost. Educators at all 5 sample schools mentioned that the lack of parent involvement demotivated them as it contributed to work overload. A similar study by Wevers (2000) as cited by Steyn (2002) also found that the lack of parent commitment is a great concern to most educators. It places increased pressure on the already overburdened educators who have not only to do their job of teaching but in many cases they are forced to take over the responsibilities of the parents. These responsibilities included providing meals for some learners, supervising the learners after school hours to ensure that their homework was completed as well as supervising the learners after school hours while they waited for their transport.

The issue of work overload is also referred to by Herzberg as a hygiene factor that affects job dissatisfaction. However, for these educators, work overload has contributed to their demotivation.

b. *Working conditions*

At all 5 sample schools the educators expressed great dissatisfaction about the large number of learners in the classrooms. Educators in both schools B and E spoke openly about poor hygiene conditions in their schools. One educator at school E retorted, "There is just one toilet for 18 females." At school B a seasoned female educator expressed the following view: "The school itself should be appealing so that you feel like coming to school and giving of your best." In other words the uninspiring physical environment of the schools had contributed to educator dissatisfaction. This finding is in line with Herzberg's theory which categorises working conditions as a hygiene factor that affects job dissatisfaction. Following Herzberg's line of thought, improving the working conditions may reduce or eliminate the dissatisfaction felt by the educators and create conditions where the educators may be motivated.

At school E a newly appointed educator spoke about the lack of communication between her school manager and herself. She added that the "policing attitude of some management members" really demotivates her. Another educator elaborated as follows, "Instead of supporting and guiding the educators, management members peep into your classroom to see if you are doing anything wrong." This she concluded demotivates many educators at the school. In other words it is the attitude of some of the school managers as well as lack of proper communication channels between school managers and some

educators that contribute to educator dissatisfaction. This finding is in line with Herzberg's theory which refers to these interpersonal relations as maintenance or hygiene factors that are present in the work environment and influences job dissatisfaction.

c. *Management*

At school C the educators expressed their dissatisfaction with the management members. This feeling was also experienced by educators at schools B and E. One educator at school E stated, "They are not role models," thus implying that the school managers should lead by example.

d. *Promotion*

Another factor that educators at the sample schools claimed demotivated them was the lack of opportunities for promotion. Promotion as a motivating factor is echoed by Herzberg who points out that opportunities for advancement influence job satisfaction. Fewer opportunities for promotion in the same school may lead to job dissatisfaction, thus impacting on motivation.

4.5 Conclusion

The aim of this study was to investigate the factors associated with the motivation of primary school educators in Isipingo. The research design was structured using questionnaires and focus group interviews to illicit responses related to the topic. Thus this chapter presented and discussed the findings derived from the questionnaires and the

focus group interviews. The findings reveal that 60.2% of the educator sample was motivated. Dominant factors associated with the motivation of primary school educators in Isipingo include team spirit, positive human relations, recognition and appreciation for their efforts, increased responsibilities and professional autonomy. A large percent (86.7%) of the educator sample felt that school managers should play pivotal roles in motivating them. The next chapter summarises the main findings and the information gathered in this chapter. It also makes recommendations and highlights related issues for future research.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study (5.1), presents the main findings of the questionnaires and the focus group interviews (5.2), outlines the main conclusions emanating from the findings (5.3), offers recommendations regarding motivation strategies that can be employed by school managers in Isipingo primary schools (5.4) and puts forward recommendations with regard to related issues for future research (5.5).

5.2 Summary of the study

As already mentioned, the focus of this study was to identify the factors associated with the motivation of primary school educators in Isipingo. With regard to the literature review, a conceptual framework for this study was highlighted and selected motivation theories were discussed. This study involved both qualitative and quantitative research designs. A case study methodology was used. Through a process of random sampling, five schools in Isipingo were selected. All the principals and Level One educators employed by the Department of Education, at the sample schools, were targeted for this study. The research instruments included questionnaires and focus group interviews. The questionnaires were directed at the educators and principals. Focus group interviews were conducted with educators at the sample schools. Data analysis included frequency counts and content analysis.

