

**Assessing the level of job satisfaction of some educators in the  
Vaal Triangle**

**Tessa Louise Lloyd**

12806749

A mini-dissertation submitted in partial fulfilment of the requirements for  
the degree

**Master of Business Administration**

at the

Potchefstroom Business School

Potchefstroom Campus of the North-West University

Supervisor: Dr. L.J. van Staden

November 2013

## **ABSTRACT**

A country's education system is a vital component of the country's success. Without an excellent education system, our social, economic and financial positioning becomes threatened. At the heart of our education system lie our educators. Good educators are the key to an excellent education system. The loss of educators to the education system is significantly more than the current influx of qualified educators into schools. A great concern is why the South African education system is losing such large quantities of qualified and experienced educators. The literature review of this study focused on the factors contributing to job (dis)satisfaction and how it impacts on educators. Various sources were used to complete the literature study.

The empirical study was done by means of quantitative research by distributing questionnaires to participating schools in the Vaal Triangle District. The educators at each of these schools were asked to complete a questionnaire that focussed on the issues that may contribute to job (dis)satisfaction and were divided into different subsections. The results were analysed and interpreted and certain recommendations were made in terms of the direct results and conclusions raised by the empirical study.

The primary objective of this study was to determine the level of job satisfaction among some educators in the Vaal Triangle schools. The researcher looked at various trends in the education system and collected data relating to the determinants of job (dis)satisfaction in the school environment.

The study showed that educators within the study population were not satisfied with their working conditions and should these issues be addressed by Department of Education, it could lead to fewer educators leaving the education system to seek work elsewhere.

**Keywords:**

job satisfaction

job dissatisfaction

educator

Department of Education

schools

learners

Education system

## OPSOMMING

'n Land se onderwysstelsel is een van die belangrikste komponente vir elke land se vooruitgang. Sou daar nie "n goeie onderwysstruktuur" in plek wees in die land nie, bedreig dit die sosiale, ekonomiese en finansiële posisies van die land. Die sentrale punt van elke onderwysstelsel draai om die onderwysers. Goeie onderwysers is belangrik vir 'n goeie onderwysstelsel. Huidiglik is die verlies van onderwysers by ons skole veel groter as die wins van nuwe onderwysers. Die grootse bekommernis tans is die feit dat Suid-Afrika so baie gekwalifiseerde en ervare onderwysers verloor. Die literatuurstudie fokus op die faktore wat lei tot werksatisfaksie en die impak daarvan op onderwysers. Daar is gebruikgemaak van 'n verskeidenheid bronne om die literatuurstudie te voltooi.

Die empiriese studie is voltooi deur gebruik te maak van 'n kwantitatiewe studie deur vraelyste te versprei by vooraf bespreekte skole in die Vaaldriehoek distrik. Die onderwysers by elkeen van die skole is gevra om 'n vraelys te voltooi wat op faktore gefokus het rondom werks-(on)tevredenheid, wat opgedeel is in verskeie subfaktore. Die resultate is geanaliseer en daar is sekere aannames gemaak rakende die resultate van die empiriese studie.

Die primêre doel van die studie was om die graad van werks-(on)tevredenheid in die onderwys onder onderwysers by geselekteerde skole te bepaal. Die navorser kyk na verskeie faktore in die onderwys asook data wat op werksatisfaksie in die skoolomgewing fokus.

Hierdie studie het getoon dat onderwysers in die studiegroep geen werks-tevredenheid ervaar het nie en is dus glad nie tevrede met hulle werksomstandighede nie. Sou hierdie probleme deur die Departement van Onderwys aangespreek word, sou dit lei tot 'n kleiner verlies van onderwysers.

**Sleutelwoorde:**

werkstevredenheid

werksontevredenheid

onderwyser

Department van Onderwys

skole

leerlinge

onderwysstelsel

## DECLARATION

I, **TESSA LOUISE LLOYD**, solemnly declare that this document, **ASSESSING THE LEVEL OF JOB SATISFACTION OF SOME EDUCATORS IN THE VAAL TRIANGLE**, is my own work. It has never, on any previous occasion, been presented in part or as a whole to any institution or board for the awarding of any degree.

I further declare that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in dark ink, appearing to read 'T.L. Lloyd', written in a cursive style.

---

T.L Lloyd (12806749)

25 November 2013

## **ACKNOWLEDGEMENTS**

My sincere thanks and gratitude go to the following people whose advice, guidance, support, and motivation have helped me to complete this study.

- The Almighty God for the strength, inspiration and who has helped and carried me through my studies with love and grace.
- My study leader, Dr Louis van Staden for his excellent leadership, guidance and support throughout the study period. Thank you for all your constructive criticism and motivation which enabled me to complete this study. May God bless you.
- Mrs Wilma Pretorius for all her help and guidance throughout my study period.
- The members of my study group who guided and supported me throughout my MBA studies.
- My Principle, Valarie McLaren, for all her support, guidance and understanding.
- My HOD, Mrs Patricia Horne, for all her guidance and motivation.
- My Mom and Dad, and my siblings Nicholas, Tamsen and Matthew, for all their love and support, and
- A special thank-you to my loving husband Ruan Lloyd, who supported me through the whole process. I wouldn't have been able to do it without him.

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
<b>ABSTRACT</b>	<b>ii</b>
<b>KEYWORDS</b>	<b>iii</b>
<b>OPSOMMING</b>	<b>iv</b>
<b>SLEUTLEWOORDE</b>	<b>v</b>
<b>DECLARATION</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS</b>	<b>vii</b>
<b>LIST OF FIGURES</b>	<b>xiii</b>
<b>LIST OF TABLES</b>	<b>xiv</b>
<b>CHAPTER 1: NATURE AND SCOPE OF THE STUDY</b>	<b>1</b>
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	2
1.3 OBJECTIVE OF THE STUDY	4
1.3.1 Primary objective	4
1.3.2 Secondary objectives	4
1.3.3 Research question	5
1.4 RESEARCH METHODOLOGY	5
1.4.1 Literature study	5
1.4.2 Empirical research	6
1.4.2.1 Research design	6
1.4.2.2 Study population	6
1.4.2.3 Statistical analysis	7
1.5 SCOPE OF THE STUDY	7
1.6 LIMITATIONS OF THE STUDY	7
1.7 OVERVIEW OF THE STUDY	8
	<b>9</b>

## **CHAPTER 2: LITERATURE REVIEW – JOB SATISFACTION OF EDUCATORS**

2.1 INTRODUCTION	9
2.2 FACTORS CONTRIBUTING TOWARDS JOB (DIS)SATISFACTION	10
2.2.1 Kreitner and Kinicki model	10
2.2.2 Administrative workload of educators	12
2.2.3 Languages as a contributing factor to workload	14
2.2.4 Illiterate learners and retention rates	16
2.2.5 Lack of interest in work	17
2.2.6 Lack of parent involvement	18
2.2.7 Discipline in schools	18
2.2.7.1 Difficulty maintaining discipline in the classroom	19
2.2.7.2 Corporal punishment	19
2.2.8 Violence in South African schools	20
2.2.9 Overcrowded classrooms	22
2.2.10 Lack of resources	23
2.2.11 Fellow educators contributing to work dissatisfaction	25
2.2.11.1 Underperforming educators	25
2.2.11.2 Educators' lack of knowledge	25
2.2.12 The physical well-being of an educator	27
2.2.13 Benefits as a contributing factor	28
2.3 CONCLUSION	29

## **CHAPTER 3: EMPIRICAL RESEARCH METHODOLOGY AND DESIGN**

3.1 INTRODUCTION	30
3.2 EMPIRICAL RESEARCH DESIGN	30
3.2.1 Qualitative research	30
3.2.2 Questionnaires	30
3.2.2.1 Advantages of questionnaires	31
3.2.2.2 Disadvantages of questionnaires	32

3.3 DATA GATHERING	32
3.3.1 Self-administered questionnaire	33
3.3.2 The layout of the questionnaire	34
3.3.3 Population and sample	35
3.3.4 Pilot study	36
3.4 DATA ANALYSIS	36
3.4.1 Statistical techniques	36
3.4.2 Reliability of the data collection instrument	37
3.4.3 Validity of the data collection instrument	37
3.5 CONCLUSION	37
<b>CHAPTER 4: RESULTS AND DISCUSSION</b>	<b>38</b>
4.1 INTRODUCTION	38
4.2 BIBLIOGRAPHICAL INFORMATION OF RESPONDENTS	39
4.2.1 Gender	39
4.2.2 Age group	40
4.2.3 Teaching experience	41
4.2.4 Degree obtained	42
4.2.5 Teaching position held	44
4.3 ANALYSING AND INTERPRETING OF QUESTIONS	45
4.3.1 Factor analysis	45
4.3.2 Cronbach's Alpha	49
4.3.2.1 Facilities	49
4.3.2.2 Salaries and benefits	49
4.3.2.3 Workload	49
4.3.2.4 Discipline	49
4.3.2.5 Working environment	50
4.3.2.6 Violence	50
4.3.2.7 Well-being	50
4.3.2.8 Job satisfaction	50
4.3.2.9 Emotional well-being	51
4.4 MEANS OF FACTORS	52

4.4.1 Data analysis and interpretation : A comparison between Section A and Section B	53
4.4.2 Frequencies – Mixed model analysis: Dependent variables on Facilities	54
4.4.2.1 Dependent variables on facilities	55
4.4.2.2 Dependent variables on age	57
4.4.2.3 Dependent variables on experience	59
4.4.2.4 Dependent variables on qualifications	61
4.4.2.5 Position held at school	62
4.5 CONCLUSION	62
 <b>CHAPTER 5: SUMMARY, FINDINGS AND RECOMMENDATIONS</b>	 <b>63</b>
5.1 INTRODUCTION	63
5.2 AN OVERVIEW OF THE STUDY	63
5.2.1 Chapter 1	63
5.2.2 Chapter 2	64
5.2.3 Chapter 3	64
5.2.4 Chapter 4	64
5.3 FINDINGS DERIVED FROM THE LITERATURE REVIEW	
5.3.1 Administrative workload of educators	65
5.3.2 Language as a contributing factor to workload	65
5.3.3 Illiterate learners and retention rates	65
5.3.4 Lack of interest in work	66
5.3.5 Lack of parent involvement	66
5.3.6 Discipline in schools	66
5.3.7 Violence in South African schools	67
5.3.8 Overcrowded classrooms	67
5.3.9 Lack of resources	67
5.3.10 Fellow educators contributing to work dissatisfaction	67

5.3.11 The physical well-being of an educator	68
5.3.12 Benefits as a contributing factor	68
5.4 FINDINGS FROM THE EMPIRICAL REVIEW	
5.4.1 Facilities	68
5.4.2 Benefits	68
5.4.3 Discipline	69
5.4.4 Workload	69
5.4.5 Relationships	69
5.4.6 Job satisfaction	69
5.4.7 Well-being	69
5.4.8 Safety of educators	69
5.4.9 Parental support	69
5.4.10 Overcrowded classrooms	70
5.4.11 Positive behaviour from learners	70
5.4.12 Motivating learners	70
5.4.13 Hostility towards educators	70
5.5 FINDINGS IN RELATION TO THE OBJECTIVES OF THE STUDY	70
5.5.1 Primary objective	70
5.5.2 Secondary objectives	71
5.6 RECOMMENDATIONS IN RELATION TO THE STUDY	72
5.6.1 Facilities	72
5.6.2 Benefits	72
5.6.3 Discipline	72
5.6.4 Workload	73
5.6.5 Relationships	73
5.6.6 Job satisfaction	73
5.6.7 Well-being	73
5.6.8 Safety of educators	74
5.6.9 Parental support	74
5.6.10 Overcrowded classrooms	74
5.6.11 Positive behaviour from learners	75
5.6.12 Motivating learners	75
5.6.13 Hostility towards educators	75

5.7 CONCLUSION	75
5.8 LIMITATIONS OF THE STUDY	76
5.9 BIBLIOGRAPHY	77
APPENDIX A: Letter to the Principal	80
APPENDIX B: Questionnaire	81

## **LIST OF FIGURES**

Figure 4.1	Pie chart of the gender profile of respondents	39
Figure 4.2	Pie chart of age group of respondents	40
Figure 4.3	Pie chart of teaching experience of respondents	41
Figure 4.4	Pie chart of degree obtained by each respondent	42
Figure 4.5	Pie chart of teaching position of respondents	43

## LIST OF TABLES

Table 2.1	Attrition rates for the period 2007 to 2012	9
Table 3.1	Question division of Section B	34
Table 3.2	Number of questionnaires sent out and returned	35
Table 4.1	Gender profile of respondents	38
Table 4.2	Age Group of respondents	39
Table 4.3	Teaching experience of respondents	40
Table 4.4	Qualification obtained by each respondent	42
Table 4.5	Teaching position of respondents	43
Table 4.6	Pattern matrix consisting of a 10 factor analysis	45
Table 4.7	Mean inter item correlation	50
Table 4.8	Gender dependent variables on facilities	53
Table 4.9	Dependent variables on age	55
Table 4.10	Dependent variables on experience	57
Table 4.11	Dependent variables on degrees	58

# CHAPTER 1

## NATURE AND SCOPE OF THE STUDY

### 1.1 Introduction

Job satisfaction is defined as an affective or emotional response towards various facets of one's job, thus it essentially reflects the extent to which an individual likes his or her job (Kreitner & Kinicki, 2008:171). It is therefore understood that, in-order to be content in one's job, a person has to be satisfied within his/her working environment. Roos and Van Eeden (2010:54) state that if employees are satisfied with the work they do in an organisation, they are more likely to be motivated to continue their relationship with the organisation. It is therefore important for organisations to ensure that their employees are content with their working environment and that they experience job satisfaction with what they do. This includes all facets of their jobs, including all factors that may have an influence on job satisfaction.

Kreitner and Kinicki (2008:171) state that there are various factors that play a role in the causes of job satisfaction. According to them, some of these causes are: need fulfilment, discrepancy, value attainment, equity and dispositional/genetic components. These attributes are closely linked to job satisfaction and can help an organisation to find clarity when examining their employees' output. Roos and Van Eeden (2010:54) have found that motivation and job satisfaction are key determinants of an organisation's success, and that both of these aspects are also influenced by aspects of corporate culture. Organisations must keep their employees motivated and see to it that they experience job satisfaction in order to ensure success in the long-term.

Unlike employees in corporate organisations, teachers have many undefined responsibilities. Comber and Nixon (2009:335) points out that teachers are expected to educate learners, ensure their safety, communicate and collaborate with parents, develop their own skills and knowledge, complete administrative tasks, organise school trips and a number of other tasks, which are not always defined in their job descriptions. All of these aspects may put unnecessary pressure on educators in the fulfilment of their jobs. Our education system is the pivotal point in our country. Without a good education system in place, a country is heading for disaster and/or economic

meltdown. At the core of an education system are the educators. It is therefore important for the Department of Basic Education (DBE) to realise that if educators are not satisfied in what they do, it will definitely put pressure on the system and have a negative effect on the quality of the education system that in turn, needs to contribute to the social and economic goals of the country.

According to Reddy, Prinsloo, Netshitangani, Moletsane, Juan, & Jansen van Rensburg (2010:1), Governments and societies around the world recognise the importance of education for development and as such have invested in the education in their countries, because one of the key elements for the provision of a quality education system is a committed and qualified teaching force. Educators play a vital role in this process. They have the important role of educating and moulding the youth into successful young adults, trying to equip them with the necessary tools and skills to help build their futures. It is, however, highly important that these educators are effective and consistent in their work ethics. Motivated educators who experience job satisfaction will be effective in educating the youth, in order to contribute to the well-being of the country.

## **1.2 Problem statement**

The question arises whether educators in South Africa (SA) experience job satisfaction and if they are motivated in the fulfilment of their jobs. De Villiers (2007:67) mentions that SA is facing a problem, whereas the country is losing its experienced and competent educators. The loss of these educators from the education system is not only attributed to the loss of educators who are retiring, but also due to the fact that they migrate into different professions and to other countries. This is a global phenomenon that impacts both on developed and developing countries all over the world, but has been reported on primarily amongst members of the Commonwealth. The most important reason seems to be disaffection with their teaching environment, leading to a career change (De Villiers, 2007:67).

The South African public education system consists of 25 850 ordinary schools, comprised of the following: 14 456 primary schools, with 5 992 863 learners and 187 520 educators; 6 231 secondary schools, with 3 821 763 learners and 142 181 educators; and 5 163 combined and intermediate schools, with 2 445 473 learner and 88 408 educators (DoE, 2010). The task of managing these schools is not simple and

thus much more complex than many choose to believe. It is up to the Department of Education (DoE, 2010) to ensure that all these schools run effectively by setting policy documents and ensuring that educators are equipped with the right tools to support an effective education environment. In short, educators need a sense of job satisfaction, in order to motivate them in a positive manner. It is important that both educators and learners have a similar set of ethics and values, and work towards the common goal of educating the youth. Reddy, *et al.* (2010:4) states that the National Department shares a con-current role with the Provincial Departments of Education for school education, and that Provincial Departments of Education are guided by a National Policy, within which they have to set their own priorities and implementation programmes. The role of the National Department is to translate the education and training policies of Government and the provisions of the Constitution of the Republic of South Africa (108 of 1996) into a National Education Policy and legislative framework. From the above it is clear that to manage the system is a mammoth task. Educators feel pressurised due to what is expected from them. Some quit the profession or move to other countries to educate under better circumstances.

Since 1990 the South African education system has been experiencing a substantial loss of educators (SACE, 2011). The major concerns are thus the ability of South African schools to function with the loss of so many teachers, as well as with the growing population, the need for more schools to be built and teachers to occupy these schools. The Basic Education Director-General, Bobby Soobrayan, is concerned that more teachers are quitting the profession than the numbers being trained. The Department has calculated that it needs 20 000 new teachers every year, but only about 8 000 are qualifying annually (Mbanjwa, 2010). This is a clear indication that not enough emphasis is being placed on the recruitment and training of new and current teachers. It is only a matter of time before the South African education system will no longer be able to keep up with the demand and supply of qualified teachers in the education system. Nesane Nesane (2008:1) notes that the problem has reached epidemic proportions, due to the mass migration of educators out of the teaching profession into other industries and countries, therefore it is vital that the Government and other stakeholders address this situation immediately.

