

**THE RELATIONSHIP BETWEEN REWARDS, WELL-BEING AND SERVICE QUALITY
OF SCHOOL PRINCIPALS IN THE NORTH-WEST PROVINCE**

By

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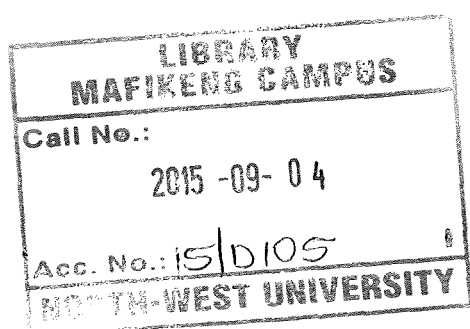
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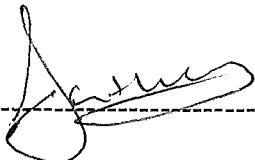
November 2014



DECLARATION

DECLARATION

I, Kamohelo Jan Nthebe, declare that the “The relationship between remuneration, wellbeing and service quality of school principals in the North-West Province” is my own unaided work both in content and execution. All the resources I used for the study are cited and referred to in the reference list by means of a comprehensive referencing system. Apart from the normal guidance from my supervisors, I have received no assistance, except as stated in the acknowledgements. I declare that the content of this thesis has never been used for any qualification at any tertiary institution.



K.J. Nthebe

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“After climbing a great hill, one only finds that are many more hills to climb.”

Nelson Mandela

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DEDICATION

I dedicate this thesis to my family, especially my beloved wife Kate. Finally to my mother Julia and brother Simon for laying my solid academic foundation.

LIST OF FIGURES

TABLE OF CONTENTS

Chapter 1: INTRODUCTION TO THE STUDY.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND.....	2
1.3 PROBLEM STATEMENT.....	4
1.4 PURPOSE STATEMENT.....	4
1.5 RESEARCH QUESTION	5
1.6 RESEARCH OBJECTIVES.....	5
1.6.1 General objective	5
1.6.2 Specific objectives	5
1.7 ACADEMIC AND PROFESSIONAL CONTRIBUTION OF THE STUDY	6
1.8 DELIMITATIONS AND ASSUMPTIONS.....	6
1.8.1 Delimitations.....	7
1.8.2 Assumptions.....	7
1.9 DEFINITIONS OF KEY TERMS.....	8
1.9.1 Absorption.....	8
1.9.2 Burnout.....	8
1.9.3 Compensation.....	9
1.9.4 Cynicism	9
1.9.5 Dedication	9
1.9.6 Depersonalisation.....	9
1.9.7 Exhaustion.....	9
1.9.8 Professional efficacy	10
1.9.9 Performance management.....	10
1.9.10 Quality service	10
1.9.11 School principal	10
1.9.12 Wellbeing	10
1.9.13 Work engagement	11
1.9.14 Work-life balance.....	11
1.9.15 Vigour	11
1.10 ABBREVIATIONS USED IN THIS DOCUMENT.....	11
1.11 CHAPTER DIVISION	12

LIST OF FIGURES

1.12 CONCLUSION	14
Chapter 2: LITERATURE REVIEW.....	15
2.1 INTRODUCTION.....	15
2.2 REWARD.....	16
2.2.1 World at Work Total Rewards Model.....	17
2.3 COMPONENTS OF REMUNERATION.....	17
2.3.1 Basic salary	17
2.3.2 Benefits	18
2.3.3 Work-life balance.....	21
2.3.4 Performance management.....	22
2.3.5 Training, development and career opportunities.....	23
2.4 WELL-BEING.....	25
2.5 BURNOUT.....	27
2.5.1 Exhaustion.....	27
2.5.2 Mental distance	28
2.5.2.1 Depersonalisation	28
2.5.2.2 Cynicism.....	28
2.5.3 Professional efficacy	29
2.6 WORK ENGAGEMENT	29
2.6.1 Vigour	30
2.6.2 Dedication	30
2.6.3 Absorption.....	31
2.7 SERVICE QUALITY/ORIENTATION AND DIMENSIONS	31
2.7.1 Dimension 1: Reliability	32
2.7.2 Dimension 2: Responsiveness.....	32
2.7.3 Dimension 3: Assurances.....	33
2.7.4 Dimension 4: Empathy.....	33
2.7.5 Dimension 5: Tangibles	33
2.8 THE RELATIONSHIP BETWEEN REWARD AND WELLBEING	34
2.9 THE RELATIONSHIP BETWEEN REWARD AND BURNOUT	34
2.10 THE RELATIONSHIP BETWEEN REWARD AND WORK ENGAGEMENT.....	36
2.11 THE RELATIONSHIP BETWEEN REWARDS AND SERVICE QUALITY	38

LIST OF FIGURES

2.12	THE RELATIONSHIP BETWEEN BURNOUT AND SERVICE ORIENTATION.....	39
2.13	THE RELATIONSHIP BETWEEN WORK ENGAGEMENT AND SERVICE ORIENTATION.....	41
2.14	THE CONCEPTUAL MODEL OF THE RELATIONSHIP BETWEEN REMUNERATION (REWARD), WELLBEING AND SERVICE ORIENTATION (SERVICE QUALITY) OF SCHOOL PRINCIPALS	42
2.15	CONCLUSION	43
Chapter 3:	RESEARCH DESIGN AND METHODS.....	44
3.1	INTRODUCTION	44
3.2	RESEARCH PARADIGM (POSITIVISM).....	44
3.3	DESCRIPTION OF STRATEGY OF INQUIRY, BASIC CHARECTERISTICS OF QUANTITATIVE RESEARCH AND BROAD RESEARCH DESIGN	46
3.3.1	Description of the strategy of inquiry	46
3.3.2	The basic characteristics of quantitative research.....	46
3.3.3	Broad research design	47
3.4	A CLASSIFICATION OF THE OVERALL RESEARCH DESIGN OF THE STUDY	48
3.4.1	Cross-sectional research.....	48
3.4.2	Non-experimental research	48
3.4.3	Primary data	48
3.4.4	Empirical research.....	49
3.4.5	Descriptive research.....	49
3.4.6	Quantitative research.....	49
3.5	SAMPLING.....	49
3.5.1	Unit of analysis	50
3.5.2	Target population	50
3.6	SAMPLING METHOD.....	51
3.7	DATA COLLECTION.....	51
3.7.1	Specific attributes and characteristics of the units of analysis.....	51
3.8	THE SPECIFIC RESEARCH METHOD USED IN THE COLLECTION OF THE DATA	52
3.8.1	Specific research method	52
3.8.2	Mail surveys	52
3.9	MEASUREMENTS INSTRUMENTS USED TO COLLECT DATA.....	52