5.3 **Main findings of the study**

Emanating from the study are the main findings which are summarised according to the research questions.

Research question (1): *What are the main factors that motivate educators in their work in the sample schools?*

Factors found to be associated with educator motivation fall into three categories. These include factors in the work environment, management factors and personal factors. The table below outlines the factors that the educators claimed contributed towards motivating them.

Table 15: Factors associated with the motivation of educators at the sample schools

Factors in the work environment	Management factors	Personal factors
1. Team spirit.	Open door policy encouraged by school managers.	Love for children.
2. Positive human relations.		Love for teaching.
3. Interaction with children.		
4. Recognition and appreciation of efforts.		
5. Delegation of tasks.		
6. Professional autonomy.		

Research question (2): *What are the educators' experiences and perceptions of the role of the school manager in motivating them at school?*

With regard to the educators' perceptions on whether the school managers should play a role in motivating them, there was an overwhelming response in support of this with 86.7% of the respondents indicating that school manager(s) should be responsible for the

motivation of educators in their work. However, an alarming 63.9% of the respondents (educators) revealed that their school managers did not initiate strategies to motivate them. Those educators who did indicate that their school manager(s) initiated strategies to motivate them shared the following experiences.

i. Added responsibilities through delegation of tasks.

ii. Encouraging personal and professional growth.

iii. Accepting and implementing ideas put forward.

iv. Acknowledging, recognising and praising achievements.

v. Being supportive and compassionate, even on personal issues

vi. Encouraging team work.

Research question (3): *What strategies do school managers in the sample schools employ to motivate their educators in their work?*

Although 63.9% of the educators revealed that their school managers did not initiate strategies to motivate them, the findings from the questionnaires and focus group interviews revealed that the principals employed the following strategies:

- Teamwork.

- Delegation of tasks.

- Regular supervision of educators' work.

- Encouraging professional development of educators.

- Granting educators professional autonomy.

- Recognising educators' accomplishments.

- Participatory decision making regarding school policies.

- Rotation of duties.

- Open door communication.

Research question (4): *What factors challenge(s) educator motivation in the sample schools?*

The respondents indicated a wide range of factors that have contributed to their demotivation. The factors found to be associated with educator demotivation fall into three categories. These include factors in the work environment, management factors and community factors. The table on the next page outlines the factors that the educators felt contributed towards demotivating them.

Table 16: Factors that contributed to the demotivation of educators

Factors in the work environment	Management factors	Community factors
1. Lack of opportunities for promotion.	Nepotism by management.	Lack of parental involvement.
2. Work overload mainly through increased administrative work.	Ineffective management team.	
3. Poor hygiene conditions in school.	Autocratic management.	
4. Over crowded classrooms.	Inconsistent application of school policies by management members.	
5. Inadequate resources and the 'red tape' attached to the use of the little resources available.		
6. Poor learner discipline, learner apathy and illiteracy.		
7. Crime at school.		
8. Lack of adequate support and training to cope with changes.		

The findings reveal that a variety of factors in the work environment, together with factors related to management and a lack of parental involvement have contributed to educator demotivation.

Research question (5): *What relevance do the motivation theories and findings of the study have for school managers in developing motivation strategies for educators in the Isipingo primary schools?*

The above research question relates to the recommendations and will therefore be discussed in that section.

5.4 Conclusions emanating from the findings

The conclusions are derived from the findings of this study and will be discussed according to themes.

a. Team work and positive human relations

The findings revealed that the educators in the sample schools were motivated to a large extent by team spirit and togetherness amongst the staff members at their schools. It is the very nature of the relationships formed through the team, the interaction of the individuals concerned and the common goal that provide the motivating force (Nathan, 2000). Working in teams assists in fostering a sense of belonging and commitment amongst individuals, which Ngcongo (1995) claims is an important factor in worker motivation. The findings are also in line with Maslow's hierarchy of needs theory which emphasises the need for love and the desire to belong. Thus it can be concluded that the

educators at the sample schools placed a high premium on team work and positive human relations.