It has become obvious from literature sources, that educators are dissatisfied with their working conditions (De Villiers, 2007; Nesane Nesane, 2008; Mbanjwa, 2010). Over the years protests have become more and more violent and demands have become unpredictable. Educators have closed down schools, intimidated colleagues and caused damage to property. Learners and educators abstaining from illegal protests have refused to go to school in fear of their safety. Valuable teaching time that was lost as well as interrupted exam papers, were cause for many concerns. These are just some issues that have led to job dissatisfaction among educators in SA.

### **1.3 Objective of the study**

#### **1.3.1 Primary objective**

The primary objective of this study was to determine the level of job (dis)satisfaction among some educators in the Vaal Triangle schools. The researcher looked at various trends in the education system and collected data relating to the determinants of job (dis)satisfaction in the school environment.

#### **1.3.2 Secondary objectives**

**The sub-objectives of this study are the following:**

- The researcher completed a literature study to determine the main contributing factors towards job (dis)satisfaction from an educator's perspective;
- The researcher completed an empirical study to determine whether teachers experience job (dis)satisfaction and how job (dis)satisfaction impacts on the motivation of teachers;
- The researcher validated the reliability of the questionnaire used to measure the level of job (dis)satisfaction; and
- The researcher drew conclusions from the empirical study and offered recommendations in terms of the level of job (dis)satisfaction of educators.

### **1.3.3 Research Question**

Did teachers experience job satisfaction or job dissatisfaction in the selected schools in the Vaal Triangle?

## **1.4 Research Methodology**

According to Wellman, Kruger, & Mitchell (2011:2), research is a process that has to do with obtaining scientific knowledge by means of various objective methods and procedures. The aim of research is to continually challenge findings whether they are true or false. Wellman, *et al.* (2011:2) further state that research methodology considers and explains the logic behind research methods and techniques. Thus it is all a process of discovery and understanding. The focus is on the facts and the correct interpretation thereof.

This study involves a literature study on the relevant topics associated with the problem, as well as an empirical study to gain insight into the matter. A discussion of the two methods follows.

### **1.4.1 Literature study**

The Literature study consists of an in-depth search of various studies done in this particular subject. Background information has been gathered and the existing literature on the topic has been investigated. A literature study has been conducted to show familiarity with the topic, and to be able to combine existing knowledge in this field, and abridge accrued knowledge in order to build on the work of other authors (Newman, 2006:26). Thus, the researcher had to do intensive research on both an international and a national level, consulting primary as well as secondary sources for information.

The researcher made use of subjects which included psychology, management, organisational culture, Governmental studies, and statistical analyses done by previous studies. The databases used included Ebscohost, NEXUS, ProQuest, SACat and SAePublications. The use of Ebscohost presents the researcher with international journal articles. NEXUS is the database of the NRF for completed research, as well as the current research registered. ProQuest provides the researcher with full text dissertations and theses, while SACat provides the researcher with a national

catalogue of books and journals in South Africa. The researcher made use of Google Scholar ([www.google.com](http://www.google.com)) as an electronic search engine.

The researcher analysed what had been proven in these literature studies and used it in the current study. The primary and secondary objectives form the focus of the study. Welman, Kruger, and Mitchell (2011:40–41) state that the literature should not consist of a mere compilation of separate, isolated summaries of individual studies from previous researchers, but that the researcher should show how these studies relate to one another.

## **1.4.2 Empirical research**

### **1.4.2.1 Research design**

A quantitative measure was used whereby a questionnaire was set up and directed at the target group of educators currently teaching at various schools in the Vaal Triangle. The questions were carefully selected in order to eliminate bias and they were focused in order to get valid results. Permission was obtained in a written format from the various principals of the different schools in order to conduct the research (See Appendix A).

### **1.4.2.2 Study population**

The study was done primarily by means of distributing questionnaires to several schools in the Vaal Triangle, Gauteng. Statistical data was obtained through the use of a well-structured questionnaire. These questionnaires were delivered to the selected schools by the researcher and a short explanation was given to the principals and the educators. The questionnaire was then completed, and the researcher retrieved it on the set date as agreed upon. These schools were selected, as a fair amount of educators employed there provided a good representation of educators in this area. The focus was on primary as well as secondary schools in order to ensure that all the bases were covered. To make sure that there was no bias, all the educators at these schools were asked to participate in the research, regardless of their age, race or gender. The researcher chose this study population specifically, as they are the most knowledgeable participants, due to the fact that they are specific from the education environment.

### **1.4.2.3 Statistical Analyses**

The outcome of the data obtained was presented in the form of descriptive statistics. The questionnaires were analysed statistically and results were interpreted. The data was analysed through The Statistical Consultation Service at the NWU (Potchefstroom-campus), and statistical packages were used in analysing the data, namely the SAS- en STATISTICA (SAS OnlineDoc®, Version 9.1, Cary, NC).

### **1.5 Scope of the study**

The field of study for this research was to determine the levels of job (dis)satisfaction of some educators in the South African education system. The research focussed on the main contributing factors to job (dis)satisfaction of educators, and how these factors impacted on their attitudes in their working environments.

### **1.6 Limitations of the study**

- Due to the size and nature of the study, it cannot be assumed that the results gained from this study can be applied to all the schools and educators in South Africa;
- The main focus has been on town schools due to convenience factors, it therefore restricts the research to certain schools;
- Lack of interest or fear of apprehension may have caused educators to be dishonest when they answered their questionnaires.

### **1.7 Overview of the study**

Chapter 1 – Nature and scope of the study – In this chapter the scope and method of the study are discussed. Topics include in this chapter are the introduction, problem statement and the primary objective as well as secondary objectives. The research methodology is also included in this chapter.

Chapter 2 – This chapter consists of a comprehensive literature study concerning issues surrounding job satisfaction, and how these issues relate to the teachers in South African schools.

Chapter 3 – This chapter contains the empirical study and discusses the relevant research methodology used for the study.

Chapter 4 – This chapter conducts an empirical study on some teachers who are faced with the mentioned challenges in their working environment in the Vaal Triangle schools every day. This has been done through distributing questionnaires to the teachers in these schools. The results of the questionnaires have been analysed, interpreted and discussed in this chapter.

Chapter 5 –This chapter offers conclusions and recommendations on the research findings derived from the questionnaires. It provides possible solutions that the Department of Education, school management teams and school governing bodies can take into consideration when trying to improve educator job satisfaction.

## CHAPTER 2

### LITERATURE REVIEW: JOBSATISFACTION OF EDUCATORS

#### 2.1 Introduction

Jones (2012:10) reports that the shortage of teachers remains a great concern for South Africa, and that teacher loss in the country is due to attrition, career change, and massive recruitment by foreign countries. This is of great concern not only for the Department of Basic Education (DBE), but for the Government too. The DBE (2013:7) states that the demand for teachers in the system comes as a result of the loss of teachers or attrition due to various causes. They further estimate that the total attrition rate averaged at 3.5% (approximately 13 000 educators) annually, over the period 2007/08 to 2011/12 (See Figure 1). The following table gives an indication of the attrition rates for the mentioned period.

**Table 2.1 Attrition rates for the period 2007 to 2012 (DoE, 2013:9)**

Financial Year	2007/8	2008/9	2009/10	2010/11	2011/12
Total Terminations	13 417	11 903	13 041	12 309	14 988
Average teacher establishment over a year	366 000	371 000	383 359	384 838	389 148
Attrition rate	3.7%	3.2%	3.4%	3.2%	3.9%

The Education Labour Relations Council of South Africa, estimates that between 18 000 and 22 000 teachers, every year leave the teaching profession, either voluntarily or forcibly (DoE, 2013:9). The problem however, is that the estimated output of 6 000 to 10 000 new teachers who graduate annually is clearly not enough to fill the required vacant positions. To add to the situation, not all of these educators enter teaching in South Africa, because some go abroad to teach, resulting from low salaries and poor working conditions in South Africa (Arends, 2011:2). This leaves South Africa and specifically the Department of Education (DoE) with a huge problem, because there are not enough teachers employed to fulfil the demand of the schools. There are many reasons that are attributing to the shortage of educators, but job dissatisfaction seems to be one of the major contributors. If an educator does not feel content in their working environment, it is only natural that they would be demotivated in their jobs.

Kreitner and Kinicki (2008:170) define job satisfaction as an affective or emotional response towards various facets of one's job. They continue to say that job satisfaction is not a uniform concept in that a person can be happy with certain aspects of their job and dissatisfied with other aspects. Job satisfaction therefore is an integral part of a person's career choice. If a person is not happy with and within his or her job surroundings, it may cause a person to change their career. McShane and Von Glinow (2003:37-38) are of the opinion that people who are dissatisfied with their jobs, often quit and choose other careers. It is thus important to investigate which aspects people consider as making a contribution necessary for job satisfaction. There are several aspects that must be taken into account when measuring job satisfaction.

## **2.2 Factors contributing to job (dis)satisfaction**

Due to the vast majority of different career opportunities, it is not possible to dissect each facet of job satisfaction that goes along with all the career opportunities available. The following were identified from the literature study and are discussed.

### **2.2.1 Kreitner and Kinicki model**

Kreitner and Kinicki (2008:170) focus on the five predominant models of causes for job satisfaction. These include need fulfilment, discrepancy, value attainment, equity and dispositional/genetic components. This model focuses on the causes above and the module was used as a starting point to focus on the importance of these causes for job satisfaction. There were many other models considered during the study, but this model suited the focus of this study the best and therefore we did not deem it necessary to discuss other models. The following are descriptions of the different causes.

Firstly, need fulfilment is illustrated by the extent to which the characteristics of, or within the job, measure up to each individual's personal needs. Thus, if a person feels that his/her needs are not being met, he/she may choose to seek need fulfilment in a different career opportunity. Therefore, when researching the link between job satisfaction of educators and the migration of educators out of the profession, it is important to assess their current needs and whether they feel that these needs are being met (Baron & Byrne, 2007:551).

The second cause, according to Kreitner and Kinicki (2008:170), is discrepancies. This suggests that each individual enters a career with certain expectations. Discrepancies coincide when an individual's expectations of a job are not met and this in turn could lead to job dissatisfaction. As with any career, an educator also has certain expectations of their working environment. They expect their annual salary increase, good working conditions, smaller classes, strict discipline measures, etc. When these expectations are no longer met, educators may tend to seek other career opportunities, due to unhappiness.

The third cause described is value attainment. Each educator has an own set of values that he/she lives by. People need to feel valued in their working environment. Job satisfaction relies on a teacher's perceptions and evaluations of their job. These perceptions can be influenced by their unique circumstances, needs and values (Sempene, Rieger, & Roodt, 2002:23). When the working environment conflicts with their values, they no longer find fulfilment in their jobs.

The fourth cause is equity. Individuals value equity as an important part of job satisfaction, as everyone has the need and expectation to be treated fairly. Educators have the same rights as any other individual in the working environment, but it is not always portrayed as such (Kreitner & Kinicki, 2008:170). When educators feel that they are not being treated fairly in their working environment, it may lead to job dissatisfaction. Baron and Byrne (2007:550) agree with this model and have found that people report higher job satisfaction when they feel that the reward systems in their company are fair, when they like and respect their bosses, and believe that their employers have their employees' best interests at heart, when they can participate in the decisions that affect them, and when they are not overloaded with work.

The last cause, according to Kreitner and Kinicki (2008:170), is dispositional/genetic components. This is based on the fact that job satisfaction is partly a function of both personal as well as genetic traits. Thus, people who have the same personal and genetic traits, tend to work well together. If an individual's traits are firmly in line with their job description, there is a good chance that they will find satisfaction in their line of work. Baron and Byrne (2007:551) add to this by saying that personal factors play an important role in job satisfaction among employees and the greater the extent to which the job is closely matched to an individual's personal interests, the greater their

job satisfaction will be. Thus when people make career decisions and choose which qualification to study for, they generally choose something that suits their interests, something they like and are passionate about. It is therefore assumed that job satisfaction plays an important role when an individual chooses a career.

When considering the substantial loss of educators from South African schools, one has to consider the role that job satisfaction plays in these losses. A further literature study will highlight the views of other researchers as to what factors may play a role in job satisfaction.

### **2.2.2 Administrative workload of educators**

Educators face long days at work and long hours at home spent trying to keep up with the preparation, and implementation of prescribed syllabus, . Educators also have to attend several meetings after school, participate in- and coach sport and cultural teams, and complete administrative duties. It is not always possible to complete all the designated tasks during the educators' designated work day, therefore they are forced to work after hours.

There are a lot of administrative duties an educator has to deal with. They have to keep their learners' books marked up to date, write out their preparation for the following day, and set up worksheets, tests and assessment projects. These are but a few of the tasks a teacher has to complete, on a daily basis. Downey (2010:1) has found that over the years, the biggest complaints received from educators, was not the difficult learners, or the uninvolved parents, but rather the ever-increasing paperwork. She reports that educators are overwhelmed with the pressure to submit detailed lesson plans and so forth that has caused great despair among educators. Chrisholm, Hoadley, Kivulu, Brooks, Prinsloo, Kgobe, Mosia, Narsee and Rule (2005:245) add the following to the list of administrative duties, namely:

- Learning programs;
- Work schedules;
- Marking;
- Educator profiles;
- Learner profiles;
- Progression and progress schedules;

- Yearly learners statistics; and
- Schedules for and updates on possible retentions.

Ramsuran (2006:67) says that the challenges educators face, have to do with the effective implementation of the assessment policies, and this contributes immensely to their administrative workloads. Chrisholm, *et al.* (2005:261) strengthen this statement by adding that it is clearly evident that a South African educator's workload entails large volumes of paper work required for the marking, preparation, and recording of assessments, leaving a total time period of between 18% to 36% only for actual teaching. Marrow (2007:17) says that it is needed to free educators from these administrative burdens and other tasks that are not intrinsically related to teaching, in order for them to be able to focus on teaching. There is a lot of labour intensive and energy consuming responsibilities educators are faced with on a daily basis, but by reducing their administrative workloads, by cutting back on the paperwork, and time spent on marking, they will have more time to focus on the physical aspect of their actual teaching time. It is important that the DoE analyse which of these aspects are most time-consuming in an educator's daily duties, and find ways to resolve these issues in order to minimise the educators' workload.

The DoE furthermore dictates that there should be continuous assessment throughout the year in order to obtain marks for the learners. Renke, Meyer & Nel (2010:287) report that teachers feel that there is too much time being spent on weekly and daily assessments. Should this be implemented in a class situation, there would be little time left for actual teaching. Educators further comment on the fact that when implementing the curriculum and the substantial amount of assessment tasks as prescribed, the DBE has not considered the fact that not all learners comprehend work at the same pace, leaving little time for educators to assist the slow learners. A situation is thus created where teachers have to push learners to complete their prescribed assessment tasks within certain time limits, and if they do not complete the prescribed work, they are penalised accordingly. According to Lumandi (2008:32), the following factors need to be considered when developing an effective curriculum, namely controlling work of classrooms that are overcrowded, catering for mixed grades, extra-curricular responsibilities, implementation of the curriculum policy, managing diversity, addressing pastoral needs of learners, etc.

The difficulty comes in when tasks do not always naturally form part of teaching and learning, thus questioning the meaningfulness of the task. This wastes valuable teaching time and burdening teachers with more marking work and other administrative tasks (Renyneke, *et al.*, 2010:287). This huge administrative load and the time spent on it can demotivate educators which can lead to job dissatisfaction.

### **2.2.3 Languages as a contributing factor to workload**

O'Connor and Geiger (2009:260) say that one of the many challenges educators have to face, are dealing with English Second Language learners. Educators are frustrated due to the fact that working with English Second Language learners (ESOL), increases their workloads, as they first have to teach the language and vocabulary for the specific content before they can actually teach the prescribed work content, making it very difficult to complete the yearly syllabus. They further state that the reasons for this is because these learners are in need of extra attention, extra lessons and creating remedial worksheets, as they cannot keep up with the English First Language learners (O'Connor and Geiger, 2009). Lumandi (2008:32) states that there is little support offered to these learners, and this incredible burden placed on the educators' shoulders, impacts negatively on both teaching and learning.

Owen-Smith (2010:1) has found that most learners in South African schools have to deal with language barriers in the classroom and that any child who cannot learn in the language which they are most familiar with, is at a disadvantage and unlikely to perform to the best of their abilities. The Trends in International Mathematics and Science study (TIMSS) tested Grade 8 learners' Mathematics and Science skills in 50 countries, of which 6 were African countries. Out of the 50 countries, South Africa has been last. The Progress in Reading and Literacy Study (PIRLS) tested Grade 4 and 5 learners' literacy skills in 45 countries, and once again South Africa came last. Only 13% of South African Grade 4 learners and 22% of the Grade 5 learners have reached the low international benchmark, while in half of the other countries a staggering 94% of the learners have reached this low international benchmark (Spaull, 2012:3). The Annual National Assessments (ANA) for Grade 3 and 6 learners have found low levels of literacy and numeracy for South African learners, with an average of 35% of learners who are able to read (Modisaotsile, 2012:2).

South Africa has a vast cultural background and educators have to deal with learners who come from different language backgrounds. We have 11 official languages in South Africa and each learner has the right to be educated in his/her own home language, but this is not always possible. Owen-Smith (2010:29) states that the current policy prefers that children are taught in their mother tongue (home language) for the first 3 years of schooling, but more and more parents are ignoring this and opting for English schools. Where the 3 year policy is being implemented, the quality of teaching is compromised when they have to switch to English as a medium of instruction, due to the lack of resources in their home language. Owen-Smith (2010:29) further states that a second language needs six to eight years of well-resourced teaching, before it can be successfully used as a medium of teaching and learning. Navsaria, Pascoe, and Kathard (2011:247) have found that both teachers and learners come from diverse backgrounds, however the language of learning and teaching is English and to many learners this is not their home language. They state that this is a cause for concern, because they generally have little or no exposure to English outside their school environment and this has led to teaching and learning challenges which are contributing to a low achievement rate.