LIST OF FIGURES

3.9.1	Biographical information questionnaire.....	52
3.9.2	Maslach Burnout Inventory – General survey	53
3.9.3	Utrecht work engagement scale	53
3.9.4	SERVQUAL	53
3.10	DESCRIPTIVE STATISTICS	54
3.10.1	Kurtosis	55
3.10.2	Skewness.....	55
3.11	INFERENTIAL STATISTICS AND ANALYSIS.....	55
3.12	WHO WAS INVOLVED WITH DATA COLLECTION	56
3.13	THE DURATION OF THE DATA COLLECTION	56
3.14	RESEARCH PROCEDURE.....	56
3.15	DATA ANALYSES	57
3.16	ASSESSING AND DEMONSTRATING THE QUALITY OF THE RESEARCH DESIGN.....	57
3.16.1	Validity.....	57
3.16.2	Reliability.....	58
3.16.3	Rigour.....	58
3.16.4	Generalizability	59
3.16.5	Limitations	59
3.17	RESEARCH ETHICS	59
3.17.1	Protection from harm and risk.....	59
3.17.2	Informed consent (voluntary participation)	60
3.17.3	Ensuring confidentiality of research (right to privacy)	60
3.17.4	Research deception.....	60
3.18	CONCLUSION	60
Chapter 4:	RESULTS.....	62
4.1	INTRODUCTION	62
4.2	PHASE 1: SAMPLE DEMOGRAPHICS	63
4.2.1	Gender	63
4.2.2	Home language.....	63
4.2.3	Ethnicity	64
4.2.4	Age	64

LIST OF FIGURES

4.2.5	Qualifications	65
4.2.6	Years work experience	65
4.2.7	Years in current job	66
4.2.8	Opportunities of promotion.....	66
4.2.9	Hours work per week	67
4.3	PHASE 2: RESULTS PERTAINING TO THE INSTRUMENTS	67
4.3.1	Results: Reward scale	68
4.3.1.1	Sample adequacy	68
4.3.1.2	Factor analyses.....	68
4.3.1.3	Descriptive statistics of the rewards measurement.....	70
4.3.1.4	Summary of findings	71
4.3.2	Results: Burnout.....	71
4.3.2.1	Sample adequacy and Sphericity	71
4.3.2.2	Factor analyses for Burnout measure	72
4.3.2.3	Descriptive statistics of Burnout measure	74
4.3.2.4	Summary of findings	76
4.3.3	Results: Work engagement	76
4.3.3.1	Sample adequacy	76
4.3.3.2	Factor analyses.....	77
4.3.3.3	Descriptive statistics	79
4.3.3.4	Summary of findings	79
4.3.4	Results: Service orientation.....	80
4.3.4.1	Sample adequacy	80
4.3.4.2	Factor analyses.....	81
4.3.4.3	Descriptive statistics	82
4.3.4.4	Summary of findings	83
4.4	PHASE 3: TESTING OF HYPOTHESES.....	83
4.4.1	Hypothesis 1: Rewards and burnout	83
4.4.2	Hypothesis 2: Rewards and Work engagement	85
4.4.3	Hypothesis 3: Rewards and Service quality.....	85
4.4.4	Hypothesis 4: Burnout and Service quality.....	86
4.4.5	Hypothesis 5: Work engagement and Service quality	87
4.4.6	Summary of results	88

LIST OF FIGURES

4.5	CONCLUSION	89
Chapter 5: DISCUSSION OF RESULTS		90
5.1	INTRODUCTION.....	90
5.2	HYPOTHESIS 1: REWARDS IS A SIGNIFICANT NEGATIVE PREDICTOR OF BURNOUT	91
5.3	HYPOTHESIS 2: REWARDS IS A SIGNIFICANT NEGATIVE PREDICTOR OF WORK ENGAGEMENT	91
5.4	HYPOTHESES 3: REWARD IS A SIGNIFICANT POSITIVE PREDICTOR OF SERVICE QUALITY	92
5.5	HYPOTHESIS 4: BURNOUT IS A SIGNIFICANT NEGATIVE PREDICTOR OF SERVICE QUALITY	93
5.6	HYPOTHESIS 5: WORK ENGAGEMENT IS A SIGNIFICANT POSITIVE PREDICTOR OF SERVICE QUALITY	93
5.7	CONCLUSION	94
Chapter 6: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS.....		95
6.1	INTRODUCTION	95
6.2	OVERVIEW OF THE STUDY	95
6.2.1	The purpose of the study	96
6.2.2	Research objectives.....	96
6.3	CONTENT OF THE STUDY	96
6.4	CONCLUSION DRAWN FROM THE STUDY	98
6.4.1	Conclusion from the literature	98
6.4.2	Conclusion from statistical analysis.....	101
6.5	LIMITATIONS	102
6.5.1	Limitations as result of research design	102
6.5.2	Limitations as result of the sample size and characteristics.....	102
6.5.3	Limitations as result of the data collection method	103
6.5.4	Limitations as result of sampling method	103
6.6	RECOMMENDATIONS FOR FUTURE RESEARCH	103
6.7	THE EFFECT OF THE STUDY ON ORGANISATION.....	104
6.8	PRACTICAL APPLICATIONS OF THE OUTCOME OF THE STUDY.....	104
6.9	CLOSING REMARKS.....	105

LIST OF FIGURES

LIST OF FIGURES

Figure 1-1: Chapter 1 in Context	1
Figure 2-1: Chapter 2 in Context	15
Figure 2-2: World at work model	17
Figure 2-3: The Towers-Perrin model of total reward (Armstrong, 2011, p.745).....	20
Figure 2-4: The relationship between reward and burnout	35
Figure 2-5: The relationship between reward and work engagement.....	36
Figure 2-6: The relationship between rewards and service quality	38
Figure 2-7: The relationship between burnout and service orientation	40
Figure 2-8: The relationship between work engagement and service orientation	41
Figure 2-9: Model of remuneration, wellbeing and service orientation of school principals (Adopted from literature of this study).	42
Figure 3-1: Chapter 3 in Context	44
Figure 3-2: The research design stage as part of research process (Source: Thietart, 2007).....	47
Figure 4-1: Chapter 4 in Context	62
Figure 5-1: Chapter 5 in Context	90
Figure 6-1: Chapter 6 in Context	95