b. *Higher level needs*

The findings revealed that other dominant factors that contributed to the motivation of the educator sample included being recognised and appreciated for one's efforts, increased responsibilities through delegation of tasks and professional autonomy. It is evident from the above that these educators were also motivated by what may be referred to as Maslow's higher level needs, namely, belonging, self esteem and self- actualisation.

c. *Rewards and recognition of good performance*

The educator sample indicated that recognition and appreciation of their efforts contributed towards motivating them. The need for recognition and rewards are emphasised in the reinforcement theory, expectancy theory and theories put forth by Maslow and Herzberg. These theories emphasise recognition of accomplishments as a motivator. This study has also concluded that recognition of one's efforts is a contributory factor with regard to educator motivation at the sample schools. Furthermore 81.9% of the educators claimed that there was no system of rewards to recognise good performance(s). This contradicts the claims made by the school managers at these sample schools that they used recognition of educators' achievements as a motivation strategy. Possible explanations for this discrepancy could be that perhaps rewarding educators for their efforts was done in an ad hoc manner without a structured system or that school managers devised the reward system(s) without consulting their educators.

d. *Individual work related needs*

Although all the school managers in the sample schools listed motivation strategies which they claimed they employed, 63.9% of the educator sample revealed that their school managers had not initiated strategies to motivate them. The conclusion reached by the researcher is that lack of insight by the school managers to determine individual work related needs had contributed to this discrepancy in the findings. This implies that school managers were probably working on the general needs of their educators, giving individual work related needs little or no consideration. McClelland in his learned needs theory emphasised that different needs predominate in different people. Thus it is necessary for school managers to focus on these individual work related needs when devising motivation strategies.

e. *Factors that challenge educator motivation*

The findings revealed a range of factors contributed to educator demotivation. However, on categorising these factors, it can be concluded that factors in the work environment together with factors related to management and a lack of parental involvement contributed to educator demotivation.

f. *Theories of motivation*

The findings revealed that factors associated with the motivation of educators in Isipingo link with Maslow and Herzberg's theories which are in essence content theories. However it was evident that the reinforcement and process theories of motivation hardly link with the factors or had been given insufficient attention.

5.5 Recommendations regarding motivation strategies

In light of the main findings and conclusions inferred thereof, the following recommendations are offered:

Insight into and integrating the motivation theories

In devising motivation strategies it is important for school managers to have some insight into the various theories of motivation. The complex nature of people together with their individualism makes it difficult to have a single theory that addresses the needs and motivation of all individuals. Each theory, no matter how influential, has its strengths and weaknesses providing a framework for understanding motivation from a particular perspective. It is clear from the findings that no single theory can provide all the answers. School managers should therefore consider integrated approaches when devising strategies for motivating educators. School managers who understand motivation theories will therefore be able to arouse, direct and sustain the behaviour of their educators far better than school managers who do not understand the theories (Schultz et. al, 2003).

Individual needs

From the responses received from the educator sample where 63.9% indicated that their school managers did not initiate strategies to motivate them, it was apparent that the school managers were probably working on the general needs of their educators instead of looking closely at each educator's individual work related needs. It is important to emphasise that needs differ from person to person. McClelland in his learned needs theory (as discussed in chapter 2) identified three sets of needs which he concluded predominate in different people. These needs were needs for achievement, power and

affiliation. Drawing from the above school managers need to identify the dominant need of the educator and strive to develop individual approaches with regard to devising motivation strategies whereby individual needs can be met.

Job Enrichment

With regard to the factors in the work environment, educators revealed that lack of promotion contributes to their dissatisfaction. Individuals become frustrated because of unfulfilled personal and professional goals. Limited number of promotion posts can result in increased dissatisfaction amongst senior educators. Furthermore school managers cannot create promotion posts to satisfy this need for professional advancement. Instead school managers need to look at job enrichment. Job enrichment involves restructuring and redesigning the job to make it more meaningful, challenging and interesting for the employee (Badenhorst and Scheepers, 1995). Ellis and Bernharat (1992), as cited by Gullat and Bennet (1995), maintain that job enrichment strategies for educators should provide adequate opportunities for challenge and advancement. This will satisfy the achievement motive (as referred to by McClelland in his learned needs theory) of those with high growth needs. In other words job enrichment strategies should be aimed at eliciting more challenge, creating greater responsibility and providing opportunities for achievement, recognition and growth. Job enrichment can be achieved through redesigning an educator's workload and offering him/her more senior responsibilities. Thus the educator's higher order needs, as outlined by Maslow and Herzberg, are fulfilled. Furthermore, redesigning an educator's workload will include setting of goals

for the educator. In this regard the school manager has to consider the motivational mechanisms in goal setting as outlined in the goal setting theory.