O'Connor and Geiger (2009:259) state that educators' perceptions regarding the difficulties experienced by English Second Language learners, have found that they faced various challenges such as having to repeat a year, or moving forward to the next grade without grasping the previous grade's work. Owen-Smith (2010:33) has discovered that the majority of African language students who receive education in English First Language, only score between 20% and 40% in English when they get to Grade 12. This lack of cognitive academic language proficiency makes it difficult for learners to prosper in subjects like Mathematics and Science. Navsaria, *et al.* (2011:248) further report that when learners are exposed to English from as early as pre-school, they tend to cope better in the intermediate phases as their English language skills have had time to develop. However, learners who entered later into English schools, from Grade 3 and older, have difficulty coping with the language barriers.

O'Connor and Geiger (2009:259) explain that learners, who have not coped academically in the previous grade due to language barriers, may be promoted to the next grade where they should receive additional support. This has been found not to

be in the best interest of the learners, since they may always remain behind academically. Thus it has become clear that many of our learners lack proper foundations in literacy and numeracy, and therefore fail to complete their school education or progress to higher education institutions (Modisaotsile, 2012:2). Reyneke, *et al.* (2010:289) have found that educators express serious concern about the illiteracy of learners once they reach the Further Education and Training (FET) phase, as they cannot read, write and comprehend the work correctly. This in turn may cause many other problems in the classroom environment, as learners lose interest in performing well in class, because they experience difficulty comprehending the foundations set out in the previous grades.

#### **2.2.4 Illiterate learners and retention rates**

One of the biggest problems that South Africa faces is the amount of illiterate learners in the country. This has an impact on the levels of literacy comprehension in the country. Retention rates are low and that reflects negatively on the objectives of the DoE as well as the strategic priorities of the Government. It has become apparent that more and more learners have to repeat grades due to their inability to cope with the work. Modisaotsile (2012:1) state that even though the education budget has doubled in the past five years, the pass rate has remained dismal. The examination results remain unacceptably low and the output rate of the education system has not improved. This is cause for alarm, as more and more learners are repeating their grades. This leads to learners' being two to three years older than their peers, which may cause learners to be irritable and disruptive in classes. Navsaria, *et al.*, (2011:246) say that the learner retention rates are a problem, with a high retention rate in grade 1, and a sharp decrease after Grade 9, with the highest percentage found during Grades 10-12. The DBE (2011:16) has found that there is a strong correlation between retention rates of learners, and learners who drop out of school in later grades, meaning that learners who tend to repeat in earlier grades are more likely to drop out of school before they have reached matric. When comparing this retention rates to other developing countries, South African schools measure at a 7% retention of learners in primary schools, while other developing countries measure at a 5% in their schools. The DBE (2011:22) says that educators have difficulty with learners in higher grades, because they are faced with learners who have failed to master basic skills in primary schools. This could be because they have been pushed through due

to their age, or because they have already repeated a grade in a particular phase and due to regulations they cannot repeat a grade more than once in a specific phase (Spaull, 2012:2). This responsibility places a huge burden on educators.

### **2.2.5 Lack of interest in work**

It seems that learners no longer have any interest in performing well in school, completing tasks and preparing for tests and examinations. Lethoko, Heystek, and Maree (2001:312) observe that learners' lack motivation to learn as well as the ability to concentrate in class. Difficulties that add to the lack of learners' motivation range from a lack of language skills and self-discipline to punctuality. They further state that learners skip classes, abuse drugs and alcohol and are dishonest during examinations. There are many contributing factors such as a lack of parental care, poverty, and little intellectual stimulation in the home environment, as well as illiterate parents/guardians, which play an important role in a learner's motivation to perform well in a school environment.

O'Connor and Geiger (2009:254) note that when children struggle academically, it impacts on their self-esteem and -confidence, which in turn can affect other areas of learning, through frustration, social isolation and disciplinary problems. Navsaria, *et al.* (2011:247) explain that 50–70% of learners do not meet grade level academic outcomes, due to the limited training and lack of support for teachers, poor foundation skills in learners and the difficulties experienced with language barriers. This in turn leads to learners losing interest to perform well at school and making any effort to pass grades, as they feel that they are fighting a losing battle.

### **2.2.6 Lack of parental involvement**

There is an increasing lack of parental support when it comes to learners' education. Not all parents realise the important part they need to play in their child's education. Education is a continuous process that does not stop when the bell rings at the end of a school day. Parents need to be actively involved in their child's education process in order for their child to prosper.

Modisaotsile (2012:3) indicates that educators have up to 35 learners in each class. Due to this high teacher/learner ratio it is impossible to give each child any individual time needed, thus learners could simply fall through the cracks in the system. It is

therefore important that parents are more hands on with their children's education. Teachers report that there are many parents who do not support their children at home academically and show little interest in parent-teacher meetings. Parents feel that it is the educator's job to teach their children, and they show little understanding of the role they should play in their child's education (Navsaria, *et al.*, 2011:247). It has been found that with adequate parental involvement in the education of English Second Language learners, it has proven to be beneficial for learners. However, 76% of educators have tried to collaborate with these parents, with little, if any response (O'Connor & Geiger, 2009:260). They have further found that some parents cannot assist their children with their school work, as they themselves are illiterate in English, or they are prevented by social circumstances such as long working hours, transport and their financial position. This is cause for concern as parents play an important role in their child's education. Lack of parental involvement contributes to many other issues related to a learner's school environment, such as discipline problems.

### **2.2.7 Discipline in schools**

A growing concern that educators face in schools, is the discipline problems portrayed by learners. It is very difficult for an educator to manage large classes and when learners are ill-disciplined, it causes disruptions in class while the educator is already pressed for time to get through the prescribed work.

#### **2.2.7.1 Difficulty maintaining discipline in the classroom**

One of the biggest problems an educator faces on a daily bases, is that of maintaining discipline in the classroom. There is a high student-educator ratio which makes it difficult to discipline learners. According to the study done by Burton and Leoschut (2012:12), they attribute the high levels of violence occurring in schools to the lack of discipline children receive from home, the lack of positive role-models in learners' lives, and a lack of alternative ways of affecting discipline within the school environment.

Educators also experience disciplinary problems with English Second Language learners as a contributing factor, adding to the fact that classes are very large, it makes it difficult for an educator to maintain discipline (O'Connor & Geiger, 2009:260). When considering that many educators have to deal with overcrowded class rooms, the

diversity among learners also has to be taken into account. Some English First Language learners may find it easier to comprehend the work than learners who are not taught in their mother tongue. Reyneke, *et al.* (2010:290) say that this poses a problem for educators as the stronger learners may become bored in class while waiting for the others to reach the minimum outcomes. The stronger learners may feel robbed of the chance to engage in more challenging activities and could start disrupting the rest of the class, causing discipline problems. They further state that the focus is mainly on the weaker learners and trying to bring them up to standard, causing the stronger learners to get bored and to lose focus.

Principles also report difficulties with both educators and learners in their schools. They feel that neither of the two parties fulfil their duties, as the teachers are unwilling to help principles with the discipline problems that they experience with learners, claiming that the Government had disempowered them from reprimanding ill-behaved learners. Principles feel that educators should be allowed to discipline learners, should they find themselves in situations where learners have behaviour problems (Lethoko, *et al.*, 2001:312).

#### **2.2.7.2 Corporal punishment**

Corporal punishment has been banned from the South African school system since 1996. This forced the DoE to formulate new structures for maintaining discipline in schools. All schools have a code of conduct in place in order to help the school management team to effectively deal with ill-disciplined learners. Mncube and Harber, (2013:6) say that these policies and the learner code of conduct, should be in place in order to deter violent behaviour, but unfortunately, despite these policies, violence, physical and sexual abuse, as well as gang related activities are still prevalent in South African schools. SACE (2011:21) reports that many educators come from a background where violence is used as a form of conflict resolution, and even though corporal punishment is illegal, educators have difficulty implementing other forms of discipline, and therefore tend to revert back to methods of corporal punishment.

#### **2.2.8 Violence in South African schools**

Recent reports in the news have highlighted the increase in violence in South African schools. Both educators and learners fear for their safety on some school properties,

which plays an important role in an educator's state of mind when going to work every day.

The following are some of the examples of violence in schools:

- Johannesburg - Krugersdorp schoolboy Morne Harmse will be sentenced for killing a fellow pupil with a sword. Harmse has killed 16-year-old Jacques Pretorius with an ornamental Samurai sword at the Nic Diederichs Technical High School on the West Rand last August (News 24, 2009).
- Johannesburg - A video showing a Grade 8 Glen Vista High School pupil assaulting a teacher in class has appeared on YouTube. The pupil can be seen kicking the teacher, throwing a chair at him and hitting him with a broom, as fellow pupils scream profanities in support of their peer (ENCA, 2013).
- Sasolburg - A teacher was shot by a 15-year-old boy at a Sasolburg high school. The boy was chasing three other pupils at school, when he was stopped by the deputy principal, who tried to disarm him and the gun went off accidentally shooting a teacher in the leg (News 24, 2013).

These are all incidents showing how violence in South African schools is becoming more prevalent by the day. Burton and Leoschut (2012:12) state that the second most frequently reported form of violence at schools is assault, where by definition these incidents refer to incidents where learners/educators have been attacked or physically hurt by another learner. Mncube and Harber (2013:1) argue that the violence in schools is a cause for concern and there are regular reports in the media documenting high levels of violence, physical and sexual abuse, as well as gang-related activities in schools. The Centre for Justice and Crime Prevention (2009:5) has recently done a study on school violence, where they discovered that 15,3% of school learners had been the victim of some sort of violent encounter involving assaults and robbery. Mncube and Harber (2013:3) also state that violence in our schools have become a significant problem with cases such as shooting, stabbing and emotional violence taking place amongst learners. Nconstsa and Shumba (2013:2) report that violence in South African schools has escalated, and this is not only prevalent amongst learners, but between learners and educators too. They pertain that it is because of this high

prevalence of violence in schools, that schools are no longer viewed as a safe and secure environment for children to be educated in.

Educators and principals attribute the increase of violence in schools to students' access to alcohol and drugs. These acts of violence have shown an increase in violent behaviour towards authority figures such as educators, with 57.7% of educators at primary schools and 58.1% at secondary schools report feeling unsafe at the schools when teaching (SACE, 2011:19).

In a study done by Nconsta and Shumba (2013:2), educators perceive the following as effects of school violence on teaching and their motivation:

- No effective teaching can take place when learners sometimes are uncontrollable, ill-disciplined, and unmanageable due to violence and intimidation by fellow learners;
- The morale of the educators becomes very low and educators are completely demotivated. Sometimes they find the classroom empty because learners have left school during tuition time;
- The educators find it difficult to complete the syllabus because of poor attendance by learners, and the fact that time is wasted on resolving problems emanating from school violence;
- There are sometimes no textbooks because the rate of theft is very high and books and school property are deliberately damaged by unruly learners, which also affects teaching negatively;
- The effect of school violence is reflected by the dilapidated buildings which have been vandalised, making the environment not conducive for teaching;
- Lack of respect of learners towards each other results in fighting, which affects teaching;
- Poor classroom attendance by educators who are not only demotivated but also scared of being attacked by learners;
- Educators cannot take any decisive action against troublesome learners, because they fear for their own safety;
- School violence affects teaching in a negative way;

- Teaching is affected because educators feel helpless, demoralised, and disillusioned;
- School violence disturbs school programmes and the goals and aspirations of the school end up not being achieved; and
- School violence leads to a lack of respect for the elderly and education officials, due to the unruly behaviour of the learners.

The above findings show that school violence has various effects on learning and teaching in our schools. It also affects the well-being of teachers and demoralise them, which in turn causes job dissatisfaction.

### **2.2.9 Overcrowded classrooms**

There is a growing concern that classes are becoming too large for educators to cope with. Schools are becoming grossly under-staffed while learners are increasing at a rapid rate. Overcrowded classrooms are becoming more prevalent in schools causing a lot of problems. Teachers suffer to cope with the amount of learners in their classes, which affect them negatively.

Lethoko, *et al.* (2001:312) says that having an overcrowded classroom poses many difficulties for educators. It is difficult for an educator to deal with larger groups of learners when trying to teach. O'Connor and Geiger (2009:264) say that large classes are frustrating for educators, as an increased volume of learners means increasingly more problems for a single educator to deal with. Adding to the equation is the lack of knowledge and bilingualism, leading to discipline problems due to the limited comprehension of these learners. Lethoko, *et al.* (2001:312) adds that the school environment lacks discipline, respect for educators, proper role models within the schools and society at large, infrastructure is poor, classrooms are overcrowded, and the learners to educator ratio is very high. Lumandi (2008:32) has found that some schools had abnormal ratios of 94 learners for one educator to teach. He pointed out that educators have no control over such big groups of learners, and are not able to assist learners in need of special attention. Educators are frustrated, as they believe the Government is taking their time in resolving these issues.

### **2.2.10 Lack of resources**

Another contributing factor that leads to job dissatisfaction is the lack of resources in schools. Many educators do not have the privilege of textbooks and the necessary facilities to do their jobs properly. It is very difficult to educate learners when the educators do not have the required equipment to do their work. Reyneke, *et al.* (2010:282) report that 64.52% of educators say that they do not have the necessary resources for the practical implementation of the curriculum. A lack of resources leaves educators helpless and discouraged. The DoE (2008:17) report that learners who are educated in a good and text rich environment, are encouraged to perform better. The reality is that this is not always possible. There are still many schools that do not have the sufficient teaching equipment and facilities to promote such an environment. With the reality of overcrowded and dilapidated classrooms, poor physical conditions and inadequate facilities for both educators and learners, it makes it very difficult to deliver quality education (DoE, 2008:9).

Every school is environment specific, thus it is important to note that certain teaching methods and materials applied to one school may not necessarily work when applied to another school. Each school has its own specific needs, especially when it comes to learners being taught in another language that is not their mother tongue. A contributing factor to the lack of quality education in schools, is the lack of resources needed for teaching English Second Language learners. O'Connor and Geiger (2009:261) report that 92,5% of educators express the need for language specific teaching resources when teaching English Second Language learners. They continue to say that many learners do not have the luxury of owning even basic resources like stationary, unless educators provide it for them out of their own pockets.

Lethoko, *et al.* (2001:312) indicate that the factors that negatively influence the learning environment, include inefficiency and a lack of funding to rebuild schools, renovation of buildings, the supply of text books on time, as well as the inability to supply teaching aids and materials. Educators complain about the poor facilities and infrastructure in their respective schools, their overcrowded classrooms, poorly equipped laboratories, and lack of library facilities. Every year the DoE promises to deliver textbooks and other teaching aids on time, but this never happens as they either receive them late or not at all. Reyneke, *et al.* (2010:28) reinforce this statement

by stating that the lack of physical resources, like learners' desks and chairs, photocopy machines, overhead projectors, the inability of learners to access the Internet and the shortage of policy documents, have been a huge cause for concern. The 2012-Limpopo textbook debacle has made headlines, as neither educators, nor learners had received their learning material for 2012 and it was October already (John, 2012).

Lumandi (2008:32) proposed that most of the schools where the research has been conducted, it were found not to be suitable learning environments, as classrooms had broken windows, cracked walls and no doors. Some buildings were even collapsing, or it has not been completed during the building process, resulting in that classes have to be cancelled during bad weather conditions. He has also found that the majority of rural schools are made of packed/hardened mud and thatched grass, with no running water or electricity, and a lack of affordable transport for educators and learners to even get to school.

### **2.2.11 Fellow educators contributing to work dissatisfaction**

A common problem found in schools is the unbalanced workload among educators. Some educators have to work harder to make up for their colleagues who are constantly absent or simply refuse to work.

#### **2.2.11.1 Underperforming educators**

Reyneke, *et al.* (2010:288) says that some educators and schools follow the rules and instructions, working very hard to implement their set out curriculums. However there are other educators who do virtually nothing. They further state that some have no idea what they are doing, as their examination papers are not up to standard and memorandums are incorrect, thus leading to incorrect marks and passing learners who should have been retained. When educators are not qualified, they tend to put strain on other educators. Due to the fact that under-qualified teachers have difficulties implementing the curriculum, maintaining learner profiles and keeping up with their administrative duties, these duties have to fall on the shoulders of the already overburdened, qualified educators.

### **2.2.11.2 Educators' lack of knowledge**

The success of a school is mainly dependent on an effective personnel structure. Every school needs a qualified principal to keep teachers and learners in order, and effective teachers to implement the curriculum. Unfortunately this is not always the case. Lethoko, *et al.* (2001:312) highlights that there is a lack of professionalism among educators and principals. The management is not up to standard and the educators are under-qualified.

There is still a large number of educators who must acquire the necessary qualifications as specified in the Employment of Educators Act 76 of 1998, which states that teachers in possession of Higher Primary Teachers Certificates (HPTC) and the two-year Secondary Teachers Diplomas (STD), are no longer fully qualified, due to the fact that they do not possess the Relative Education Qualification Value (REQV 13), which is the minimum qualification required for educators. There are still a lot of educators who only have a Grade 12 certificate, and they are currently still in the system, purely because of the shortage of educators, and therefore they have been allowed to continue teaching (Ngidi, Sibaya, Sibaya, Khuzwayo, Maphalala & Ngwenya, 2010:27).

The DoE's current statistics state that 40% of male educators and 60% of all female educators currently struggle to meet the basic requirements of Category C (M+3) or a three-year tertiary qualification. Although this is accepted at many schools, these educators struggle to adequately implement the curriculum. The DoE decided to offer programmes such as an Advanced Certificate in Education (ACE) and a National Professional Diploma in Education (NPDE) in order to help improve the current situation, but this puts additional stress on the educators, as they have to juggle their professional obligations with study commitments (Lumandi, 2008:34).