LIST OF TABLES

LIST OF TABLES

Table 1-1: Current reward model of principals in the North-West Province.....	3
Table 1-2: Abbreviations used in this document	11
Table 4-1: Frequency Distribution for Gender	63
Table 4-2: Frequency Distribution for Home Language.....	64
Table 4-3: Frequency Distribution for Ethnicity.....	64
Table 4-4: Frequency distribution of Age.....	65
Table 4-5: Frequency Distribution of Highest Educational Qualifications	65
Table 4-6: Frequency Distribution of the Number of Years of Work Experience	66
Table 4-7: Frequency Distribution of the Number of Years of Service.....	66
Table 4-8: Frequency Distribution of Chances of Promotion.....	67
Table 4-9: Frequency Distribution of the Hours Worked Per Week	67
Table 4-10: KMO and Bartlett's test of inter-item correlation	68
Table 4-11: Total Variance Explained for Rewards Measure.....	69
Table 4-12: Component matrix for rewards measure	70
Table 4-13: Descriptive statistics and reliabilities of Rewards Measure	71
Table 4-14: KMO and Bartlett's test of inter-item correlation	72
Table 4-15: Total Variance Explained for MBI-GS	73
Table 4-16: Rotated Component Matrix	74
Table 4-17: Descriptive statistics and reliabilities of the MBI-GS	75
Table 4-18: KMO and Bartlett's test of inter-item correlation	77
Table 4-19: Total Variance Explained for the UWES	78
Table 4-20: Component Matrix.....	78
Table 4-21: Descriptive statistics and reliabilities of the UWES.....	79

LIST OF TABLES

Table 4-22: KMO and Bartlett's test of inter-item correlation	80
Table 4-23: Total Variance Explained for the SERVQUAL	81
Table 4-24: Rotated Component Matrix	82
Table 4-25: Descriptive statistics and reliabilities of the SERVQUAL.....	83
Table 4-26: Regression Analyses: Rewards and Burnout.....	84
Table 4-27: Regression Analyses: Rewards and Work Engagement.....	85
Table 4-28: Regression Analyses: Rewards and Service Quality	86
Table 4-29: Regression Analyses: Burnout and Service Quality	87
Table 4-30: Regression Analyses: Burnout and Service Quality	88

ABSTRACT

Abstract

Remuneration is a key factor that dominates the public sector, particularly amongst the employees in the education sector. Previous studies proved that many school principals are quitting their positions and trying their luck in other departments or the private sector because of poor remuneration or stress-related illnesses which lead to poor service orientation. This study investigated the relationship between the remuneration, wellbeing, service orientation of school principals in the North-West Province. This was perpetuated by the high rate of principals who quit the system before they reach their pensionable age. This study aimed to investigate how remuneration impacts on the wellbeing and service orientation of the school principals in the North-West Province. Moreover, it aimed to find out how remuneration influences school principals to quit the system before their retirement age.

Method

Quantitative research was carried out from the school principals (N=155) in four districts of the North-West Province. A Reward scale, Maslach Burnout Inventory-General Survey, Utrecht Work Engagement Scale and SERVQUAL was administered among a convenience sample of school principals. The data was analysed using the SPSS programme. Exploratory factor analyses and linear regression analyses were applied.

Results

The results of this study revealed the following:

- a significant negative relationship between rewards and burnout,
- a significant positive relationship between reward and work engagement,
- a significant positive relationship between rewards and service quality,
- no significant relationship between burnout and service quality,
- no significant relationship between work engagement and service quality

ABSTRACT

Practical relevance

Today it may be determined that similar studies were conducted, but this was the first to be conducted to investigate the relationship between remuneration, wellbeing and service orientation of school principals in the North-West Province. However, this study will attempt to assist the Department to develop a model that will retain competent school principals in the North-West Province. In addition, the study will help to improve the working conditions of school principals within the province, and service quality if considered and utilised by the Department of Education.

Keywords

Remuneration, wellbeing, service orientation (service quality), burnout, work engagement, school principals

Chapter 1:INTRODUCTION TO THE STUDY

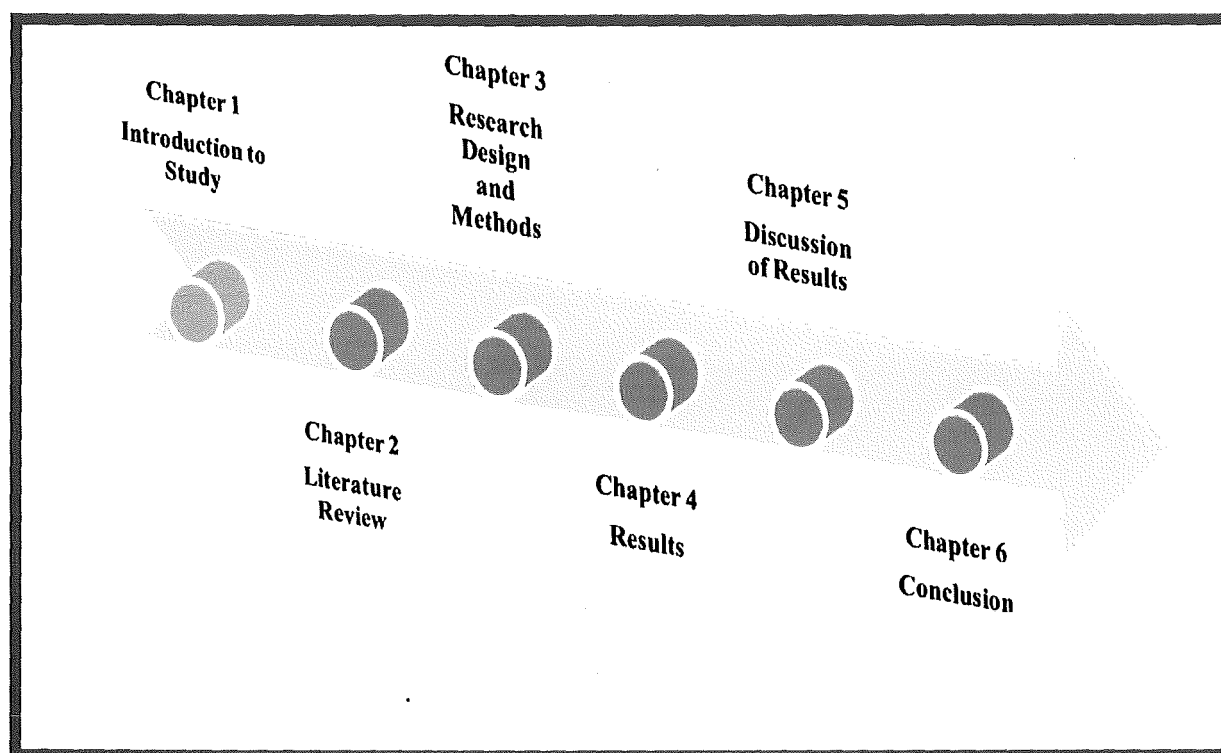


Figure 1-1: Chapter 1 in Context

1.1 INTRODUCTION

"When you are in the valley, keep your goal firmly in view and you will get the renewed energy to continue the climb." Denis Waitley.