School management

With regard to the factors that challenged educator motivation the findings revealed various issues related to school management contributed towards educator demotivation. These issues included nepotism, inefficiency and inconsistent application of policies by school managers. Steyn and van Niekerk (2002:163) maintain that it is essential for school managers to earn respect and credibility before initiating the motivation process. They add, "The more respect and credibility the teacher (educator) perceives the principal to have the greater the motivational ability of the principal." To sum this up the school manager(s) should lead by example.

Factors in the work environment

Educators also alluded to the factors in the work environment that contributed to their dissatisfaction. Some of these factors included increased workloads, poor hygiene conditions, inadequate resources and poor learner discipline. These factors can be attended to by the school manager. Furthermore, drawing from Herzberg's theory, school managers should ensure that causes of dissatisfaction are removed and opportunities for satisfaction are increased. This would also create conditions where educators may be motivated (Steyn and van Niekerk, 2002).

Rewarding and recognising good performances

From the analysis of the educators' questionnaires 81.9% of the respondents claimed that their schools did not have systems of rewards to recognise good performances. The educators also revealed that recognition and appreciation of their efforts contributed towards motivating them. Drawing from the literature review the expectancy theory acknowledges that individuals are motivated by different rewards and school managers should link educator performance to valued rewards. Thus school managers at these schools need to take cognisance of the expectancy theory and the positive reinforcement theory which emphasise the need for rewards. In rewarding individuals it is also important for school managers to ensure that this is a fair process. To elaborate, the equity theory suggests that individuals are motivated by the desire to be treated equitably and demotivated if treated differently. Individuals compare their efforts and rewards to the efforts and rewards of others. For this reason rewards must be perceived as fair if they are to be motivating (Swanepoel et. al, 2003). Thus school managers together with the parents and educators need to investigate proper systems for rewarding good performance by the latter.

5.6 Recommendations for future research

On the basis of the literature review and the main findings made earlier in this chapter, this section will refer to recommendations for future research.

The findings reveal that the individual needs of most educators were not being given sufficient attention. The researcher is of the opinion that school managers were working

on a general estimate of what their educators' needs were. The motivation practices as outlined by the school managers indicate the lack of a sound integrative theoretical approach. Perhaps future research should look at developing effective strategies or programmes that will assist school managers in identifying their educators' salient work related needs. In addition the school managers' use of various techniques to address these needs should be investigated.

Educators have the important task of educating our future leaders. Although 86.7% of the educator sample felt that school managers should play pivotal roles in motivating them in their work, perhaps future research should explore how the various stakeholders in education (Department of Education, parents, school governing bodies and educator unions) can contribute towards motivating educators.

Schools reflect the culturally diverse society that we live in. Furthermore many of the theories discussed in the literature review originated in the United States of America. These theories are based on and reflect the culture of that society. Therefore future research needs to focus on the impact of various motivation strategies on educators from culturally diverse backgrounds. This may even give rise to motivation theories that are not only applicable to but reflect our rainbow nation.

Finally, as previously mentioned the findings of this study revealed that educators believed that school managers should play crucial roles in motivating them. However, educators claimed that school managers themselves contributed towards educator

demotivation. School managers adopt differing leadership styles, thus future research needs to investigate the influence of differing leadership styles with regard to the motivation of educators.