Under-qualified educators play a large role in underperforming schools, because of the fact that teachers are vital to learners' performance. Spull (2012:4) said that educators play a far more important role in the class than textbooks, and that learners cannot learn unless there are educators in the class to teach them. On the other hand though, educators cannot teach learners what they do not know themselves. In a study conducted by Spull (2012:7) on African Grade 6 educators' language and

mathematics knowledge, it has been found that South African educators know significantly less than their counterparts in eight other African countries.

In a study conducted by Reyneke, *et al.* (2010:287) on the implementation of the new curriculum, educators report that they have received training for 5 days. This is not sufficient, as thorough training is needed when teaching the new curriculum. The study further revealed that only 17.2% of educators have said that they receive assistance from subject advisors. They also complain that when they attended training sessions, the facilitators were ill-equipped and unprepared for their sessions.

Mestry, Hendricks and Bisschoff (2009:475) says that it is essential for educators to continue their professional development, due to the fact that educators' quality of education is measured through their learners' performance. It is thus evident that educators need to continually improve themselves and make sure that they attain the necessary qualifications and knowledge prior to entering the teaching profession. Educators who do not adhere to these specifications, do the education system an injustice.

### **2.2.12 The physical wellbeing of an educator**

There are many discussions about the high absentee rate of educators. When taking into consideration all the physical and emotional risks teachers face on a daily basis at schools, the toll it takes on their physical health has to be considered.

It is apparent that the teacher absentee rate in South Africa has become a major problem. News 24 (2013) reports that South Africa has the highest rate of absenteeism in the Southern African Development Community (SADC) and that South African teachers average 19 days of sick leave a year. Spuall (2012:4) reported that South Africa has the highest absentee rate out of fourteen African countries. Educators participating in illegal strikes also play a role in the excessive absentee rate. In some provinces teachers are absent for an entire month at a time. News 24 (2013) has reported that serious illness has also played a part when it comes to educators taking sick leave. Working with learners every day, educators are exposed to many germs. Most learners come to school even though they are ill and end up infecting teachers.

According to Burton and Leoschut (2012:12), some of the contributing factors that play a role in an educator's mental and physical health, has to do with the educator's

physical working environment. Fearing for one's safety at school may have negative implications, such as a lack of commitment, poor school attendance and poor relationships with learners and colleagues, all of which may impact negatively on educators' quality of teaching.

Another factor contributing to the high absentee rate is the increase in HIV infected teachers. Lumandi (2008:33) discusses the role that HIV and AIDS play in the absentee rate of the educators. The number of cases diagnosed in South African schools has grown to an average of 50% and this figure is increasing at an alarming rate. Failure to deal with this problem carries possible high economic and morale costs such as:

- Absence from work and worker attrition are increasing as teachers fall ill;
- Teachers require sick and compassionate leave to care for sick family;
- Productivity declines because of time off and teachers who are less healthy;
- Supply and cost of labour is affected; and

The physical well-being of educators and all the consequences going with it, should be a great concern for the DoE and needs serious attention. All of this reflects negatively on the job satisfaction educators experience in their working environments.

### **2.2.13 Benefits as a contributing factor**

When the compensation received for the work done does not measure up to the expectations of the worker, there is bound to be dissatisfaction in the working environment.

Lumandi (2008:32) notes that incentives are no longer in place and this discourages educators from being productive in the learning environment. Although the DoE revised their compensation system over the past years, it is not reflecting well on what other persons in the corporate sector receives. This may have a negative effect on the job satisfaction that educators may experience. Educators are under the impression that once they have completed their degree, they will attain a teaching position and earn a good salary. Employed educators sometimes feel disheartened because they have just spent several years attaining a professional degree, yet their salary and fringe benefits prove to be insufficient compensation for all those years spent.

In some cases educators' salaries are determined by the performance of the learners at the schools. It is grossly unfair to further discriminate against educators already facing challenges, by using the performance indicators when determining salary progression as being done at more privileged schools. The possession of a university qualification does not have an impact in terms of remuneration any longer, and this discourages educators to further their studies (Lumandi, 2008:32).

One of the concerning situations South Africa is facing, is the migration of teachers to other countries. When comparing the remuneration packages offered to South African educators to the remuneration in other countries, South Africa seems to be lacking. One of the great motivators for the migration of South African educators to other countries, has to do with the large wage differences between what they could be earning abroad and what they are earning in South Africa. An educator in the United Kingdom for instance, earn up to four times more than a South African educator (SACE, 2011:18).

### **2.3 Conclusion**

Poor working conditions and environmental contributors remains an overwhelming challenge in South African schools. Educators are leaving their profession at an alarming rate which is a cause for concern, as the educators graduating from universities are not enough to fill the void. The drain of experience and knowledge are not easy to replace by less experienced educators, fresh from training. The issues highlighted in this chapter all contribute negatively to our education system, and the level of job satisfaction that educators experience. If these issues are not resolved, it could be detrimental to the South African education system.

## CHAPTER 3

### EMPIRICAL RESEARCH METHODOLOGY AND DESIGN

#### 3.1 Introduction

In the previous chapter, an in-depth literature study has been done on the factors that contribute to job satisfaction, from a theoretical perspective. The purpose of this chapter is to discuss the empirical method of research used to measure the role that job satisfaction plays in the South African educators' completion of their daily activities in their working environment, and how certain aspects influence their daily functioning in the education system.

This chapter focuses on the research methodology, the use of questionnaires, and the methods used by the researcher to compile the questionnaire, how it has been constructed, the reliability and validity of the data collection instrument, the population and sample, the method used to analyse the data, as well as a discussion of and implementation of the pilot study.

#### 3.2 Empirical research design

Creswell (2009:3) states that a research design is a plan or a procedure for research that spans decisions from broad assumptions to detailed methods of data collection and analysis. It can therefore be assumed that each study has its own research design, depending on the researcher's strategy. In this study, a quantitative research design with a structured questionnaire has been used to gather, analyse and interpret data from teachers regarding their level of job satisfaction.

##### 3.2.1 Quantitative research

Maree, Creswell, Ebersöhn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Clark and Van der Westhuizen (2011:145) define quantitative research as a process that is systematic and objective in its way of using numerical data from only a selected sub-group of a universe (or population), to generalise the findings to the universe that is being studied. The purpose of quantitative data gathering is to try and eliminate bias during the data collection as well as the data analysis as far as possible. Creswell (2009:145) says that determinism suggests that examining the relationships between and among variables is central to answering questions and hypotheses

through surveys and experiments, whereby the reduction to a parsimonious set of variables, tightly controlled through design or statistical analysis, provides measures or observations for testing theories.

Qualitative research is used for the purpose of separating certain underlined themes that can be statistically analysed accordingly. Its findings can be presented in a mathematical representation in order to derive certain analogies. Bias is eliminated due to the fact that participants can remain anonymous upon completion of the questionnaire; enabling participant's to feel more secure when answering questions. This is of great value to the researcher if the research calls for direct answers.

### **3.2.2 Questionnaires**

Welman, *et al.* (2011:174) states that the decision to conduct a questionnaire survey should in itself be the culmination of a careful process of thought and discussion, involving the consideration of all possible techniques, concepts and variables involved, while the relationships being investigated should also be clear and should guide the questionnaire design process. It is very important that the researcher carefully selects and revises questions incorporated in the questionnaire, in order to measure results against aims and objectives. If the questions are not carefully considered, the researcher could end up with pointless data that is not applicable to the study. The researcher has used the objectives and a careful selection of questions which have been divided into sub-headings to compile the questionnaire. The following shows some of the advantages and disadvantages of using questionnaires.

#### **3.2.2.1 Advantages of questionnaires**

- Questionnaires are not as time consuming as face-to-face interviews would be for the researcher;
- It is possible for questionnaires to reach a lot more respondents in a shorter amount of time;
- If a questionnaire is correctly structured, accurate results can be derived from the findings;
- A large amount of data can be collected and analysed in a statistical manner;
- Numerous issues can be addressed in an effective way;

- Numerous methods of distribution channels can be used (email, post etc.) in order to reach the maximum amount of respondents;
- It is an easy method of research to implement in order to gain the required results;
- Bias is eliminated as the researcher may never even meet the respondents, allowing respondents to feel assured of their anonymity when answering truthfully (Welman, *et al.*, 2011:174).

Based on these assumptions it has been decided by the researcher that the method of using a questionnaire will be highly suited for this study on job satisfaction among South African educators.

### **3.2.2.2 Disadvantages of questionnaires**

- Respondents may fill in questionnaires incorrectly due to lack of interest or misunderstandings, which could impact the results negatively.
- As the researcher is not working face-to-face with respondents, they may respond with a lack of interest and fail to complete questionnaires.
- Due to a lack of interest, the quality of the data gathered may be misleading or useless.
- Questionnaires seldom leave space for explanations of answers, making it difficult for researchers to understand a respondent's frame of mind.
- Respondents' attitudes and frame of mind while completing the questionnaires, can impact negatively on the results, considering that respondents might have been feeling off on that specific day (Welman, *et al.*, 2011:174).

After having reviewed the disadvantages, the researcher has taken the information into consideration and tried to eliminate problems as far as possible. Various techniques were used to implement structures in order to avoid the above mentioned disadvantages.

### **3.3 Data gathering**

A self-administered questionnaire was set up to collect data from educators in the Vaal Triangle. This measuring instrument has been used in order to ensure that the researcher could reach a large number of respondents. The focus has not been aimed

at quantitative measuring instruments, whereby only a few respondents would have been able to participate.

### **3.3.1 Self-administered questionnaire**

For the purpose of the pilot study, as well as the actual research project, the researcher has used self-administered questionnaires. *Welman, et al. (2011:174)* say that when designing a questionnaire, the researcher should select as much previous research on the topic as possible, and consult questionnaires from similar previous studies, which can form part of the input into the questionnaire design process. This is an important part of the study, as the researchers can compare the intended questions to the questions used in previous studies, thereby checking whether the results compare to the initial aims and objectives. It is important that questions are laid out in an orderly manner, to ensure that respondents are not confused while completing the questionnaire, and that the set questions reflect the true aims and objectives established by the researcher. The researcher has carefully taken into account the literature, previous questionnaires and own opinions in order to structure the questionnaire.

*Babbie (2007:260)* states that when respondents complete the self-administered questionnaires, it is done without the researcher being present. The advantages of self-administered questionnaires are that it is a cost effective research method, bias is eliminated as the researcher is not present, and a relatively large number of respondents can be reached simultaneously. The researcher has used certain fieldworkers who have been trained beforehand by the researcher, to help distribute the questionnaires to and collect it from the different institutions.

The questions have been answered on a 4 point Likert scale. *Maree, et al. (2011:167)* note that the Likert scale is one of the most widely used measuring instruments and that it provides an ordinal measure of a respondent's attitude. The questionnaires were set up in such a way as to determine the participants' feelings of emotional as well as physical well-being in their working environment.

### **3.3.2 The layout of the questionnaire**

The questionnaire is divided into two sections. Section A focuses on the demographic aspects, namely the background of the participants, as well as physical aspects and achievements, such as age, gender, qualifications and working experience.

Section B focuses on the physical aspects of each educator's working environment as well as the challenges which they daily face with the education system, for instance:

- Violence among learners that educators have to deal with, along with concerns about their own personal safety;
- Discipline problems that they face in the classroom situation, and whether the discipline procedures set out by the Department of Education work effectively;
- Physical and emotional well-being of each educator, and how their working environment affects their emotions and health;
- The facilities available to each educator, whether he/she is able to teach effectively within his/her working conditions, as well as whether they have the required tools to do their job successfully;
- Their workload, whether they consider it to be overburdening and considering the time spent after school hours, that goes undocumented;
- Overcrowded classrooms and the difficulties educators face when their classrooms exceed the required 32:1 ratio;
- Collegial relationships amongst educators and their sub-ordinates, and how effective relationships could lead to a more supportive working atmosphere.

The following is a layout of Section A, which includes the biographical information of each respondent:

#### **Section A:**

- Gender;
- Age;
- Teaching experience;
- Highest qualification obtained;
- Position held at the school.

The questions have been divided into different sections to make the interpretation of the data more structured. Table 3.1 shows the lay out of the sections and the questions distributed to each section.

**Table 3.1: Question division of Section B**

HEADING	QUESTIONS
Facilities	1,2,3,4,5,6,9,22,24
Discipline	43
Salaries & benefits	7,21,25,36,37
Workload	23,27,28,38,44,45,47,48
Working environment	19,40,41,42,46
Well-being	8,10,11,12
Job satisfaction	13,16,20
Physical and emotional well-being	14,17,18,29,30,32
Safety of educator	15
Parental support	26
Overcrowded classrooms	33
Positive behaviour from learners.	34
Motivating learners	35
Hostility towards educators	39

A mistake has been made on the questionnaire being that there was no number 31, which has only been discovered after the feedback from the respondents, therefore the researcher kept the numbers as it appears on the questionnaire.

### 3.3.3 Population and sample

All the participating schools are situated in the Vaal Triangle which consists of Vereeniging, Vanderbijlpark and Sasolburg. There is a total of 143 schools (N=143) situated in the Vaal Triangle, of which 98 are primary schools and 45 secondary schools. Schools have been chosen on a geographical basis, since that allowed the researcher easy access to the schools. Maree, *et al.* (2011:177) say that convenience sampling refers to situations where population elements are selected, based on the fact that they are easily and conveniently available, and this method is generally used

by researchers due to the fact that it is quick and cheap. The problem with these samples is that on such a small scale, results cannot be generalised and applied across the whole population.

A total of 202 questionnaires were distributed, but only 154 questionnaires (N=154) were completed and returned to the researcher. This was a total of 76,2% (See Table 3.2). The reason for the positive response was due to the fact that the researcher knew a representative at each school, who was trained as fieldworkers and who collected the questionnaires and returned them to the researcher.

**Table 3.2: Number of questionnaires sent out and returned**

Amount of questionnaires handed out	Amount of questionnaires returned	Percentage returned
202	153	76.2%

### 3.3.4 Pilot study

Welman, *et al.* (2011:148), note that a pilot study is used when a new measuring instrument is developed, because it is useful to ‘test it’ before administering it to the actual sample. This is done by handing out the questionnaire to a sample of the same population, in order to test the validity and understanding of the questions.

The researcher handed the questionnaire to 10 independent educators who did not form part of the population sample of the final study, to complete. After completion, the questionnaires were discussed with these 10 participants to rectify any misunderstandings that they experienced with the questions. After this exercise, the questionnaire was adjusted and finalised before distribution.

## 3.4 Data analysis

### 3.4.1 Statistical techniques

The responses have been analysed by the Statistic Consultation Services at the North-west University, Potchefstroom-Campus, with the help of the SAS-computer system (Statistical Analysis System) (SAS Institute Inc., 1988).

### **3.4.2 Reliability of the data collection instrument**

In this study the method of data analysis used to determine internal reliability has been measured by using the Cronbach's Alpha. This method is also called internal consistency. Maree, *et al.* (2011:216) says that when a number of items are formulated to measure a certain construct, there should be a high degree of similarity among them, since they are supposed to measure one common construct. A measure of this degree of similarity is an indication of the internal consistency (or reliability) of the instrument. Maree, *et al.* (2011:216) furthermore state that the coefficient that is used to measure the internal reliability of the instrument, is called the Cronbach's Alpha coefficient, and is based on the inter-item correlations. If the items are strongly correlated with each other, their internal consistency is high and the Alpha coefficient will be close to one. If on the other hand, the items are poorly formulated and do not correlate strongly, the Alpha coefficient will be close to zero.

According to Anastasi (1998:124), an Alpha value higher or equal to 0.5 is accepted as a reliable measuring instrument and values smaller than 0.5 are regarded as unreliable in the group.

### **3.4.3 Validity of the data collection instrument**

Maree, *et al.* (2011:216,) note that the validity of an instrument refers to the extent to which it measures what it is supposed to measure. They continue by saying that in the human sciences this is practically problematic, since instruments need to measure human emotions like anger and motivation. This can be a problem as different people experience different emotions on a daily basis, and a person's emotions can influence the way he/she answers the questionnaire. This may pose a problem as their emotions can directly influence the researcher's results.

## **3.5 Conclusion**

The research methodology of this study is important, because many studies fail due to the fact that the results of the methodology are unorganised (Leedy & Ormrod, 2005:20). In this chapter a thorough discussion has been done on all the aspects concerning the empirical process. This has been done to ensure a systematic procedure that limits mistakes to the minimum. With the content of this chapter as background, the data have been analysed and are presented in Chapter 4.

# CHAPTER 4

## RESULTS AND DISCUSSION

### 4.1 Introduction

In this chapter data are presented, analysed and interpreted in a systematic way. The purpose of this chapter is to attend to the research question as stated in Chapter one, namely:

Do teachers experience job satisfaction or job dissatisfaction within the selected schools in the Vaal Triangle?

To ensure a logical sequence for the discussion the data will be discussed under the following headings:

Biographic information of the respondents:

- Gender;
- Age group;
- Teaching experience;
- Qualification obtained; and
- Teaching position held.

Factors contributing to job (dis)satisfaction:

1. Facilities;
2. Benefits;
3. Workload;
4. Discipline;
5. Working environment;
6. Violence;
7. Well-being;
8. Job satisfaction;
9. Emotional well-being.

## 4.2 Biographical information of the respondents

Respondents have been requested to enter their personal details such as gender, age, teaching experience, highest qualification obtained, and position held at the school, on each questionnaire. This information has been used to assist the researcher in drawing comparisons between educators, in order to try and determine in what way their biographic information influences their frame of mind.