This Chapter presents an introduction to the background of the study and the research problem at hand. This is followed by the research questions and contribution of the study. This Chapter also has the following sections that will be outlined and explained in detail. The delimitations and assumptions will be discussed. The list of various terms will be explained. The literature review on the relationship between remuneration, wellbeing and service orientation on the school principals will follow. The research design and methods are then described under the heading of sampling, data collection, data analysis and research ethics involved in the study.

1.2 BACKGROUND

Remuneration is the key factor to motivate employees to perform well in their workplace. Research conducted previously concluded that poor remuneration may impact negatively on the wellbeing of employees and may eventually lead to burnout. This, in turn, may lead to ill health and force many school principals to quit their positions before they reach their retirement age. According to Maforah and Schulzell (2010), among other aspects, poor salaries have discouraged some talented teachers from applying for the post of principal. It should be noted that the lower the principals are remunerated the more it will impact negatively on their lives and cause tension and stress which may eventually lead to burnout. According to Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2008), burnout refers to work overload, patterns of over-commitment and total exhaustion of physical and mental resources as a result of excessive striving to reach unrealistic work-related goals. It should be noted that, if remuneration is not improved, it may affect the individual performance of each principal negatively and lead them to compromise their services. This study is intended to investigate the relationship between remuneration, wellbeing and service orientation of school principals in the North-West Province.

More and more researchers are proving that the South African education system may soon face a dilemma of a “brain drain” of school principals if not well managed. It should be emphasised that a well-designed remuneration system plays a strategic role by promoting organisational success in highly competitive markets in which technological change constantly influences how employees perform their jobs. Among other things, research revealed that the reward system of the Department of Education is not attracting more capable and talented principals into the system; instead, it encourages them to look elsewhere outside the Department and beyond the borders of the country for better remuneration. Whilst findings revealed that South Africa is rewarding school principals better than their counterparts in the Southern African Development Countries (SADEC) region, the talented principals opt to be absorbed by private sectors as well as other departments due to poor compensation, benefits, work life, recognition and development and career opportunities. This thus leaves a vacuum that is very difficult to be filled in the Department of Education.

According to Price (2007), the way people are paid affects the quality of their work, their attitude towards customers, their willingness to be flexible or learn new skills or suggest innovations and even their interest in unions or legal action against their employer. Rewards can be of many types, from a feeling of personal satisfaction all the way to substantial monetary payment and stock ownership (Schuler & Jackson, 2006, p.468).

The remuneration system in the North-West Province differs from principal to principal in terms of the Post Provision Model of the school (PPM). According to this model, a school principal of a big school (more learners) will receive a higher salary than a principal in a smaller school. The model does not take into consideration the responsibilities and the work load of individual principals. In big schools the principal is responsible for management and administration only, with full support of a complimentary school management team, whereas in small and medium schools the principal manages and teaches at the same time, with very few management team members. Moreover, the model does not take into account the experience and the qualifications of individual principals.

Table 1-1: Current reward model of principals in the North-West Province

Basic salary

Benefits

- Housing allowance
 - Medical allowance
 - Paid leaves
 - 13th cheque (bonus)
 - Rural allowance.(selective)
 - Pension
-

1.3 PROBLEM STATEMENT

This study aimed to determine whether there is a relationship between remuneration, wellbeing and service orientation (quality) among school principals in the North-West Province. Moreover, the study wanted to find out reasons why principals quit the system earlier than expected and whether there is any way this could be prevented in the Province. The study aimed to find out what impact the reward has on the wellbeing of the school principals and how it impacts on the service quality. Moreover, this study aimed to determine the impact of the three dimensions of burnout viz. exhaustion, mental distance and professional efficacy and work engagement viz. vigour, dedication and absorption on the wellbeing of school principals and how they relate to dimensions of service quality.

1.4 PURPOSE STATEMENT

The purpose of this study was to explore and to develop an alternative remuneration strategy in the Province that could improve the current one. Although South Africa is one of the developing countries and its economy cannot sustain high increases of salaries; findings have revealed that if resources are managed well it may sustain the remuneration of its employees. The study evaluated and investigated the current remuneration strategy and its applicability to the system. Moreover, the research could assist with alternative measures that could be used to supplement and improve the current remuneration model. The research could also help to develop a new remuneration model that will assist in attracting and retaining talented school principals in the North-West Province.

The research will assist to clarify basic remuneration concepts related to this topic and how they relate to one another. A typical example is the following: if school principals are remunerated well, they will perform to their optimal level and are encouraged to remain in the system. This will also improve their wellbeing and reduce stress levels and burnout. Moreover, if the remuneration is bad it may impact negatively on their career and compel them to quit the system at an early stage. Moreover, this study will also assist the Department of Education to develop a total reward system which will accommodate all forms of remunerations required to all employees, particularly school managers as a reward strategy.

Bussin (2011) defines “total reward “as the combination of all types of rewards, including financial and non-financial rewards, indirect as well as direct, intrinsic and extrinsic, which are made available to employees. Thompson (as cited in Armstrong, 2011) defines total reward as typically encompassing not only traditional, quantifiable elements such as salary, variable pay and benefits, but also intangible non-cash benefits such as scope to achieve and exercise responsibility, car allowance, learning and development, the intrinsic motivation provided by the work itself and the quality of working life provided by the organisation.

1.5 RESEARCH QUESTION

The research question for this study:

- What is the relationship between remuneration, wellbeing and service orientation of school principals in the North-West Province?

1.6 RESEARCH OBJECTIVES

1.6.1 General objective

- To determine the relationship between rewards, wellbeing (i.e. burnout and work engagement), and service orientation of school principals in the North-West Province.

1.6.2 Specific objectives

- To determine the relationship between rewards and burnout of school principals in the North-West Province;
- To determine the relationship between rewards and work engagement of school principals in the North-West Province;
- To determine the relationship between rewards and service quality of school principals in the North-West Province;
- To determine the relationship between burnout and service quality of school principals in the North-West Province;

- To determine the relationship between work engagement and service quality of school principals in the North-West Province.

1.7 ACADEMIC AND PROFESSIONAL CONTRIBUTION OF THE STUDY

Similar studies were conducted previously regarding the job satisfaction of the principals in the North-West Province and around the country. Among other aspects, poor salaries have discouraged some talented teachers from applying for the post of principal (Maforah *et al.*, 2010). The aim of this study to investigate the relationship between remuneration, wellbeing and service orientation of the school principal is a new phenomenon. In the end of the study various institutions will gather more knowledge about the relationship between remuneration, wellbeing and service orientation of the school principals.