5.7 Conclusion

An individual's motivation to work is made up of drives, forces and influences that cause the person to want to achieve specific goals (Bennett, 1995). Therefore school managers require insight into the factors associated with educator motivation so that they can induce educators to work harder, more efficiently and with greater enthusiasm, thus contributing to the effectiveness of the organisation. This study concluded that the factors associated with the motivation of primary school educators in Isipingo were team spirit, positive human relations, love for children and teaching, recognition and appreciation of educators' efforts, increased responsibility through delegation of tasks and professional autonomy. Furthermore the majority of the educator sample felt strongly that the school managers should play pivotal roles in motivating them. With regard to the factors that challenged educator motivation these varied from factors inherent in the work itself, inefficiency displayed by some management members to lack of parental involvement. Factors that were found to challenge educator motivation were found in the environment (school) and can be addressed by the school managers who should make attempts to eliminate these factors. The findings also revealed that school managers were working on general estimates of what their educators' needs were instead of focusing on each educator's salient work related needs. Thus it is imperative that school managers, in consultation with their educators, look seriously into devising and implementing

individual motivation strategies that will influence educators to perform at their optimum levels of efficiency so that they can contribute towards the fundamental goal of teaching and learning. In addition, there being no single best motivation theory, school managers need to look at motivation strategies from an integrated perspective.

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APPENDIX A

QUESTIONNAIRE FOR THE EDUCATOR
SECTION A
BIOGRAPHICAL INFORMATION
Place a cross in the appropriate block.

1. Gender

Male		Female	

2. Age

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

3. Qualifications

ACADEMIC		PROFESSIONAL	
Matric		3 Year Teaching Diploma	
Bachelors Degree		4 Year Higher Education Diploma	
Other (Please specify)		Higher Diploma in Education (1 year)	
		B. Paed. Degree	
		B. Ed. (Honours)	
		M.Ed. Degree	
		Ph.D	
		Other (Please specify)	

4. Number of years teaching experience

1-5		6-10	
11-15		16-20	
21-25		26-30	

5. Number of years at present school

1-5		6-10	
11-15		16-20	
21-25		26-30	
31-35			

6. Post

Permanent		Temporary	

SECTION B

Answer questions 1 and 2 by placing a cross in the appropriate block.

1. Do you think that school manager/s should be responsible for the motivation of educators?

<div align="center">Yes ☐   No ☐</div>

2. Have your school manager/s initiated strategies to motivate you?

<div align="center">Yes ☐   No ☐</div>

3. If yes, briefly describe your experience(s).

_____
_____
_____
_____
_____
_____

4. List some ideas on how your school manager/s can motivate you as an educator.

_____
_____
_____
_____
_____
_____

5. Place a cross in the box which best describes you as an educator.

Highly Motivated	☐
Motivated	☐
Demotivated	☐
Uncertain	☐

6. Place a cross in the box which best describes the majority of educators at your school.

Highly Motivated	☐
Motivated	☐
Demotivated	☐
Uncertain	☐

SECTION C

This section comprises questions that require you to place a cross in the appropriate block. Some questions may require explanations.

1. Does your school manager encourage educators to join trade unions?
   Yes ☐   No ☐

2. Does your school manager encourage safe working conditions at school?
   Yes ☐   No ☐

3. If yes, please provide a brief description of the attempts by your school to ensure safe working conditions.

   _____

   _____

   _____

4. Do you feel that you are part of the school?
   Yes ☐   No ☐

5. Are you recognised for your accomplishments?
   Yes ☐   No ☐

6. If yes, please describe how your accomplishments are recognised.

   _____

   _____

   _____

7. Are opportunities created at your school for you to develop to your full potential?
   Yes ☐   No ☐

8. If yes, please explain how.

_____

_____

_____

9. How would you describe your job?

	Yes	No
Interesting		
Challenging		

10. Does your school manager encourage team work?

        Yes ☐   No ☐

11. Is your work supervised by your school manager?

        Yes ☐   No ☐

12. If yes, how frequent is your supervision?

Once a week ☐   Once a month ☐   Once a term ☐   Other ☐ (specify) ....