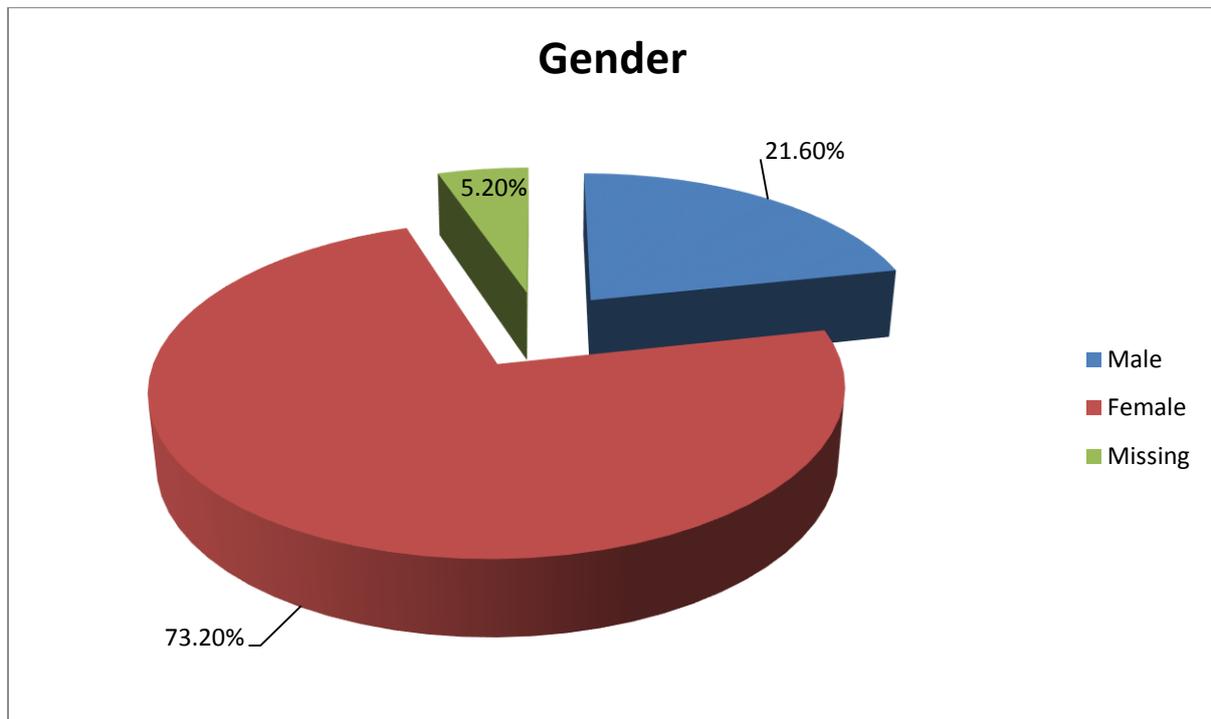
### 4.2.1 Gender

An analysis of the gender (statistics presented in Table 4.1 and Figure4.1) indicates that there is a clear female dominance in the schools represented in this study. The data indicates that there are more female respondents (73.2%) than male respondents (21.6%) while the missing respondents were 5.2% (this is due to the fact that certain questions were not completed). This explanation is applicable to the rest of the discussion.

**Table 4.1 Gender profile of the respondents**

Gender	Frequency	Percentage (%)
Female	112	73.2
Male	33	21.6
Missing	8	5.2
Total	153	100

**Figure 4.1. Pie chart of the gender profile of the respondents**



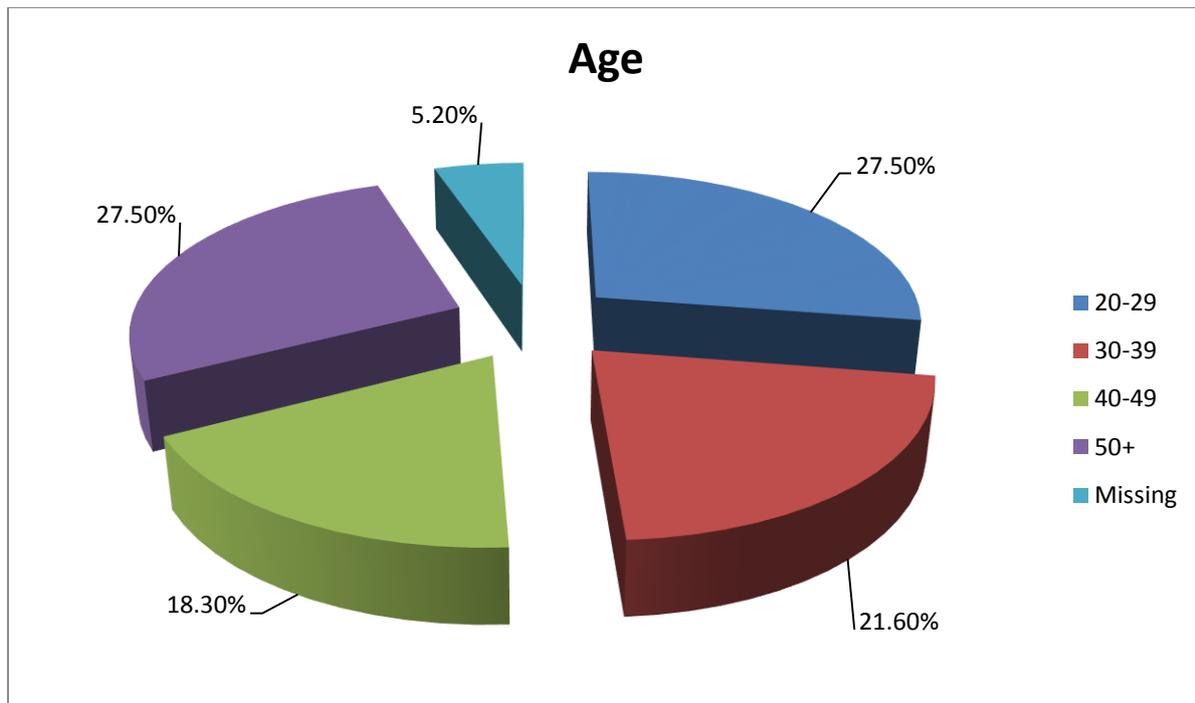
#### **4.2.2 Age group**

Table 4.1 and Figure 4.2 divide respondents into their age groups. It is clear that various age groups have participated in this study. As illustrated in Table 4.1 and Figure 4.1, the majority of respondents are from the ages 20 to 29 (27.5%) and 50+ (27.5%) years and older. Respondents aged 30-39 represent 21.6% of the population, while respondents aged 40-49 represent 18.3% of the population sample. This could be an indicator that educators leave the teaching profession at an early age.

**Table 4.2 Age Group of respondents**

Age	Frequency	Percentage (%)
20-29 years	42	27.5
30-39 years	33	21.6
40-49 years	28	18.3
50 and older	42	27.5
Missing	8	5.2
Total	153	100

**Figure 4.2 Pie chart of age group of respondents**



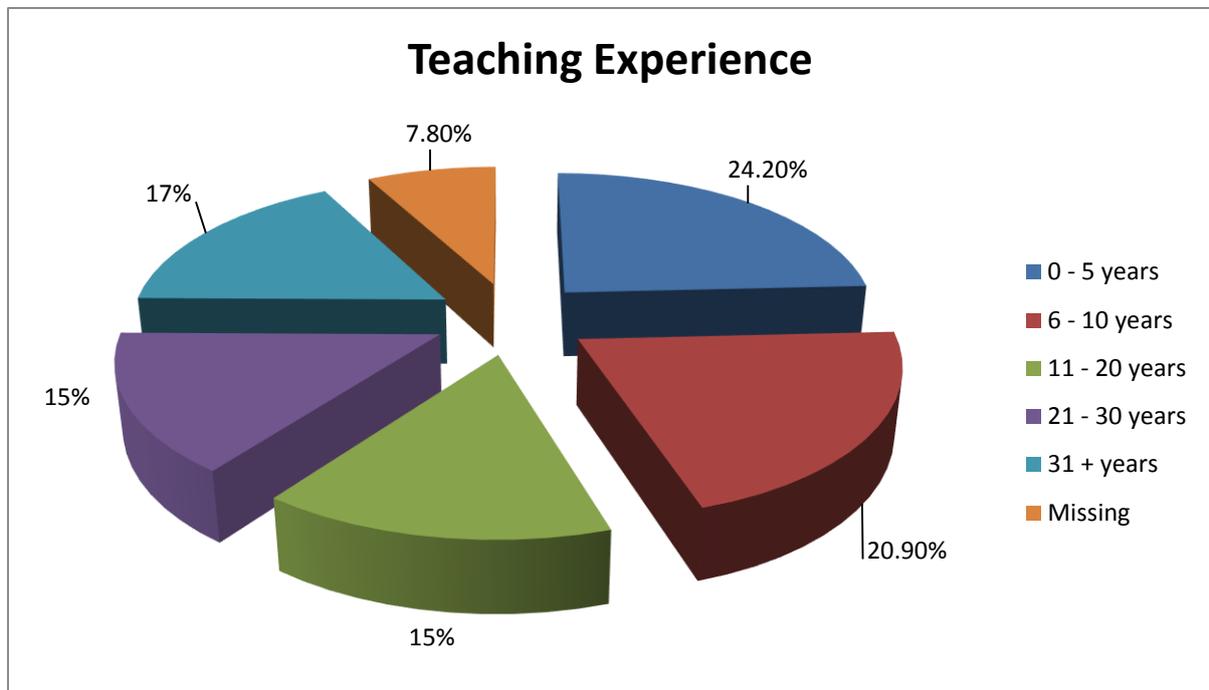
#### 4.2.3 Teaching Experience

Table 4.2 and Figure 4.2 are a representation of each respondent's teaching experience. The majority of educators have an average of 0-5 years (24.2%) teaching experience, while the 6-10 years (20.9%) group is the second largest group of representatives. 11-20 years and 21-30 years are represented by as little as 15%, while 31 years and over is represented by 17%. The majority of teachers in this study have only a few years' teaching experience, while the experienced teachers are in the minority, which may indicate that the system is losing experienced teachers.

**Table 4.3 Teaching experience of respondents**

Experience	Frequency	Percentage(%)
0-5 years	37	24.2
6-10 years	32	20.9
11-20 years	23	15.0
21-30 years	23	15.0
30 years and more	26	17.0
Missing	8	7.8
<b>Total</b>	<b>153</b>	<b>100</b>

**Figure 4.3 Pie chart of teaching experience of respondents**



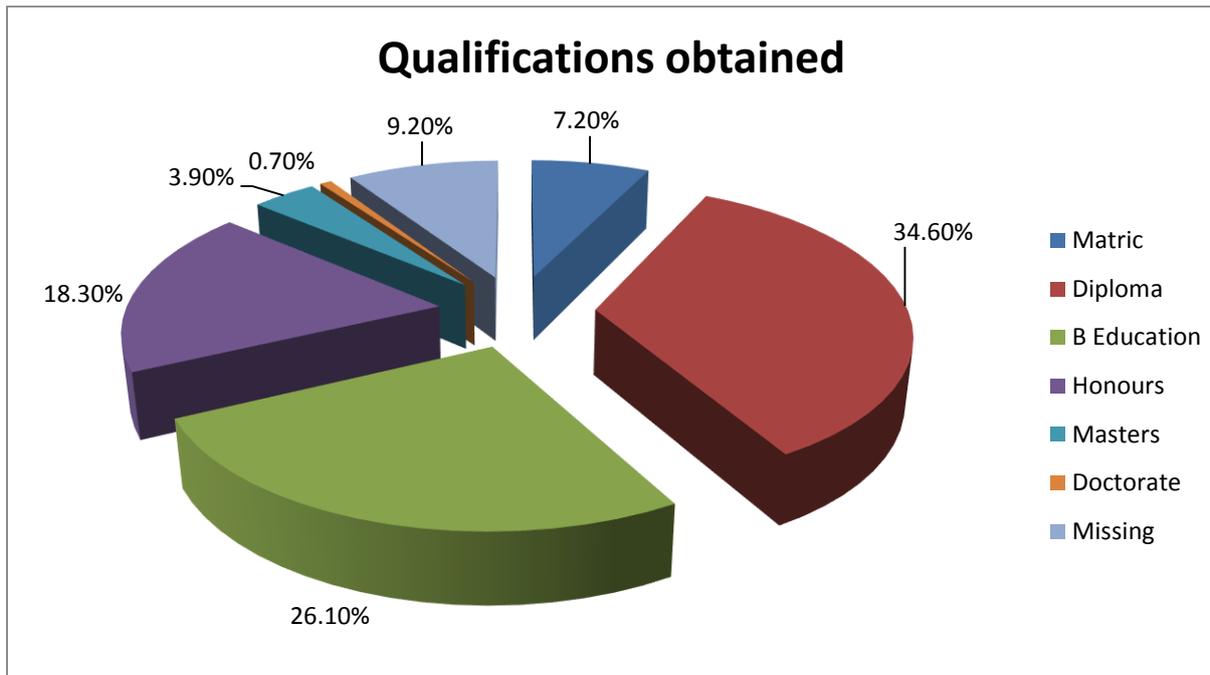
#### **4.2.4 Qualification obtained**

Table 4.3 and Figure 4.3 are representations of the qualifications obtained by the educators in the population sample. In this study, it is indicated that there is still a large number of educators who are not qualified to be in a teaching profession, with a total of 7.2% of participants who only have a matric certificate, and a total of 34.6% of participants who have obtained only a diploma. 26.1% of the sample educators have a degree, while 22.9% have a post graduate qualification. It is disturbing that this sample shows that 41.8% of the educators do not have a degree.

**Table 4.4 Qualification obtained by each respondent**

<b>Degree</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Matric</b>	<b>11</b>	<b>7.2</b>
<b>Educational diploma</b>	<b>53</b>	<b>34.6</b>
<b>B Education degree</b>	<b>40</b>	<b>26.1</b>
<b>Honours degree</b>	<b>28</b>	<b>18.3</b>
<b>Master's degree</b>	<b>6</b>	<b>3.9</b>
<b>Doctorate</b>	<b>1</b>	<b>0.7</b>
<b>Missing</b>	<b>14</b>	<b>9.2</b>
<b>Total</b>	<b>153</b>	<b>100</b>

**Figure 4.4 Pie chart of qualification obtained by each respondent**



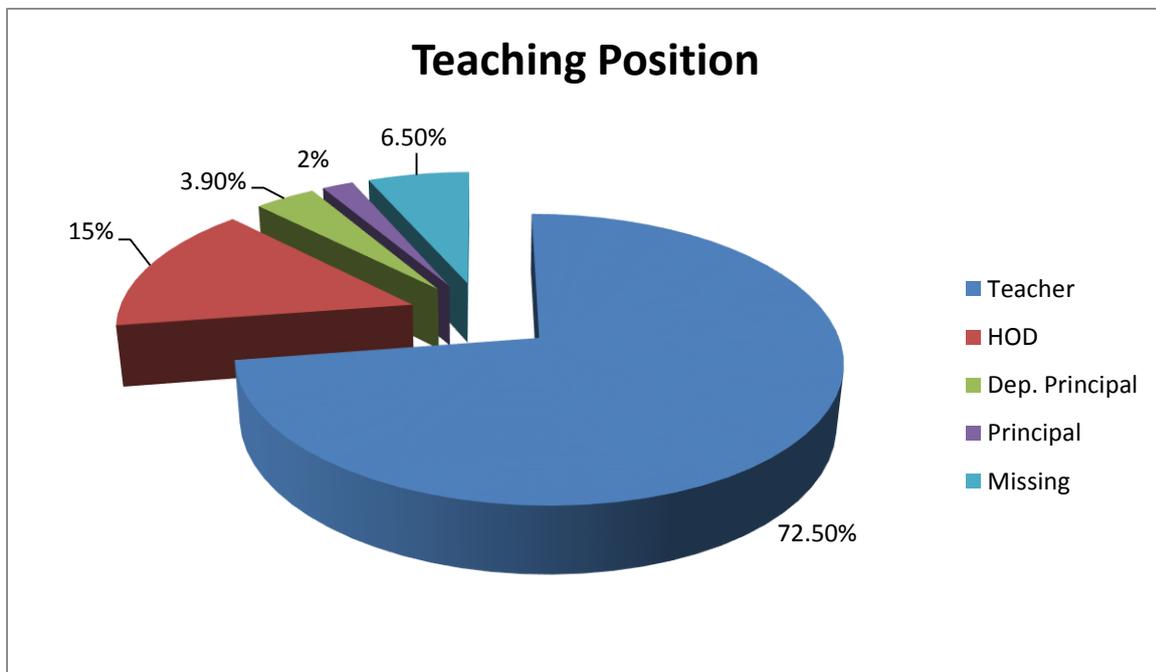
#### **4.2.5 Teaching position held**

Table 4.4 and Figure 4.4 analyse the teaching positions held by the population sample. The majority of representatives are educators, with a representation of 73.5%. Heads of Department (HOD) represent 15% of the population sample while Deputy Principals are 3.9% and Principals 6.5%.

**Table 4.5 Teaching Position of respondents**

Degree	Frequency	Percentage (%)
Educator	111	72.5
Head of Department	23	15.0
Deputy Principal	6	3.9
Principal	3	2.0
Missing	10	6.5
Total	153	100

**Figure 4.5 Pie chart of teaching position of respondents**



### **4.3 Analysing and interpreting the questions**

The data has been analysed by using a factor analysis to group the questions under certain headings, using Cronbach's Alpha to test the reliability. Mean scores have also been used to interpret the different headings classified by the factor analysis. P-values and effect sizes are used to do a comparison with the biographical information and the different groups, as per factor analysis.

### 4.3.1 Factor analysis

The extraction method used in the factor analysis has been the Principal Axis Factoring with the Oblimin Rotation Method. In the factor analysis, a total of 60.4% of the variance in the data in Section B has been extracted through 10 factors. The Kaiser, Meyer and Olkin measure indicates that the data are 0,80, which means the data are sufficient to draw a factor analysis (Field, 2005:17). The following factors have been identified and a pattern matrix thereof is shown in Table 4.6. The following is an layout of the factors as shown in the pattern matrix:

10. Facilities;
11. Benefits;
12. Workload;
13. Discipline;
14. Working environment;
15. Violence;
16. Wellbeing;
17. Job satisfaction;
18. Emotional well-being.