More researches were conducted about burnout and work engagement and their impact on job satisfaction in various sectors such as banking and hospitality, but none on remuneration, wellbeing and service orientation of the school principals in the North-West Province was conducted; therefore this study remains a new phenomenon in the education sector.

The methodological validation of this study is to create a new model that will demonstrate and simplify how the variables such as remuneration, wellbeing and the service orientation are related and affect one another. Practically this study will contribute by highlighting the critical issues that need to be addressed by the employer to retain and attract competent school principals in the country and to motivate principals to perform to their optimum level as well as how to improve their wellbeing to improve quality service within their working environment.

1.8 DELIMITATIONS AND ASSUMPTIONS

This section of the study will focus on the discussions of the delimitations as well as the assumptions that were made while compiling this study.

1.8.1 Delimitations

The limitations of this study are as follows.

- This study is a cross-sectional; therefore it will only focus at a certain point in time on the relationship between remuneration (reward) wellbeing and service orientation (quality) of school principals in the North-West Province.
- Another limitation relates to the use of one province in the country. I believe that an important subject such as remuneration, wellbeing and service of school principals could have involved other principals in all nine provinces to get a better generalisation of the study.
- This study uses self-assessment as the method of data collection. This means that these are perceptions of the participants in the study.
- Only questionnaires were used to collect data; other methods such as observation, interviewing the participants could have been used to come with other perspectives of the outcome obtained.
- The time frame for collecting data inhibited more data collection across the province since numbers of targeted respondents were not reached.
- The study has some methodological limitations and shortcomings too, for example the casual inferences and conclusion about casual directions underlying the results cannot actually be drawn due to cross sectional design of the study.
- Moreover, the measurement of the construct could be more vigorous with the infusion of pre-existing scale items.

1.8.2 Assumptions

The assumptions of this study are as follows.

- All participants in this study are permanent employed and qualified school principals in the North-West Province.
- The participants are expected to be computer literate and be able to interpret a questionnaire.
- The participants range from principal post level 1 to 5.

- The participants must have access to computer which is Internet enabled, as the questionnaire will also be web- based.
- The Department will allow the participants to participate in the study.
- There will be huge response from the participants.
- The respondents will be also cooperating by using post office to send their questionnaire to the researcher.

1.9 DEFINITIONS OF KEY TERMS

This section of the study will focus on the definition of key terms as outlined in the study. The terms will be listed in alphabetical order and references from the literature review.

1.9.1 Absorption

Absorption refers to the cognitive aspect where individuals are fully focused on something and experience a high level of concentration while performing a task. This includes being happily engrossed in one's work so that time seems to pass quickly and one has difficulties in detaching oneself from work (Coetzee & De Villiers, 2010).

1.9.2 Burnout

According to Berg and Theron (cited in Nel *et al.*, 2008, p. 315), burnout refers to work overload, patterns of over commitment and total exhaustion of physical and mental resources as a result of an excessive striving to reach unrealistic work-related goals. Furthermore, Van der Westhuizen and Wessels (2011) define burnout as a situation in which a person eventually becomes listless, ineffective, inefficient and unproductive due to prolonged periods of work overload which have negatively impacted on the physical and mental health of the employee. Burnout is described as a form of mental distress or a persistent negative state of mind that is associated with depression, sleep disorders, hypertension, headaches and many others health disorders (Hämning, Brauchli & Bauer. 2012).

1.9.3 Compensation

In America the word compensation is frequently used, whereas in Africa we typically use the word remuneration (Bussin, 2011). According to Grobler, Warnich, Carrel, Elbert & Hartfield (2006, p. 351), compensation refers to all forms of financial returns and tangible services and benefits employee receive as part of employment relationship.

1.9.4 Cynicism

Cynicism refers to a negative, callous or excessively detached response to various aspects of a job (Leiter and Maslach, 2008, p. 498). Cynicism refers mainly to a lack of interest in the job meaningfulness (Demerouti & Bakker, 2007, p. 5)

1.9.5 Dedication

Dedication is characterised by a sense of significance, inspiration, pride, enthusiasm and challenge (Demerouti & Bakker. 2007, p.7). Coetzee et al. (2010) refers to the emotional side of work engagement and the willingness of people to expand considerable time and the effort in doing something meaningful.

1.9.6 Depersonalisation

Depersonalisation in the original MBI refers to distancing oneself emotionally from service recipients (e.g. becoming impersonal, callous, hardening). Depersonalisation, referring to negative, cynical or excessively detached responses to other people at work represents the other component of burnout (Breso`, Salanova & Schaufeli, 2007; Demerouti et al., 2007. p., 4).

1.9.7 Exhaustion

Exhaustion refers to a feeling of being overextended and depleted of one's emotional and physical resources (Leiter & Maslach, 2008). Demerouti & Bakker, 2007, p.4) define emotional exhaustion as the consequence of intense physical, affective and cognitive strain, for example, as a long-term consequence of prolonged exposure of to certain job demands.

1.9.8 Professional efficacy

Professional efficacy refers to feelings of incompetence and a lack of achievement and productivity in work (Leiter & Maslach, 2008).

1.9.9 Performance management

Performance management is a systematic process for improving individual, team and organisational performance (Armstrong 2012, p. 322). Performance management refers to the alignment of organisational team and individual efforts towards the achievement of business goals and organisational success.

1.9.10 Quality service

Quality service in literature is interpreted as perceived quality, which means a customer's judgment about service (Culiberg & Rojsek, 2012). One may conclude that quality service is an excellent, sustainable and durable service rendered by service providers to satisfy the needs of the client.

1.9.11 School principal

School principal refers to an educator appointed or acting as the head of the institution (South African School Act, 84 of 1996).

1.9.12 Wellbeing

Dodge, Daly, Huyton, & Sanders (2012, p.230) define wellbeing as a balance point between an individual's resources and the challenges faced.

1.9.13 Work engagement

Work engagement is defined as a positive, fulfilling, work related state of mind that is characterised by two core dimensions: vigour and dedication (Schaufeli *et al.* 2002; Schaufeli & Bakker, as cited in Schultz, Mostert & Rothmann, 2012).

1.9.14 Work-life balance

Work-life balance refers to employment practices that are concerned with providing scope for employees to balance what they do at work with the responsibilities and interests they have outside work and to reconcile the competing claims of work and home by meeting their own needs as well as those of their employees (Armstrong, 2012, p. 977). According to Kodz *et al* (as cited in Armstrong, 2012, p. 977) work-life balance is explained as balance between an individual's work and their life outside work.