13. Does your school manager encourage professional development of educators?

        Yes ☐   No ☐

14. If yes, please explain how.

_____

_____

15. Does your school manager delegate tasks/responsibilities?

        Yes ☐   No ☐

16. Does your school manager grant you autonomy (freedom) to initiate your own strategies when completing a task?

        Yes ☐   No ☐

17. Are you provided with opportunities to participate in making decisions about school policies?

        Yes ☐   No ☐

18. When provided with goals, are they realistic?

        Yes ☐   No ☐

19. Are these goals agreed upon by you and your school manager?

        Yes ☐   No ☐

20. Are you provided with some type of support to achieve your goals?

 Yes ☐   No ☐

21. Does your school have a system of rewards to recognise good performance by educators?

 Yes ☐   No ☐

22. Briefly outline the system.

_____

_____

23. Are you provided with some type of feedback about your achievement/s?

 Yes ☐   No ☐

24. If you are provided with feedback how would you describe it?

Regular	
Specific	

25. Is the system of rewarding or recognising of educators for their contributions to the school applied fairly?

 Yes ☐   No ☐

SECTION D

1. List some of the factors that motivate you at your school. (For example recognition of accomplishments, increased responsibilities)

_____

_____

_____

_____

_____

2. List some of the factors that demotivate you at your school. (For example inadequate resources, large learner numbers)

_____

_____

_____

_____

_____

Thank you for your co-operation and time.

QUESTIONNAIRE FOR THE PRINCIPAL

SECTION A
BIOGRAPHICAL INFORMATION

Place a tick in the appropriate block.

1. Gender

Male		Female	

2. Age

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

3. Qualifications

ACADEMIC		PROFESSIONAL	
Matric		3 Year Teaching Diploma	
Bachelors Degree		4 Year Higher Education Diploma	
Other (Please specify)		Higher Diploma in Education (1 year)	
		B. Paed. Degree	
		B. Ed. (Honours)	
		M.Ed. Degree	
		Ph.D	
		Other (Please specify)	

4. Number of years teaching experience prior to becoming a principal

1-5		6-10	
11-15		16-20	
21-25		26-30	

5. Number of years experience as a principal at present school

1-5		6-10	
11-15		16-20	
21-25		26-30	

SECTION B

- Place a cross in the appropriate block.
- In the case of open-ended questions, write your answers in the space provided.

1. List some of your initiatives in trying to ensure a safe working environment for your educators.

_____

_____

_____

_____

2. Do you encourage your educators to join teacher unions?

Yes ☐   No ☐

3. How do you assist educators in your school to develop professionally?

_____

_____

_____

_____

_____

4. How frequently do you encourage your educators to work as a team?

Always ☐   Occasionally ☐   Never ☐

5. Do you encourage educators to participate in the decision-making processes at school?

Yes ☐   No ☐

6. Do you have a system for recognising and/or rewarding educators' efforts?

Yes ☐   No ☐

7. If yes, please elaborate on how the system(s) function(s).

_____

_____

_____

_____

8. How frequently do you supervise the work of your educators?

At least once a term ☐   At least once a month ☐
Once a week   ☐   Not at all   ☐

9. Do you delegate tasks to your educators?

          Yes ☐   No ☐

10. If you delegate tasks, do you provide support to your educators?

          Yes ☐   No ☐

11. Do you have to coerce your educators to perform effectively?

          Yes ☐   No ☐

12. Do you provide regular feedback to your educators about their performances?

          Yes ☐   No ☐

SECTION C

1. Drawing upon your experiences with educators at your school, list some of the factors that, you feel, demotivate them.

_____

_____

_____

_____

_____

2. List some of the challenges you face in motivating your educators.

_____

_____

_____

_____

3. How would you describe most of the educators at your school?

      Motivated ☐   Demotivated ☐

SECTION D

1. What are your views on motivating your teaching staff?

_____

_____

_____

_____

2. When designing and implementing motivation strategies, are they:

☐ solely your own initiatives or,

☐ is the staff actively involved in the process?

3. List some of the strategies that you employ at your school to motivate educators.

_____

_____

_____

_____

_____

Thank you for your time and co-operation.