**Table 4.6 Pattern matrix consisting of a 10 factor analysis**

	Facilities	Benefits	Workload	Discipline	Working environment	Violence	Well-being	Job satisfaction	Emotional well-being
b4	.739								
b5	.646								
b3	.524						.240		
b6	.427					-.335			
b1	.404		.206				.232		
b9	.404						.287		
b24	.390								
b22	.372			.213		-.308			
b2	.369				-.240				
b37		.716				e			
b36		.659							
b7	.257	.475				.283	.239	-.210	
b40		.473			-.408				
b25		.342		.267					
b21		.322		-.243		.308			
b45			.660			-.291	.233		
b28			.598						
b47			.572						
b27			.531						
b44	.271		.381			-.323			-.279
b23		.279	.323					.312	
b38		.231	.282						
b48	.215		.228						-.207

b33		.201							
b39			.208	.499					
b35				.392					
b34				-.386			.209		
b42					-.715				
b41				.257	-.405		.216		
b19	.243	.263			-.396				-.209
b43					-.395				-.320
b46	.232				-.385				
b15						.586			
b26					-.236	.538			
b11	.201	-.262					.630		
b10		.260					.563		-.203
b8					-.213		.412		
b12							.397		
b16								-.669	
b20								.608	
b13					-.217		.281	-.337	
b30									-.537
b14									-.485
b17						.353			-.467
b18					-.255		.264		-.457
b32	.366								-.406
b29							.305		-.347
Cronbach's Alpha	.864	.683	.721	.340	.713	.305	.719	.606	.767

### **4.3.2 Cronbach's Alpha**

Cronbach's Alpha values have been calculated to test the reliability of each factor. Tavakol and Dennick (2011:53-54) report that Cronbach's Alpha is expressed as a number between 0 and 1, where the internal consistency describes the extent to which all the items in a test measure the same concept and is thus connected to the inter-relatedness of the items within the test. They further report acceptable values of Alpha range from 0.70 to 0.90, where a value under 0.70 could be attributed to a low number of questions pertaining to the specific subject or poor inter-relativity, though it will still be considered acceptable. On the other hand values above 0.95 may suggest that items are redundant, as they are testing the same question, but in a different guise. The following is a discussion of the different values.

#### **4.3.2.1 Facilities**

The first factor is aimed at the facilities at the schools and whether the educators are satisfied with these facilities. In the grouping, Cronbach's Alpha has a value of 0.864, which shows a high reliability between questions. When analysing the mean on facilities, it is clear that in general, most of the participants are satisfied with the school's facilities.

#### **4.3.2.2 Salaries and benefits**

The second factor aims to test the educators' satisfaction with the benefits and salaries that they receive. In this grouping, Cronbach's Alpha has a value of 0.683, which shows an acceptable reliability between questions.

#### **4.3.2.3 Workload**

The third factor aims to test the educators' satisfaction with the workload that they have to deal with on a daily basis. In these groupings Cronbach's Alpha has a value of 0.721, which shows a good reliability between questions.

#### **4.3.2.4 Discipline**

The fourth factor aims to test the educators' satisfaction with the discipline problems they have to deal with on a daily basis. In this grouping Cronbach's Alpha has a value of 0.340, which shows a poor inter-relativity between

questions. In this grouping a reverse scoring has been done on questions 34, 35 and 39. This improves the Cronbach's Alpha, but it still shows a low reliability.

#### **4.3.2.5 Working environment**

The fifth factor aims to test the educators' relationships with colleagues and whether they have good working collegial relationships in their school. In this grouping, the Cronbach's Alpha has a value of 0.713, which shows a good reliability between questions.

#### **4.3.2.6 Violence**

The sixth factor aims to test whether educators are subjected to violence in the school they work at, and whether they feel safe there. In this grouping the Cronbach's Alpha has a value of 0.305, which shows a very low reliability between questions. Questions have therefore been spilt up and discussed individually below.

#### **4.3.2.7 Well-being**

The seventh factor aims to test the educators' physical well-being within the school environment, and whether they are emotionally motivated to go to work in the morning. In this grouping the Cronbach's Alpha has a value of 0.719, which shows a good reliability between questions.

#### **4.3.2.8 Job Satisfaction**

The eighth factor aims to test the educators' job satisfaction and whether they are content within their working environment. In this grouping the Cronbach's Alpha has a value of 0.606, which shows an acceptable reliability between questions.

#### **4.3.2.9 Emotional well-being**

The ninth factor aimed to test the educators' emotional well-being within the school environment, and whether they are emotionally motivated to go to work in the morning. In this grouping the Cronbach's Alpha has a value of 0.767, which indicates good reliability between questions.

Field (2005:1) says that SPSS almost always find a factor solution to a set of variables, however little meaning can be derived from these variables if they are not sensible, he therefore advises that the first thing to do when conducting a factor analysis, is to look at the inter-correlation between variables. Field (2005:1) continues to say that, should the test questions measure the same underlying dimensions, it would be expected to correlate with each other. Examples of variables for which the factors did not show sufficient reliability, are questions 15, 26, 33, 34, 35 and 39. These questions are discussed separately under data analysis and interpretation, later on in this chapter.

#### **4.4 Means of factors**

The mean score has been calculated for the following groups. There are two factors that do not have a reliable Cronbach's Alpha, and therefore are discussed separately.

**Table 4.7 Mean inter-item correlation**

	<b>Factors</b>	<b>Standard Deviation</b>	<b>Mean</b>	
1	Facilities	.65	2.92	The mean inter-item correlation is 2.92, indicating that in general, most educators are satisfied with the facilities they find in their working environment.
2	Benefits	.67	2.09	The mean inter-item correlation is 2.09, indicating that in general, the majority of educators are not happy with their salaries and benefits received.
3	Discipline	.55	2.81	The mean inter-item correlation is 2.81, indicating that the majority of educators are not happy with the discipline of learners.
4	Workload	.61	2.47	The mean inter-item correlation is 2.47, indicating that in general, the majority of educators are not happy with their workload.
5	Relationships	.70	2.92	The mean inter-item correlation is 2.92, indicating that in general, the majority of educators have good collegial relationships in their working environment.
6	Job satisfaction	.78	2.49	The mean inter-item correlation is 2.49, indicating that in general, the majority of educators are not satisfied within their working environment.

7	Well-being	.64	2.64	The mean inter-item correlation is 2.64, indicating that in general, the majority of educators are not satisfied with their general health and physical well-being.
8	B-15: Safety of educators	1.00	1.84	The mean inter-item correlation is 1.84, indicating that in general most educators feel that they are not safe within their working environment.
9	B-26: Parental support	.94	2.22	The mean inter-item correlation is 2.22, indicating that in general most educators are not supported by the parents.
10	B-33: Overcrowded classrooms	1.10	2.04	The mean inter-item correlation is 2.04, indicating that in general most educators have to deal with overcrowded classrooms.
11	B-34: Positive behaviour from learners.	1.00	2.50	The mean inter-item correlation is 2.50, indicating that in general most educators rarely receive positive behaviour from learners.
12	B-35: Motivating learners	.93	2.66	The mean inter-item correlation is 2.66, indicating that in general, the majority of educators are not satisfied with the level of positive feedback and attitudes of learners.
13	B-39: Hostility towards educators	.83	2.61	The mean inter-item correlation is 2.61, indicating that in general most educators are threatened by learners.

#### **4.4.1 Data analysis and interpretation: Comparison between Section A and Section B**

In this section the researcher compares the biographical information collected in Section A to the questions answered by the respondents in Section B. This will help the researcher to examine the different opinions of respondents according to their:

- Gender;
- Age;
- Teaching experience;
- Qualification obtained;
- Position held at the school.

The researcher is of the opinion that each of these factors play an important part in determining whether the differences between respondents play an important role in determining job-satisfaction among educators.

Before the researcher continues with the interpretation, it is important to note that, due to the fact that the sample has been done on a very small scale, as the population sample was only a small representation of the schools in the Vaal Triangle, results cannot be generalised or be considered statistically significant within the general population.

It is important to note that when trying to comprehend statistics, it is essential to find the correlation between the variables. If there is a correlation between the variables, it can be said that there is a statistical significance. Researchers make use of p-values, and when these values are bigger than 0.05, they are seen as insignificant, thus only values smaller than and/or equal to 0.05, are considered to be statistically significant.

#### 4.4.2 Frequencies – Mixed model analysis

**Table 4.8 Gender dependent variables on facilities**

Factors	Men (4)	Women (4)	Estimated residual	P-Value	Effect size
Facilities	2.78	2.99	.41	.096	.52
Benefits	2.41	2.0	.42	.002	.95
Workload	2.58	2.9	.28	.003	1.12
Discipline	2.57	2.47	.37	.411	.27
Relationships among colleagues	2.66	3.01	.48	.014	.71
Physical and emotional well- being	2.68	2.65	0.40	.803	0.08
B15 – Safety of educators	2.26	1.72	0.97	.025	0.55
B26 - Parental support	2.69	2.05	.81	.01	.79
B33- Overcrowded classrooms	2.45	1.96	1.23	.02	.40
B34- Positive behaviour from learners	2.51	2.52	0.99	0.97	0.01
B35 – Motivating learners.	2.81	2.69	0.84	0.51	0.14
B39- Hostility towards educators	2.30	2.70	0.66	.013	0.61
Job satisfaction	2.54	2.48	0.63	0.68	0.1

Red is statistical and practically significant

##### 4.4.2.1 Dependent variables on facilities

Benefits – The P-value for benefits in Table 4.8 is smaller than 0.05, with a value of 0.002, meaning that it is statistically significant. There is a big difference of opinion

between male and female educators when it comes to benefits like salaries and remuneration received by educators. The female educators are less satisfied with their benefits than the male educators.

Workload – The P-value in Table 4.8 is smaller than 0.05, with a value of 0.003. There is a big difference of opinion between male and female educators when it comes to workload. The female educators feel more overburdened with their workload than the male educators.

Relationships amongst colleagues – Relationships prove to be statistically significant with a P-value of 0.014 found in Table 4.8. There is a big difference of opinion between male and female educators when it comes to relationships amongst work colleagues. Female educators are happy with their relationships with their colleagues, while male educators seem to be less satisfied. This could be attributed to the fact that there is a low ratio of male educators working at schools, making it more difficult to form relationships with colleagues.

B15: Safety of Educators – Safety of educators is seen as a statistically significant with a P-value of 0.025 as found in Table 4.8. Both males and females have the same opinion about their safety in their schools. Female educators feel more unsafe in their working environment, while male educators feel a bit more secure, but overall both male and female educators feel unsafe in their working environments.

B26: Parental support – Parental support is statistically significant with a P-value of 0.01. There is a big difference of opinion between male and female educators when it comes to parental support. Female educators feel that they receive little support from parents, while male educators are more satisfied with the parental involvement, but feel that it needs to be improved upon.

B33: Overcrowded classrooms – The overcrowding of classrooms is statistically significant with a P-value of 0.02. Male educators are not completely dissatisfied with overcrowded classrooms, while female educators experience great discontent with it. Female educators seem to be more overwhelmed by larger classes than males.

B39: Hostility – Hostility towards educators is statistically significant with a P-value of 0.013. Both male and female educators feel basically the same when it comes to hostility towards them by learners. They have indicated that learners are sometimes

hostile towards them, which can also be linked to their feelings of unsafety in the schools.

**Table 4.9 Dependent variables on age**

Factors	20 – 29 years	30 – 39 years	40 – 49 years	50- + years	Estimated residual	P-Value
Facilities	2.82	2.55	3.03	3.31	0.34	.001
Benefits	2.36	2.17	2.01	1.83	0.41	.002
Workload	2.85	2.60	2.72	3.05	.28	.003
Discipline	2.57	2.25	2.56	2.56	.36	.085
Relationships among colleagues	3.0	2.41	2.95	3.25	.41	.001
Job satisfaction	2.35	2.33	2.59	2.69	.61	.11
Well-being	2.63	2.40	2.67	2.86	.38	.19
B15 – Safety of Educators	1.92	2.09	1.90	1.58	1.01	.30
B26 – Parental support	2.5	2.18	2.14	1.95	.85	.06
B33 – Overcrowded classrooms	2.38	2.36	1.78	1.73	1.19	.011
B – 34 Learner discipline	2.54	2.24	2.5	2.73	.98	.21
B – 35 Motivation	2.92	2.66	2.57	2.65	.84	.39
B – 39 Hostility	2.59	2.57	2.70	2.61	.70	.94

#### 4.4.2.2 Dependent variables on age

Facilities – When it comes to the different age groups, facilities is seen as statistically significant with a P-value of 0.001, as indicated in Table 4.9. There is a difference of opinion between the age groups 20-29 years and 30-39 years regarding facilities available at schools. The biggest difference effect is found between the age groups 20-29 years and 50 + years, as they do not agree on the availability of school facilities

provided. It is clear that as educators become older, they become more satisfied with the facilities. It is the opinion of the researcher that the younger generation educators seeks more sophisticated equipment as teaching aids, while the older generation is satisfied with what they have.

Benefits – Benefits prove to be statistically significant with a P-value of 0.002, as indicated in Table 4.9. Educators from the age groups 30-39 years and 40-49 years show little difference in opinions, as both groups are unhappy with their benefits and remuneration received as educators. Educators 50 years and older, are the least happy with their benefits. It is the opinion of the researcher that these educators are displeased as they are nearing retirement, and their pension will not be sufficient to retire comfortably on, so they will have to carry on working until it is no longer possible for them, because early retirement is out of the question. The age group 20-29 is the most positive about their benefits.

Workload – Workload has a statistical significance with a P-value of 0.003, as indicated in Table 4.9. The age group 30-39 shows the highest degree of dissatisfaction with their workload, while educators older than 50 are mostly satisfied. It is the opinion of the researcher that the older educators tend to pass the work on to the younger educators, as they feel that they have been there for longer so they should be less burdened. There is a very strong disagreement about workload between the age groups 30-39 and 50+ years. The age group 30-39 is the least content with their workload.

Relationships among colleagues – Relationships are seen as statistically significant with a P-value of 0.001, as indicated in Table 4.9. The age groups 20-29 years and 50+ years, are more satisfied with their collegial relationships, however the age groups 30-39 years and 40-49 years are the least satisfied with these relationships.

B-33: Overcrowded classrooms – Overcrowded classrooms has a P-value of 0.011, as indicated in Table 4.9. Educators aged 50 years and older are the least satisfied with the overcrowded classrooms, while educators aged between 20-29 years are a little less concerned about it.

**Table 4.10 Dependent variables on experience**

Factors	0 – 5 years	6-10 years	11-20 years	21-30 years	30+ Years	Estimated residual	P- value
Facilities	2.78	2.72	2.91	3.01	3.33	.38	.003
Benefits	2.36	2.21	2.04	1.97	1.79	.42	.011
Workload	2.85	2.66	2.91	2.69	2.93	.29	.224
Discipline	2.59	2.37	2.42	2.59	2.55	.38	.548
Relationships among colleagues	2.92	2.66	2.87	2.96	3.25	.48	.040
Job satisfaction	2.36	2.41	2.36	2.65	2.79	.63	.174
Well-being	2.64	2.55	2.57	2.69	2.85	.41	.432
B15 – Safety of educators	1.82	2.23	1.68	1.72	1.8	1.02	.437
B26 – Parental support	2.51	2.25	1.95	2.21	1.96	.86	.114
B33 – Overcrowded classrooms	2.37	2.25	2.0	2.0	1.57	1.22	.069
B – 34 Learner discipline	2.43	2.46	2.43	2.63	2.73	1.01	.745
B – 35 Motivation	2.91	2.59	2.73	2.65	2.64	0.84	.645
B – 39 Hostility	2.64	2.56	2.65	2.5	2.76	0.69	.825

**4.4.2.3 Dependent variables on experience**

Facilities – School facilities are statistically significant with a P-value of 0.003, as indicated in Table 4.10. Educators who have only been teaching for 6-10 years are not happy with their school’s facilities, while educators with 30 and more years of experience are happy with their facilities. This is also where the highest difference in opinions is seen between the educators with 6-10 years of experience and educators with 50 years or more.

Benefits – With a P-value of 0.011, as indicated in Table 4.10, it is once again clear that the educators who have been teaching the longest are the least satisfied with their remuneration and benefits, while the educators with the least amount of teaching experience are more satisfied with their benefits. This is also where the biggest difference of opinions when it comes to salaries and benefits occurs, between educators with 0-5 years' experience and educators who have 30+ years' experience.

Relationships among colleagues – With a P-value of 0.04, as indicated in Table 4.10, relationships among colleagues are seen as statistically significant. While educators with experience between 6-10 years are the least satisfied with their collegial relationships, educators with 50+ years of experience are more satisfied with their collegial relationships. This could have to do with the maturity level among more experience educators. The largest difference of opinion can be found between educators with 6-10 years' experience and educators with 30+ years of experience.

**Table 4.11 Dependent variables on qualifications**

Factors	Matric certificate	Educational diploma	B Ed degree	Honours degree and higher	Estimated residual	P-value
Facilities	3.13	2.91	2.78	3.15	.39	.05
Benefits	2.47	1.98	2.26	2.08	.42	.05
Workload	2.67	2.88	2.73	2.89	.28	.33
Discipline	2.76	2.55	2.44	2.52	.36	.45
Relationships among colleagues	3.0	2.86	2.92	3.0	.49	.53
Job satisfaction	2.81	2.49	2.51	2.42	.63	.56
Well-being	2.97	2.59	2.57	2.75	.41	.21
B15 – Safety of Educators	2.44	1.74	1.69	1.89	.99	.24
B26 – Parental support	2.45	2.28	2.15	2.17	.90	.75
B33 – Overcrowded classrooms	2.27	2.18	2.15	1.91	1.28	.66
B – 34 Learner discipline	2.455	2.48	2.52	2.68	.99	.79
B – 35 Motivation	2.6	2.58	2.74	2.85	.82	.56
B – 39 Hostility	2.36	2.78	2.37	2.68	.64	.07

**4.4.2.4 Dependent variables on qualifications**

Facilities – with a P-value of 0.05, as indicated in Table 4.11, facilities once again proves to have significance within job satisfaction among educators. Educators who only have a B-Education degree, are the least satisfied with the facilities, while educators who have a matric qualification or a honours degree or higher qualification, are measuring very close together. This could indicate that students who graduate from a university, are taught to use a certain level of technological appliances

integrated into the education system, while educators who are less qualified have not been subjected to such media.