1.9.15 Vigour

Vigour is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one's work and persistence in the face of difficulties (Coetzer & Rothmann, 2013, p.31). According to Demerouti *et al.* (2007, p.7), vigour refers to high levels of energy and mental resilience while working. This energy can also relate to the level of mental effort or mental strength that individual can put into doing something.

1.10 ABBREVIATIONS USED IN THIS DOCUMENT

Table 1-2: Abbreviations used in this document

Abbreviation	Meaning
IQMS	Integrated quality management systems
SERVQUAL	Service quality.
SERVPERF	Service performance.

RS	Reward scale
MBI-GS	Maslach burnout inventory – general survey.
UWES	Utrecht work engagement scale
GHS	General health survey.
KMO	Kaiser-Meyer-Olkin
PAF	Principle axis factoring
EFA	Exploratory factor analysis
SASA	South African School Act
SO	Service orientation

1.11 CHAPTER DIVISION

This section will focus on a brief outline of the chapters in the study on the relationship between remuneration (reward) wellbeing and service orientation (service quality) of school principals in the North-West Province. The chapters of this study are arranged in the following chronological order.

Chapter 1: Introduction

Chapter1 introduces the topic of the study the relationship between remuneration (reward) wellbeing and service orientation (service quality) of school principals in the North-West Province. It outlines the problem statement and the purpose of the statement. It highlights the general and the specific objectives of the study as well as definitions of key words.

Chapter 2: Literature review

This chapter starts with the background of all concepts and aspects that are related to the study. It focuses on each concept of the study. It shows reward models which show how different aspects of the model relate to one another. Finally, this section displayed clear detailed diagrams of the different hypotheses that are to be tested in the study.

Chapter 3: Research method.

This chapter covers the research design and methods to be used in the study. It gives a brief reflection of research paradigm of the study. It goes further to give a description of the strategy of enquiry, basic characteristics of quantitative research as well as the procedure of the research. More importantly, it covers the methods used to collect data and instruments used to analyse data.

Chapter 4: Results

This chapter begins with the biographical information that was collected. It goes further to cover the results pertaining to the instruments. Finally, it discusses the different relationships of the study through the hypotheses.

Chapter 5: Discussion of results

In this chapter the empirical results outlined in Chapter 4 of this study are discussed and analysed. The five hypothesis of the research study are separately attended to. The results will either be accepted or rejected based on the evidence gathered from the study.

Chapter 6: Conclusions, limitations and recommendations

This chapter concludes the research findings of the relation between remuneration, wellbeing and service quality of school principals in the North-West Province. It will give an oversight of the limitations of the study and recommendations for further study in remunerations, wellbeing and service orientation of school principals in the North-West Province.

1.12 CONCLUSION

Chapter 1 gave an overall overview of the study that was done. It started by giving the background of the problem that was to be studied and investigated. The chapter further outlined the questions that were to be investigated in the study. It also gave the delimitations and assumptions that were to be discussed. Key terms that were used in these studies were defined with references from various sources. Abbreviations that were used in the study were highlighted and explained. This chapter concluded with a summary of all chapters used in a study.

Chapter 2:LITERATURE REVIEW

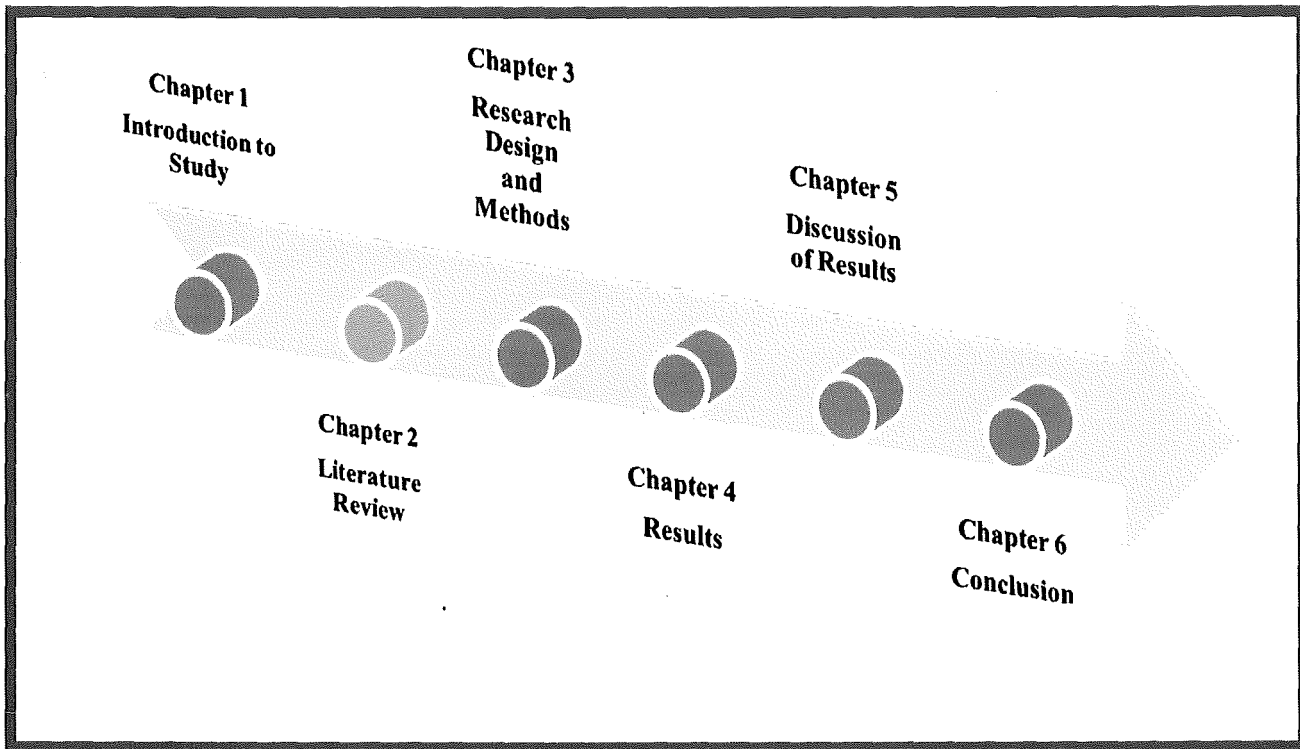


Figure 2-1: Chapter 2 in Context

2.1 INTRODUCTION

Over years compensation or reward has become a complicated issue in every workplace, but remains the most strategic and vital function of human resource management. Remuneration has always been an extremely important issue for both employer and employee in a workplace. Remuneration could be used as central or key issue related to employee wellbeing and service quality. Moreover, it could address key issues such as recruitment and retention of highly competent employees to organisation, and motivate them not to quit. There are numbers of internal and external factors that influence school principals in the North-West Province to quit. Among these factors, remuneration is the key factor that influences the wellbeing and the quality service of school principals in the North-West Province; hence prompting them to quit. Employees perceived that their reward climate plays an important role in shaping their service quality orientation (Chiang & Birch 2011, p. 4).