APPENDIX C

Interview schedule for educators

1. **Introduction**:

- Thank interviewees for participation

- Personal introduction: The interviewer (researcher) introduces herself and then gets to know the interviewee (e.g., age, post level, number of years of teaching experience, qualifications, etc.)

- Explain the purpose of the interview

- Stress confidentiality and anonymity of the school and interviewee.

2. **Questions**:

i. Share some of your experiences of how your school manager(s) has/have motivated you in your work.

ii. What are your perceptions of the role of the school manager in motivating educators?

iii. Discuss some of the factors that motivate you as an educator in your school.

iv. What are some of the factors that demotivate you in your school?.

3. **Closure**:

- Researcher thanks the interviewees.

- Request permission from the interviewees for further contact to clarify certain issues if necessary.

APPENDIX D

<div align="right">

114 Braeside Avenue
Bellair
4094

Tel/fax: 4654663
16 May 2005

</div>

Mr   M G Gumede

Sir

Academic Research: Request for permission to conduct a research study on educator motivation

At present I am pursuing my Master of Education Degree at the University of KwaZulu-Natal. A prerequisite of this degree is a thesis involving research which I am currently initiating. The focus of my study is educator motivation. The primary aim of this proposed research is to investigate the factors associated with the motivation of primary school educators in Isipingo. My supervisor is Ms Thandi Ngcobo, a lecturer at the University of KwaZulu-Natal, Edgewood Campus. It is my intention that the information obtained be made available to school managers as well as the Department of Education.

I hereby request permission to conduct the aforementioned research study at the following 5 schools in Isipingo : *[The names of the schools have been excluded to ensure anonymity]*. These schools have been randomly selected and permission will also be obtained from the school principals. The invaluable assistance of the staff and principal is required in completing the relevant questionnaires. In addition a sample of educators will be interviewed.

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

Your kind assistance in this matter will be appreciated.

Yours faithfully

R. Naidoo (Mrs)

APPENDIX E

<table>
<tr><td rowspan="2"></td><td>PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS</td><td>Tel: 033 341 8610
Fax:033 341 8615

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201</td></tr>
</table>

INHLOKOHHOVISI	**PIETERMARITZBURG**	**HEAD OFFICE**

Enquiries: Imibuzo: Sibusiso Alwar Navrae:	Reference: Inkomba: 0038/05 Verwysing:	Date: Usuku: 2005/05/18 Datum:

To: Mrs Renuka Naidoo

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted,** except in exceptional cases with special approval of the KZNDoE.
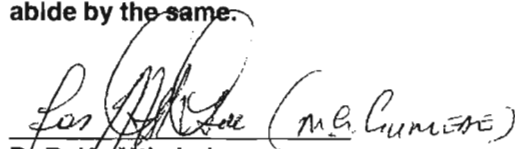
The research is not to be conducted during the fourth school term, except in cases where the KZNDoE deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

Dr B. H. Mthabela
Director: Research Strategy, Policy Development and Education Management Information Systems

APPENDIX F

UNIVERSITY OF
KWAZULU-NATAL

RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL: ximbap@ukzn.ac.za

7 APRIL 2006
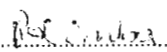
MRS. R NAIDOO (204515984)
EDUCATION

Dear Mrs. Naidoo

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/06063A

I wish to confirm that ethical clearance has been granted for the following project:

"Factors influencing the motivation of primary school educators in the Isipingo Ward, eThekwini Region"

Yours faithfully

MS. PHUMELELE XIMBA
RESEARCH OFFICE

PS: The following general condition is applicable to all projects that have been granted ethical clearance:

THE RELEVANT AUTHORITIES SHOULD BE CONTACTED IN ORDER TO OBTAIN THE NECESSARY APPROVAL SHOULD THE RESEARCH INVOLVE UTILIZATION OF SPACE AND/OR FACILITIES AT OTHER INSTITUTIONS/ORGANISATIONS. WHERE QUESTIONNAIRES ARE USED IN THE PROJECT, THE RESEARCHER SHOULD ENSURE THAT THE QUESTIONNAIRE INCLUDES A SECTION AT THE END WHICH SHOULD BE COMPLETED BY THE PARTICIPANT (PRIOR TO THE COMPLETION OF THE QUESTIONNAIRE) INDICATING THAT HE/SHE WAS INFORMED OF THE NATURE AND PURPOSE OF THE PROJECT AND THAT THE INFORMATION GIVEN WILL BE KEPT CONFIDENTIAL.