Benefits – Benefits has been found to be statistically significant with a P-value of 0.05, as indicated in Table 4.11. In general all participants in this study prove to be dissatisfied with their benefits, while educators in possession of an educational diploma, prove to be the most dissatisfied. This could be because the Department pays according to your qualification, thus the higher educators are qualified, the higher their salaries.

#### **4.4.2.5 Position held at school**

There is no statistical and practical significance; therefore the researcher did not discuss it.

### **4.5 CONCLUSION**

It is clear through the analysis of the data collected that there are feelings of job dissatisfaction among educators. It is also clear that there is a difference of opinion when it comes to the different age groups and years of experience among educators. The different age groups were found to have the most opinion differences. Most of the time it was found that the younger generations do not agree with the older more experienced educators when it came to the different categories discussed.

## CHAPTER 5

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of this chapter is to revisit the aims and objectives of this study in order to see if these have been achieved. In Chapter one, a primary objective has been posed with the intention to investigate it throughout the study, namely: the purpose of this study is to determine the level of job (dis)satisfaction among some educators in the Vaal Triangle schools. The researcher has examined various trends in the education system, and collected data relating to the determinants of job (dis)satisfaction in the school environment.

In order for the researcher to investigate the objective, certain measures have been put in place in order to gather sufficient data regarding the topic. Thus the goal of this chapter is to investigate whether the literature review and the data collected during the study, have made a significant contribution to the researcher's investigation. It is therefore essential that the researcher discusses the objectives of the study by re-examining and reiterating:

- An overview of the study;
- Findings from the literature review;
- Findings from the empirical research;
- Findings in relation to the objectives of the study;
- Recommendations;
- Conclusion.

#### 5.2 An overview of the study

A brief overview on each chapter is provided to ensure that the researcher has stayed focussed on the correct aims and objectives of the study. Thereafter these findings are linked to the data retrieved from the data collection process.

### **5.2.1 Chapter one**

In Chapter one the researcher identified a problem in the South African education system. It became apparent that educators were dissatisfied with their working conditions. Over the years protests had become more and more violent and demands became increasingly unpredictable. Educators had closed down schools, intimidated colleagues and caused damage to property. Learners and educators abstaining from illegal protests refused to go to school in fear of their safety. Valuable teaching time was lost as well as interrupted exam papers were cause for many concerns. This had led to job dissatisfaction among colleagues.

### **5.2.2 Chapter two**

This chapter is the literature review, whereby previous studies and the statistical analysis from previous studies were consulted in order to authenticate the identification of the problem. An in-depth study focussed on a number of difficulties educators have to deal with on a daily basis, and how these issues contribute towards their job satisfaction.

The chapter also focused on various individuals/departments that play a role in the education system, and how these individuals/departments contribute towards job satisfaction.

### **5.2.3 Chapter three**

This chapter discussed the research design and how the researcher planned on collecting sufficient data in order to investigate as well as validate the problem identified in Chapter one. Here the researcher also gave a detailed description of which method of research was going to be used for the study. A quantitative approach was used in this research in order to gather an effective amount of data which would be analysed. This was done through the distribution of questionnaires to five participating schools, whereby the researcher investigated the opinion of current educators on their feelings about job satisfaction and how certain aspects in the education environment contributed to either job satisfaction or job dissatisfaction.

#### **5.2.4 Chapter four**

In this chapter the researcher gathered all the data collected during the research process, and had it analysed by the Statistical Department of the North-West University. During this process it was discovered that educators who participated in this study were faced with certain issues that contributed to their job dissatisfaction.

#### **5.3 Findings derived from the literature review**

The findings derived from the literature review in Chapter 2 are discussed in short below:

##### **5.3.1 Administrative workload of educators**

There are a lot of administrative duties an educator has to deal with. Downey (2010:1) has found that over the years, the biggest complaints received from educators, have not been the difficult learners or the uninvolved learners, but rather the ever-increasing paperwork. She reports that educators are overwhelmed by the pressure to submit detailed lesson plans and so forth, which has caused great despair among educators.

##### **5.3.2 Language as a contributing factor to workload**

O'Connor and Geiger (2009:260) state that one of the many challenges educators have to face, is to deal with English Second Language learners. Educators are frustrated due to the fact that working with English Second language learners (ESOL) increase their workloads, as they first have to teach the language and vocabulary for the specific content, before they can actually teach the prescribed work content. This makes it very difficult to complete the yearly syllabus.

##### **5.3.3 Illiterate learners and retention rates**

One of the biggest problems South Africa faces is the amount of illiterate learners in the country. The DoE (2011:22) notes that educators have difficulties with learners in higher grades, because they are faced with learners who have failed to master basic skills during primary schools. The reason for this could be because they have been pushed though due to their age or because they have already repeated a grade in a particular phase. Regulations state a learner cannot repeat a grade more than once, in a specific phase (Spaull, 2012:2). This responsibility places a huge burden on educators.

### **5.3.4 Lack of interest in work**

It seems as though learners no longer have any interest in performing well at school, completing tasks or preparing for tests and examinations. Lethoko, *et al.* (2001:312), have found that learners lack motivation to learn, as well as the ability to concentrate in class. O'Connor and Geiger (2009:254) state that when a child struggles academically, it impacts on their self-esteem and confidence, which in turn can affect other areas of learning, through frustration, social isolation and disciplinary problems. Navsaria, *et al.* (2011:247) explain that 50%–70% of learners are not meeting grade level academic outcomes, due to the limited training and lack of support for teachers, poor foundation skills in learners, and the difficulties experienced with language barriers. This in turn leads to learners losing interest in perform well at school or making any effort to pass grades, as they feel that they are fighting a losing battle.

### **5.3.5 Lack of parental involvement**

There is an increasing lack of parental support when it comes to a learner's education. Not all parents realise the important part they need to play in their child's education. Modisaotsile (2012:3) notes that educators have up to 35 learners in their classes, and due to this high teacher/learner ratio, it is not possible to give each child the individual time needed, thus some learners simply fall through the cracks in the system. It is therefore important that parents are more hands on with their children's education. Teachers report that there are many parents who do not support their children at home academically and show little interest in parent-teacher meetings. Parents feel that it is the educator's job to teach their children, and they show little understanding of the role they should play in their child's education (Navsaria, *et al.*, 2011:247).

### **5.3.6 Discipline in schools**

A growing concern that educators face in schools, is the discipline problems portrayed by learners. It is very difficult for an educator to manage large classes and when learners are ill disciplined, it causes more of a disruption in class with the educator already pressed for time to get through the prescribed work.

### **5.3.7 Violence in South African schools**

Recent reports in the news have highlighted the increase in violence in South African schools. Both educators and learners fear for their safety on some school properties. This plays an important role in an educator's state of mind when going to work every day.

### **5.3.8 Overcrowded classrooms**

There is a growing concern where classes are becoming too large for educators to cope with. Schools are becoming grossly under-staffed, while learner numbers are increasing at a rapid rate. Overcrowded classrooms are becoming more prevalent in our schools, which cause a lot of problems. Teachers cannot to cope with the amount of learners in their classes, which affects them negatively. Lethoko, *et al.* (2001:312), say that having an overcrowded classroom poses many difficulties for educators. It is difficult for an educator to deal with larger groups of learners when teaching.

### **5.3.9 Lack of resources**

Another contributing factor to job dissatisfaction is the lack of resources in schools. Many educators do not have the privilege of textbooks and the necessary facilities to do a proper job. It is very difficult to educate learners when educators do not have the required equipment to do their work. Reyneke *et al.* (2010:282) report that 64.52% of educators say that they do not have the necessary resources for the practical implementation of the curriculum. A lack of resources leaves educators helpless and discouraged.

### **5.3.10 Fellow educators contributing to work dissatisfaction**

A common problem in schools is the unbalanced workload among educators. Some educators have to work harder to make up for their colleagues who are constantly absent or simply refuse to work. Reyneke, *et al.* (2010:288) imply that some educators and schools follow the rules and instructions, working very hard to implement their set curriculums, while some other educators virtually do nothing.

### **5.3.11 The physical well-being of an educator**

There are many discussions about the high absentee rate of educators. When taking into consideration all the physical and emotional risks teachers face on a daily basis at school, it has to be considered what toll it takes on their physical health. News 24 (2013) reports that South Africa has the highest rate of absenteeism in the Southern African Development Community (SADC), and that South African teachers average 19 days of sick leave annually. According to Burton and Leoschut (2012:12), some of the contributing factors that play a role in an educator's mental and physical health, have to do with the educator's physical working environment. Fearing for their safety at school, may have negative implications, such as a lack of commitment, poor school attendance and poor relationships with learners and colleagues, all of which may impact negatively on educators' quality of teaching.

### **5.3.12 Benefits as a contributing factor**

When the compensation received for your work done does not measure up to the expectations of the worker, there is bound to be dissatisfaction in the working environment. Lumandi (2008:32) says that incentives are no longer in place and this discourages educators from being productive in the learning environment. Although the DoE revised their compensation system over the past years, it is not a good reflection on what other employees receive in the corporate sector. This may effect negatively on the job satisfaction levels that educators may experience.

## **5.4 Findings from the empirical review**

The findings of the empirical study will be discussed in short:

### **5.4.1 Facilities**

In this study, it has been discovered through the data collected from the empirical study, which in general, most educators are relatively satisfied with the facilities they find in their working environment.

#### **5.4.2 Benefits**

In this study, it has been discovered through the data collected from the empirical study, which in general, most educators are seldom happy with their salary and benefits received.

#### **5.4.3 Discipline**

In this study, it has also been discovered through the data collected from the empirical study, that in general, most educators are seldom satisfied with the discipline of learners.

#### **5.4.4 Workload**

In this study, it has been discovered through the data collected from the empirical study, that in general, most educators are on occasion satisfied with their workloads.

#### **5.4.5 Relationships**

In this study, it has been discovered through the data collected from the empirical study, that in general, most educators generally have good collegial relationships in their working environment.

#### **5.4.6 Job satisfaction**

In this study, it has been discovered through the data collected from the empirical study, that in general, most educators are rarely satisfied within their working environment.

#### **5.4.7 Well-being**

In this study, it has been discovered through the data collected from the empirical study, that in general, most educators are occasionally satisfied with their general health and physical well-being.

#### **5.4.8 Safety of educator**

In this study, it has been discovered through the data collected from the empirical study, that in general, educators seldom feel that they are safe within their working environment.

#### **5.4.9 Parental support**

In this study, it was discovered through the data collected during the empirical study, that in general most educators are seldom supported by the parents.

#### **5.4.10 Overcrowded classrooms**

In this study it has been discovered through the data collected from the empirical study, which in general, educators often have to deal with overcrowded classrooms.

#### **5.4.11 Positive behaviour from learners**

In this study, it was discovered through the data collected from the empirical study, that in general, most educators rarely receive positive behaviour from learners.

#### **5.4.12 Motivating learners**

In this study, it was discovered through the data collected from the empirical study, that in general, most educators are occasionally satisfied with the positive feedback and attitudes from learners.

#### **5.4.13 Hostility towards educators**

In this study, it has been discovered through the data collected from the empirical study, that in general, educators are occasionally threatened by learners.

### **5.5 Findings in relation to the objectives of the study**

#### **5.5.1 The primary objective**

The primary objective of this study is to determine the level of job (dis)satisfaction among teachers in the Vaal Triangle schools. The researcher looked at various trends in the education system and collected data relating to the determinants of job satisfaction in the school environment. In the data analysed in Chapter four, it was found that a large number of participants were dissatisfied with most of the environmental issues mentioned above. Thus, it can be said that educators in these particular schools are not satisfied with their working environment, and therefore portray feelings of job dissatisfaction.

### **5.5.2 Secondary objectives**

**The sub-objectives of this study are the following:**

The researcher completed a literature study to determine the main contributing factors that add to job (dis)satisfaction from an educator's perspective. This objective was attained by the use of a (though rough) literature study into these issues (Chapter 2). Various sources were consulted and analysed in order to identify the most common issues.

- The researcher completed an empirical study to determine whether teachers experience job (dis)satisfaction, and how this job (dis)satisfaction impacts on the motivation of teachers. This objective was obtained through the use of a quantitative method. Issues that were highlighted in the literature study (chapter 2) were used to formulate a questionnaire which was distributed to the target group.
- The researcher validated the reliability of the questionnaire used to measure the level of job (dis)satisfaction. This objective was attained through the use of the data analysed by the Statistic Consultation Services at the North-west University, Potchefstroom-Campus, with the help of the SAS-computer system (Statistical Analysis System) (SAS Institute Inc., 1988).
- Conclusions were drawn from the empirical study and recommendations offered in terms of the level of job (dis)satisfaction of educators.

### **5.6 Recommendations in relation to the study**

When considering the findings derived from the empirical study, the researcher recommends the following with regard to these pending issues:

#### **5.6.1 Facilities**

It is not possible for educators to do their jobs effectively without the correct facilities available. Principals should meet with the Department of Education and work out an effective plan for upgrading school facilities. Schools that are satisfied with their facilities should support schools without facilities and help

them devise a plan to upgrade the disadvantaged school, by analysing school funds. It can be determined where funds can be used more effectively.

### **5.6.2 Benefits**

Educators express major disapproval when it comes to their salaries and benefits. Educators work more than 40 hours a week and often take work home, which they are not compensated for. Incentive programs should be put in place to motivate educators in these circumstances. Educators who participate in extra mural activities, attend meetings on a regular basis, need to be remunerated for their work and efforts, thereby motivating educators to contribute more.

### **5.6.3 Discipline**

The lack of discipline is a growing concern in many schools. Learners disrespect educators and educators have no way of reprimanding them. Since corporal punishment has been abolished in schools, learners are getting out of hand progressively. Learners are no longer held accountable for their actions and the discipline programme has no effect on the situation. A strict policy whereby principal's as well as educators need to be trained in different methods of discipline needs to be put into place by Government. Learners should not be given chance after chance before they are reprimanded. The Department of Education and schools should work on a 'Three strike policy' where once the learner has been reprimanded for the third time, they are expelled.

### **5.6.4 Workload**

The demanding workload is increasing each year. The Department of Education demands an overburdening load of paper work from each educator. Educators spend a lot of time on paperwork and in the process lose a lot of teaching time. The Department of Education needs to structure the workload better. Administrative work that detracts from teaching time, needs to be revised and reduced. Administration that cannot be reduced needs to be delegated to administrative personnel, in order to lighten the burden placed on educators.

### **5.6.5 Relationships**

It is important that there are effective collegial relationships between educators at each particular school. Educators need to work together as a team in order for the school to run effectively. Principals should arrange regular team building activities and have regular meetings, where educators have a chance to express their discomfort among colleagues and find solutions to resolving these issues.

### **5.6.6 Job satisfaction**

Job satisfaction is the key to an individual's state of mind. If an individual experiences high job satisfaction, they will become effective workers. It is important that principals stay on-top of the issues that contribute to job dissatisfaction and try to find ways to resolve these.

### **5.6.7 Well-being**

Educators are in contact with germs on a daily basis. Learners become sick and despite their illness are sent to school, where they infect other learners as well as their educators. Wellness programmes need to be put in place where parents as well as learners are educated on certain health issues. Simple routines can be put in place to prevent the spread of germs and illnesses in schools. Many educators fall seriously ill due to the spread of viruses that could have been prevented. This is a serious issue facing our schools today, where the Department of Education needs to address preventative measures without delay, as some educators are constantly ill. Schools could implement healthy eating programmes for learners and educators. Departments could also issue flu injections and vitamin boosters in peak periods. Ensuring that educators are not overburdened with work will also play a part in their mental as well as physical wellbeing.

### **5.6.8 Safety of educators**

Violence in schools is becoming more prevalent. This goes hand in hand with discipline problems in schools. Implementing steps for an effective discipline system, will ensure that learners are kept in line, and that they understand the

consequences, should they exhibit any violent behaviour at school. Violence towards learners as well as educators should be punished with the immediate expulsion of the learner. These learners should also be held accountable by the law.

### **5.6.9 Parental support**

Parents need to be consulted and drawn in to actively participate in their child's education. Mandatory meetings should be held, whereby parents have to attend and discuss their child's progress. Programs need to be put in place whereby parents become actively involved in their child's school work.

### **5.6.10 Overcrowded classrooms**

According to the Department, there should not be more than 32 learners in a single classroom. Thus this rule can simply be implemented by schools with the backing of the Department since their policy does not allow for classes to exceed this limit. Should the Department exceed this amount per classroom, more educators should to be hired and learners need to be divided into smaller groups.

### **5.6.11 Positive behaviour from learners**

Learners are put under a lot of pressure in our education system. Their workload is a lot to bear and can be very disheartening. The Department of Education, Principals and educators should work together to lighten the load, and implement more indirect learning programmes that makes work easier. Learning should be made fun in order to motivate learners.

### **5.6.12 Motivating learners**

It is quite difficult to motivate learners with our countries current high unemployment rate. The Department needs to put more systems in place to ensure that graduates are guaranteed work once they have obtained their qualification. Entrepreneurial programs need to be made available in order to motivate learners to work towards their future. Reward programs can be put in place as an incentive for hardworking learners.

## **5.7 Hostility towards educators**

Hostility towards any educator should be punished with immediate expulsion of the learner. The Department of Education should develop a strict policy regarding this and arrange regular visits to schools with law officials to educate learners as well as educators regarding the steps that will be implemented should either a learner or educator be abusive or violent in any way. Regular visits with learners to correctional facilities, may also help them to see the repercussions should they harm their fellow learners or an educator.

## **5.8 Conclusion**

This study has confirmed a link between job dissatisfaction among educators and their choice to leave the teaching profession. This study identifies various components among educators that contribute to job dissatisfaction. Should the Department of Education address these issues, suitable solutions can be found in order to improve educators' working condition.

The researcher concludes that for every problem, there is a solution, and by working together with the educators and Principals, the Department of Education should focus on improving their working environment. Quality education is gained from quality educators, and it is therefore vital that educators are made the focal point of productivity and in doing that, educators in turn will become more productive.