The aim of this study was to investigate the relationship between remuneration, wellbeing and service quality among the school principals in the Province. In this study each variable will be discussed separately.

The literature review will focus on the visual model of the relationship between remuneration, wellbeing and service quality amongst school principals in North-West Province. In addition to that, the study will discuss how these variables are related to one another. Moreover, different dimensions related to these variables will be discussed. Gupta and Zeithaml (2006) argue that 'service quality is the customer's perception of the service and is a critical determinant of customer satisfaction or dissatisfaction is a measure or evaluation of a service's ability to meet his needs or expectations'. According to Oliver (as cited in Gupta & Zeithaml, (2006), customer satisfaction is defined as a disconfirmation of the expectations. In conclusion, the literature will conclude with a summary showing how different variables and their dimensions relate to one another.

2.2 REWARD

In America the word compensation is frequently used, whereas in Africa we typically use the word remuneration (Bassin, 2011). According to Grobler *et al.* (2006), compensation refers to all forms of financial returns and tangible services and benefits employees receive as part of employment relationship. Moreover, compensation is often used interchangeably with wage and salary administration. However, the term is actually a broader concept: it refers not only to intrinsic rewards such as benefits, but also to extrinsic rewards such as achieving personal goals, autonomy and more challenging job opportunities (Grobler *et al.*, 2006). Compensation may be defined as financial and non-financial extrinsic rewards provided by the employer for the time, skills and effort made available by the employee in fulfilling job requirements aimed at achieving institutional objectives (Van der Westhuizen & Wessels, 2011).

Compensation refers to all forms of financial returns and tangible services and benefits employee received as part of employment relationship (Milkovich, Newman & Gerhart, 2011, p.11). Compensation refers to all forms of financial returns and tangible service and benefits employee

receive as part of an employment relationship (Sigh, 2007, p. 3). The basic compensation system includes base pay, merit pay, short term, long term incentives, perquisites, recognition awards and retention awards. It can be concluded that reward is concerned with how people should be recognised for doing a job. This recognition can be monetary or non-monetary.

2.2.1 World at Work Total Rewards Model

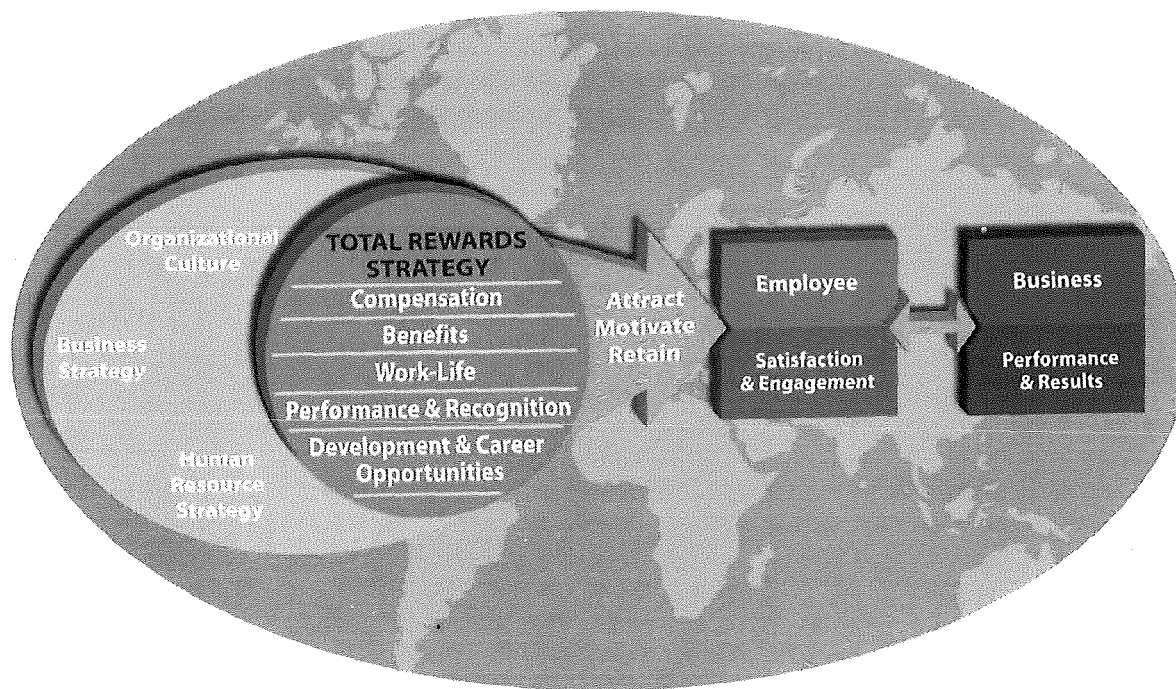


Figure 2-2: World at work model

2.3 COMPONENTS OF REMUNERATION

2.3.1 Basic salary

Basic salary is the cash compensation that an employer pays for the work performed (Milkovich *et al.*, 2011, p. 11). The base rate salary is the amount of pay (the fixed salary or wage) that constitutes the rate for the job (Armstrong, 2011, p. 740). It may however vary according to the grade, or, for manual workers, the level of skills required. According to Armstrong, (2011, p. 740), base pay may be influenced by internal and external relatives.

The internal relatives may be measured by some form of job evaluation, while external relatives are assessed by tracking market rate. Pay levels may be agreed through collective bargaining as well as individual agreements. In the case of school principals, pay levels are agreed through collective bargaining with trade unions. Moreover, the pay base of school principals is influenced by the inflation target of the country. Usually their annual increase is determined by using the inflation target plus one. For example, if the inflation target is 6%, they will receive 6% + 1% pay progression.

Base pay is the component of total reward. Total reward as defined by Manus and Grehener, (as cited in Armstrong, 2011, p. 742) includes all types of rewards, indirect as well as direct and intrinsic. Thomson (as cited in Armstrong, 2011, p. 742) defines total reward as a reward that consists of not only traditional, quantifiable elements such as salary, variable pay and benefits but also more into intangible non-cash elements such as scope to achieve and exercise responsibility, career opportunities, learning and development, the intrinsic motivation provided by the work itself and the quality of working life provided by the organisation.