cc. Faculty Research Office (Derek Buchler)
cc. Supervisor (Ms. T Ngcobo)

APPENDIX G

<div align="right">
114 Braeside Avenue
Bellair
4094

Tel/fax: 4654663
11 May 2005
</div>

The Principal

Sir/Madam

Academic Research: Request for permission to conduct a research study on educator motivation

At present I am pursuing my Master of Education Degree at the University of KwaZulu-Natal. A prerequisite of this degree is a thesis involving research which I am currently initiating. The focus of my study is educator motivation. The primary aim of this proposed research is to investigate the factors associated with the motivation of primary school educators in Isipingo. My supervisor is Ms Thandi Ngcobo, a lecturer at the University of KwaZulu-Natal, Edgewood Campus. She can be contacted telephonically on 031-260 2494 or via email at ngcobot9@ukzn.ac.za. It is my intention that the information obtained be made available to school managers as well as the Department of Education.

I hereby request permission to conduct the aforementioned research study at your school. The invaluable assistance of you and your staff is required in completing the relevant questionnaires. In addition a sample of educators will be interviewed.

The educators who participate in this study will do so voluntarily. In conducting this study I will ensure that normal learning and teaching will not be disrupted, and that all participants and your school will remain anonymous.

Your kind assistance in this matter will be appreciated.

Yours faithfully

R. Naidoo (Mrs)

APPENDIX H

114 Braeside Avenue
Bellair
4094

Dear Sir/Madam

Re: Informed Consent

At present I am pursuing my Master of Education Degree at the University of KwaZulu-Natal. A prerequisite of this degree is a thesis involving research which I am currently initiating. The focus of my study is factors associated with educator motivation. The primary aim of this proposed research is to investigate factors associated with the motivation of primary school educators in Isipingo. My supervisor is Dr Thandi Ngcobo, a lecturer at the University of KwaZulu-Natal, Edgewood Campus. She can be contacted telephonically on 031-260 2494 or via email at ngcobot9@ukzn.ac.za.

It is my intention that the information obtained be made available to school managers to enhance the motivation of educators. At the very least this study will provide insight into some of the theories and their management implications. Thus your perceptions and experiences at your school form a vital part of this study. In this study all educators and principals in the 5 selected schools in Isipingo will be asked to complete questionnaires. The 5 schools have been chosen through a process of simple random sampling. The questionnaire should take about 30 minutes to complete. In addition to the above, educators at each school will be selected to participate in a group interview. In the interview process educators will be asked questions related to their work experiences. The interview session will occur once and will be 40 minutes in duration. The selection of participants will be done according to number of years teaching experience as well as gender representation. To facilitate the flow of the interview there will be an audio recording of the process.

There will be no pain or discomfort involved in your participation. There is also no risk to your safety. Although you may not benefit directly, you may be exposed to motivation strategies which you would like to see implemented at your school.

In order to ensure anonymity the names of the schools, principals and educators will not be required in the questionnaire or the interview. In other words your name will not appear in any of the data forms. Although you will remain anonymous your perceptions and experiences form a vital part of the study and will be used accordingly.

Your participation in this study is voluntary. If you decide to participate you are free to withdraw your consent and to discontinue participation at any time. Furthermore a decision not to participate will not result in any form of disadvantage. The data gathered through the questionnaires and audio tapes will be disposed of after submission of the thesis. Questionnaires will be shredded and audio tapes will be incinerated.

Further information regarding this study can be obtained from Renuka Naidoo at 031 4654663 or 0843183821.

Thanking You
Renuka Naidoo

DECLARATION BY PARTICIPANT

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

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

....
SIGNATURE OF PARTICIPANT

....
DATE

P.S. To provide you, the participant, the opportunity to read, understand and question the information given before you provide consent, the researcher will collect this document on ....