## **5.9 Limitations of the study**

- Due to the size and nature of the study, it cannot be assumed that the results gained from this study can be applied to all the schools and educators in South Africa;
- The main focus has been on town schools due to convenience factors, it therefore restricts the research to certain schools;
- Lack of interest or fear of apprehension may have caused educators to be dishonest when they answered their questionnaires.

## 5.10 BIBLIOGRAPHY

Anastasi, A. 1998. Psychological testing. 6th ed. New York: Macmillan.

Arends, F. 2011. Teacher shortages? The need for more reliable information at school level. *Innovation*, November. See also HSRC (Human Sciences Research Council), 2005. Study of demand and supply of educators in

South African public schools, commissioned by the Education Labour Relations Council. Media Release. [http://www.hsrc.ac.za/Media\\_Release-235.phtml](http://www.hsrc.ac.za/Media_Release-235.phtml). Date of access: 5 Aug. 2013. (teach 15).

Babbie, E. 2007. The Basics of Social Research. United States: Wadsworth/Thomson Learning.

Baron, R.A. & Byrne, D. 2007. Social Psychology. 10th ed. United States of America: Allyn and Bacon.

Burton, P. & Leoschut, L. 2012. School Violence in South Africa. Results of the 2012 National school violence study. Cape Town.

Centre for Justice and Crime Prevention (CJCP). 2009. *School Violence in South Africa*. <http://www.cjcp.org.za/school-violence-sa.asp>. Date of access: 15 Aug. 2013.

Chrisholm, L., Hoadley, U., Kivulu, M., Brooks, H., Prinsloo, C., Kgobe, A., Mosia, D., Narsee, H. & Rule, S. 2005. Educator workload in South Africa. Education Labour relations council. Cape Town: HCRS press.

[http://books.google.co.za/books?id=juPWqpPLBoAC&pg=PT164&lpg=PT164&dq=South+African+teacher+have+too+much+paperwork&source=bl&ots=abfb8855s5&sig=yn\\_gj8E-LpOzF0vr81-LHC8O9rE&hl=en&sa=X&ei=MWkHUtbqJ8vo7AaP94CYDQ&ved=0CGwQ6AEwBjgK#v=onepage&q=South%20African%20teacher%20have%20too%20much%20paperwork&f=false](http://books.google.co.za/books?id=juPWqpPLBoAC&pg=PT164&lpg=PT164&dq=South+African+teacher+have+too+much+paperwork&source=bl&ots=abfb8855s5&sig=yn_gj8E-LpOzF0vr81-LHC8O9rE&hl=en&sa=X&ei=MWkHUtbqJ8vo7AaP94CYDQ&ved=0CGwQ6AEwBjgK#v=onepage&q=South%20African%20teacher%20have%20too%20much%20paperwork&f=false). Date of access: 9 Aug. 2013.

- Comber, B. & Nixion, H. 2009. Teachers' work and pedagogy in an era of accountability. *Studies in the Cultural Politics of Education*, 30(3):333-345.
- Creswell, J. W. 2009. Research Design: Qualitative, Quantitative, and mixed methods approaches. 3rd ed. The United States of America: SAGE Publications.
- Department of Basic Education see South Africa
- De Villiers, R. 2007. Migration from developing countries: The case of South African teachers to the United Kingdom. *Perspectives in Education*, 25(2), June 2007.
- ENCA NEWS. 2013. Video shows school assault on Teacher. <http://www.enca.com/south-africa/shocking-viral-video-shows-schoolboy-assault-teacher>. Date of access: 20 Sep. 2013.
- Field, A. 2005. Factor Analysis on SPSS. Factor Analysis II. <http://www.statisticshell.com/docs/factor.pdf>. Date of access: 4 Sep. 2013.
- Jones, M. 2012. SA education hit hard by the migration of teachers. The Star. <http://www.iol.co.za/the-star/sa-education-hit-hard-by-migration-of-teachers-1.1311577#.Uf6Sw74alq0>. Date of access: 26 Jul. 2013.
- Kreitner, R. & Kinicki, A. 2008. Organizational Behaviour. 8th ed. New York, NY: McGraw-Hill.
- Leedy, P.D. & Ormrod, J.E. 2005. Practical Research: Planning and Design. 8th ed. Upper Saddle River, New Jersey: Person Merrill Prentice Hall.
- Lethoko, M.X., Heystek, J. & Maree, J.G. 2001. The role of the principle, teachers and students in restoring the culture of learning, teaching and service (COLT) in black secondary schools in the Pretoria region. *South African Journal of Education*, 21(4):311-317.
- Lumandi, M,W. 2008. Teachers' Exodus in South African schools: A Smoke with burning fire. Contemporary issues in education research. North-West University. (Dissertation – MEd), 1(3)31-40.

Maree, K., Creswell, J.W., Ebersöhn, L., Eloff, I., Ferreira R., Ivankova, N.V., Jansen, J.D., Nieuwenhuis, J., Pietersen, J., Clark, P. & Van der Westhuizen, C. 2011. *First steps in Research*. 7th ed. Pretoria: Van Schaik Publishers.

Marrow, W. 2007. What is Teachers' work? *Journal of Education*. 41:2007. <http://dbnweb2.ukzn.ac.za/joe/JoEPDFs/joe%2041%20morrow.pdf> Date of access: 10 August 2013.

Mbanjwa, X. 2010. Crisis looms as teachers quit in droves. <http://www.iol.co.za/news/south-africa/crisis-looms-as-teachers-quit-in-droves-1.486341>. Date of access: 20 March 2013.

McShane, S.L. & Von Glinow, M. 2003. *Organisational behaviour. Emerging realities for the workplace revolution*. Sydney: McGraw-Hill.

Mestry, R., Hendricks, I. & Bisschoff, C.A. 2009. Perceptions of teachers on the benefits of teacher development programmes in one province of South Africa. *South African Journal of Education*, 29:475-490.

Mncube, V. & Harber, C. 2013. *The dynamics of violence in South African schools*. University of South Africa: Pretoria. (Dissertation – MEd),

Modisaotsile, B.M. 2007. *The failing standard of Basic Education in South Africa*. Policy brief: Africa institute of South Africa. Briefing no.72. March 2012. (teach 14).

Navsaria, I., Pascoe, M., & Kathard, H. 2011. Teachers' perspectives on written language difficulties: Implications for speech-language therapy. *The South African journal of communication disorder*, 58(2):247-298.

Ncontsa, V.N., & Shumba, A. 2013. The Nature, causes and effects of School Violence in South African High Schools. *The South African Journal of Education*, 33(3).

Nesane Nesane, M.A. 2008. *Selected School-Related Reasons Why Teachers Abandon The Teaching Profession: An Education Management Perspective*. <http://uir.unisa.ac.za/bitstream/handle/10500/2312/dissertation.pdf;jsessionid=BBC4B1BD872B2883A88F4EC3ECB792B5?sequence=1>. Date of access: 10 March 2013.

Newmen, M., & Myers, M. D. 2006. The qualitative interview in IS research: Examining the craft. *Information and Organisation*, 17(26).

News 24. 2009. Sword killer to be sentenced.

<http://www.news24.com/SouthAfrica/News/SA-teachers-set-absentee-record-20130226>. Date of access: 1 Aug. 2013.

News 24. 2013. SA teachers set absentee record.

<http://www.news24.com/SouthAfrica/News/SA-teachers-set-absentee-record-20130226>. Date of access: 5 Aug. 2013.

News 24. 2013. Shot Sasolburg teacher undergoes surgery.

<http://www.news24.com/SouthAfrica/News/SA-teachers-set-absentee-record-20130226>. Date of access: 21 Sep. 2013.

Ngidi, D., Sibaya, P., Sibaya, D., Khuzwayo, H., Maphalala, M. & Ngwenya, N. 2010. Evaluation of the effectiveness of the 360-credit National Professional Diploma in Education (NPDE) programme. *South African Journal of Education*, 30:27-39.

O'Connor, J. & Geiger, M. 2009. Challenges facing school educators of English Second (or Other) Language Learners in the Western Cape. *South African Journal of Education*, 29:253-269. (teach 19).

Owen-Smith, M. 2010. The language challenge in the classroom: A serious shift in thinking and action is needed.

[http://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Fhsf.org.za%2Fresource-centre%2Ffocus%2Ffocus-56-february-2010-on-learning-and-teaching%2Fthe-language-challenge-in-the-classroom-a-serious-shift-in-thinking-and-action-is-needed%2Fdownload&ei=K8kPUtHBB4OL7AbX54G4Aw&usg=AFQjCNHi2FaOd13WswpYmoXOU\\_CpM3EisA&sig2=XOjUqq4rTcplasA9Q2goYA&bvm=bv.50768961,d.ZGU](http://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Fhsf.org.za%2Fresource-centre%2Ffocus%2Ffocus-56-february-2010-on-learning-and-teaching%2Fthe-language-challenge-in-the-classroom-a-serious-shift-in-thinking-and-action-is-needed%2Fdownload&ei=K8kPUtHBB4OL7AbX54G4Aw&usg=AFQjCNHi2FaOd13WswpYmoXOU_CpM3EisA&sig2=XOjUqq4rTcplasA9Q2goYA&bvm=bv.50768961,d.ZGU). Date of access: 1 Aug. 2013

Ramsuran, A. 2006. How are teachers' understandings and practices positioned in the discourse of assessment? Paper presented at the 4th sub-regional conference

on Assessment in Education, Johannesburg, South Africa, 26-30 June 2006.  
[http://www.iaea.info/documents/paper\\_4d73925.pdf](http://www.iaea.info/documents/paper_4d73925.pdf). Date of access: 10 Aug. 2012.

Reddy, V., Prinsloo, C., Netshitangani, T., Moletsane, R., Juan, A., & Jansen van Rensburg, D. 2010. An investigation into educator leave in the South African ordinary public schooling system: research commissioned by UNICEF. Study undertaken for the Department of Education, July 2010.

Reyneke, M., Meyer, L. & Nel, C. 2010. School-based assessment: the leash needed to keep the poetic 'unruly pack of hounds' effectively in the hunt for learning outcomes. *South African Journal of Education*, 30:277-292.

Roos, W. & Van Eeden, R. 2010. The relationship between employee motivation, job satisfaction and corporate culture. *SA journal of industrial psychology*, 34(1):54-63.

Sempane, M.S., Rieger, H.S., & Roodt, G. 2002. Job satisfaction in relation to organisational culture. *South African Journal of Industrial Psychology*, 28(2):23-30.

South African Council for Educators (SACE). 2011. Teacher Migration in South Africa: Advice to the ministries of basic and higher training.  
[http://www.sace.org.za/upload/files/TeacherMigrationReport\\_9June2011.pdf](http://www.sace.org.za/upload/files/TeacherMigrationReport_9June2011.pdf). Date of access: 10 March 2013.

South African Council for Educators (SACE). 2011. School based violence report: An Overview of school based violence in South Africa.  
<http://www.sace.org.za/upload/files/School%20Based%20Violence%20Report-2011.pdf>. Date of access: 5 Sep. 2013.

SOUTH AFRICA. Department of Basic education. 2008. National reading strategy. Pretoria: Department of Education.  
<http://www.education.gov.za/LinkClick.aspx?fileticket=jcSsY0rHcME%3D&t>. Date of access 9 Aug. 2013.

South Africa. Department of Basic Education. 2010. Education Statistics in South Africa 2010. Pretoria.

South Africa. Department of Basic Education. 2011. Report on dropout and learner retention strategy to Portfolio committee on Education.

Spaull, N. 2012. Education in SA: A tale of two systems.

<http://www.politicsweb.co.za/politicsweb/view/politicsweb/en/page71619?oid=323272&sn=Detail>. Date of access: 15 Aug. 2013.

Wellman, J.C., Kruger, S.J. & Mitchell, B.C. 2011. Research Methodology. 10th ed. Cape Town: Oxford University Press, Southern Africa.

Department of Basic Education.

[http://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Fd2zmx6mlqh7g3a.cloudfront.net%2Fcdn%2Ffarfuture%2Fs0aHzmi3lj5lQn77dCdcW-lcp\\_sHk327eMCIrIzyNdq%2Fmtime%3A1369905166%2Ffiles%2F130528briefing.ppt&ei=piEGUva2l6aw7QbS\\_4CgBQ&usg=AFQjCNHfkwO4VW1H8l3NgH2oGsnCsuXAWw&sig2=JGbaXw79xLNV6Pg4NIQAuA](http://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Fd2zmx6mlqh7g3a.cloudfront.net%2Fcdn%2Ffarfuture%2Fs0aHzmi3lj5lQn77dCdcW-lcp_sHk327eMCIrIzyNdq%2Fmtime%3A1369905166%2Ffiles%2F130528briefing.ppt&ei=piEGUva2l6aw7QbS_4CgBQ&usg=AFQjCNHfkwO4VW1H8l3NgH2oGsnCsuXAWw&sig2=JGbaXw79xLNV6Pg4NIQAuA). Date of access: 8 Aug. 2013

## APPENDIX A

To Principal

I hereby give permission to Mrs Tessa Lloyd, A student at North-West University of South Africa to hand out questionnaires to my teachers as part of her MBA research study which is titled:

### **An investigation into the degree of job satisfaction of Educators in the Vaal Triangle schools**

I understand the questionnaires form part of the study involving the teachers of my school. I understand that the participation of the teachers in this study shall in no way compromise or prejudice them, and that the questionnaires are strictly confidential and their opinions and responses will not be divulged to anyone whatsoever.

I also understand that my teacher's participation in this study is voluntary, and that they are in no way obligated to participate should they refuse to complete the questionnaire.

I understand that neither I, the principle, nor the teachers participating in the study will receive any cash benefits or any other compensation for completing the questionnaires.

---

Signature Principle

---

Date

## APPENDIX B:

### Questionnaire

Indicate your choice by marking the correct block with an X

#### Section A

1. Gender

Male	1	Female	2
------	---	--------	---

2. Age

20 - 29	1	30 - 39	2	40 - 49	3	50 - +	4
---------	---	---------	---	---------	---	--------	---

3. Teaching Experience in years

0 - 5	1	6 - 10	2	11 - 20	3	21 - 30	4	31 +	5
-------	---	--------	---	---------	---	---------	---	------	---

4. Highest degree obtained

Matric	1	Education diploma	2	B Ed Degree	3	Honours Degree	4	Masters Degree	5	Doctorate	6
--------	---	-------------------	---	-------------	---	----------------	---	----------------	---	-----------	---

5. Position held

Teacher	1	HOD	2	Deputy Principal	3	Principal	4
---------	---	-----	---	------------------	---	-----------	---

#### Section B

Please answer the questions by indication with an X over your choice

	<b>4 – Most of the time</b>	<b>3 – Sometimes</b>	<b>2 – Seldom</b>	<b>1 - Never</b>	
1	I am satisfied with my physical working environment	1	2	3	4
2	I am involved in the important decisions made in the school	1	2	3	4
3	I am satisfied with the staffroom facilities in the school	1	2	3	4
4	I am satisfied with the communication channels in my school	1	2	3	4
5	I am satisfied with the sports facilities in my school	1	2	3	4
6	I am satisfied with the amount of freedom given to interpret learning material	1	2	3	4
7	I feel that my salary is adequate compensation for my duties performed.	1	2	3	4
8	I am satisfied with my professional relationship with my colleges	1	2	3	4
9	I am satisfied with the professional relationship with my principal.	1	2	3	4

10	I am satisfied with the extent to which my fringe benefits meet my needs.	1	2	3	4
11	I am satisfied with my professional relationship with my Head of Department	1	2	3	4
12	I am satisfied with the level of responsibility that my job carries.	1	2	3	4
13	I have a high level of job satisfaction	1	2	3	4
14	I have a high level of achievement when doing my job	1	2	3	4
15	My life has been threatened by a pupil.				
16	If I had a choice to change professions, I would stick to teaching.	1	2	3	4
17	I am satisfied with the amount of support offered from The Department of Education	1	2	3	4
18	I am satisfied with the work I do as an educator	1	2	3	4
19	I am satisfied with the forms of discipline implemented in my school.	1	2	3	4
20	I have seriously considered leaving the education system to pursue another career	1	2	3	4
21	I am happy with the recognition given to teachers in the public eye	1	2	3	4
22	I feel secure in my job	1	2	3	4
23	I feel that senior staff interferes with my work as an educator	1	2	3	4
24	I feel safe at school	1	2	3	4
25	I often fall ill and need to take sick leave	1	2	3	4
26	I can see that parents are actively involved in their child education	1	2	3	4
27	I am stressed at work	1	2	3	4
28	I consider my work load to be overburdening	1	2	3	4
29	I am motivated to go to work in the mornings	1	2	3	4
30	I encourage learners to consider education as a profession.	1	2	3	4
32	I can adjust learning material to meet the needs of learners in my school.	1	2	3	4
33	All the classes I teach consist of <b>32 learners or less</b>	1	2	3	4
34	My learners are generally well disciplined	1	2	3	4
35	I find it hard to motivate my learners to perform well	1	2	3	4
36	My salary increases keeps up with yearly inflation	1	2	3	4
37	I feel that teachers are paid fairly	1	2	3	4
38	Violence among learners is a problem at my school	1	2	3	4
39	Hostility from learners towards teachers is a problem at my school.	1	2	3	4
40	I am satisfied with the steps set out by the Department of Education for learner discipline.	1	2	3	4
41	The work ethic of teachers at my school is good	1	2	3	4
42	Uncooperative learners are held accountable for their actions at school	1	2	3	4
43	Teachers at my school are happy with their work load	1	2	3	4
44	My school principle sets a good example for teachers and learners	1	2	3	4
45	On Average I work more than the required 40 hours a week	1	2	3	4
46	There are effective parent/teacher relationships	1	2	3	4
47	I spend a lot of time on administrative duties, leaving little time for teaching	1	2	3	4
48	I have adequate facilities in my classroom (textbooks etc.) to perform my duties as a teacher	1	2	3	4

**Comments (optional)**

---



---



---