2.3.2 Benefits

Employee benefits are that part of the total compensation package, other than pay for time worked, provided to employees in whole or in part by employer payments (e.g. life insurance, pension, workers' compensation, vacation) (Milkovich, Newman, & Gerhart. 2011, p.414). According to Nel *et al.* (2008, p. 150) fringe benefits are compensation other than wages and salaries. Moreover, benefits are indirect forms of compensation which, like direct compensation, is intended to aid the achievement of the human resource objective attracting, retaining and motivating employees. It should be noted that the extent and the nature of benefits offered by institutions within a particular country are determined by specific circumstances and the laws of the country. In North-West Province, all the principals are entitled the following benefits in terms of the Employment of Educators Act 76 of 1998.

- Annual leave during school holidays
- Sick leave (six weeks paid sick leave in every cycle of 36 months)
- Maternity leave (four consecutive months)

- Family responsibility leave
- Paid public holidays
- Compensation for injuries or diseases contracted while working, as stipulated by the Occupational Injuries Diseases Act 130 of 1993
- Pension funds
- Medical subsidy
- Housing allowance
- Rural allowance for selected quintile 1 and 2 schools based on rural areas
- Career advance (study bursary)
- 13th cheque service bonus
- Performance based pay (IQMS).

Nel *et al.* (2008, p.297) define employee benefits as items in the total package offered to employees over and above their salary, that increase their wealth or wellbeing at some cost to the employer.

Nel *et al.* (2008, p.297) categorised the benefits into two types namely mandatory and voluntary. Mandatory benefits are regulated by the government and employers are compelled to make these benefits available to the employees such as unemployment insurance fund.

Voluntary benefits are benefits that are offered by employer voluntarily, e.g.

- Vacation
- Public holidays
- Time for personal matters
- Sick leave
- Maternity leave
- Medical aid schemes
- Pension funds
- Employees service bonus

The model below illustrates all the elements required for total compensation. This model is more applicable in the private sector than in the public sector. Although the model appears to be more

costly, it will assist in retaining and recruiting very competent principals in the schools of North West Province. Few elements of this model, such as shares, could be eradicated, since the department is a non-profit organisation. However, fringe benefits such as loans will be relevant depending on how the Department is handling the matter. The Department is indirectly applying this element of loan by issuing household benefits to applicants, with a state guarantee when applying for a bond loan from the bank. Fringe benefits such as cars and holidays subsidy will be more relevant to school principals in the North-West Province. The Province is predominantly rural, both Area and District offices are quite some distance away from the schools; therefore it will be appropriate for school principals to be granted a transport allowance to ensure efficiency in service delivery in their schools.

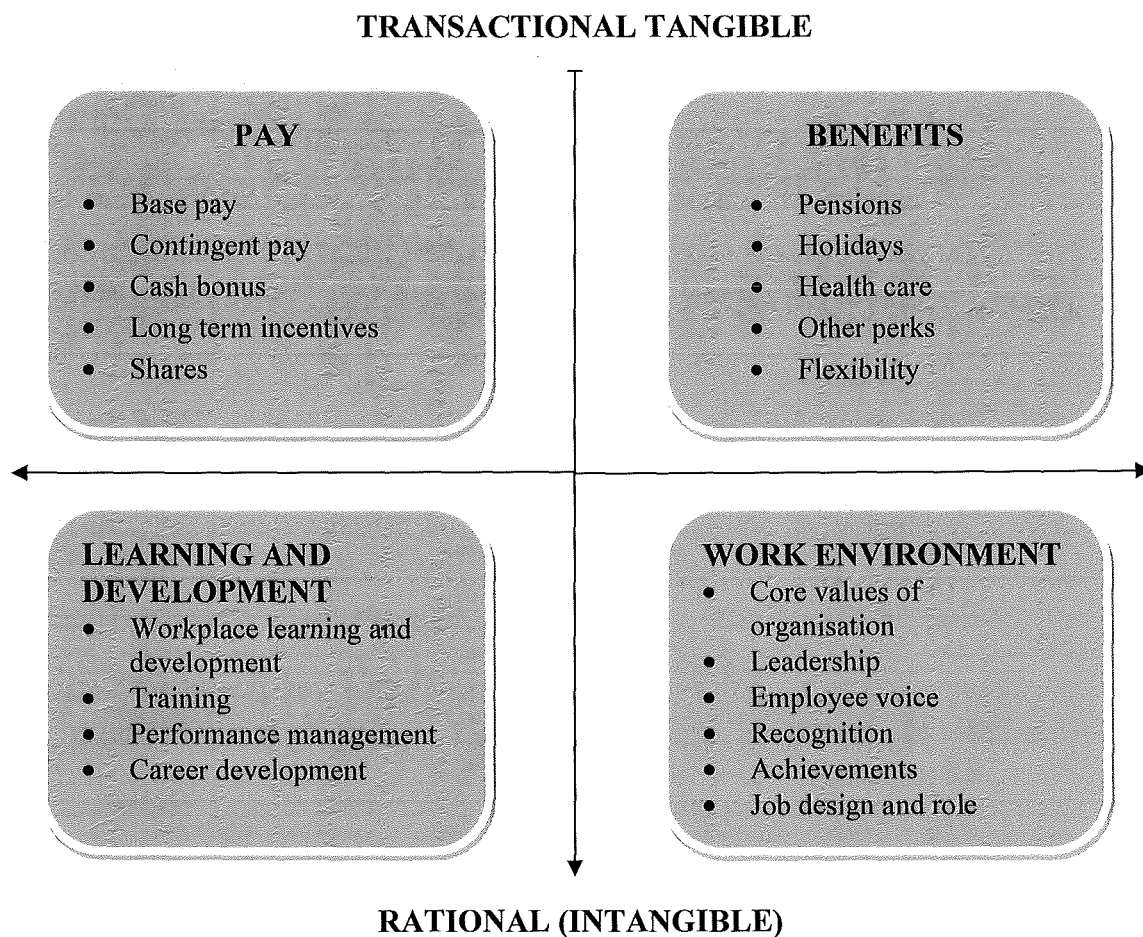


Figure 2-3: The Towers-Perrin model of total reward (Armstrong, 2011, p.745)

2.3.3 Work-life balance

Work-life balance refers to employment practices that are concerned with providing scope for employees to balance what they do at work with the responsibilities and interests they have outside work and to reconcile the competing claims of work and home by meeting their own needs as well as those of their employees (Armstrong, 2011, p. 997). According to Kodz *et al.* (as cited in Armstrong, (2011) work-life balance is explained as the balance between an individual's work and their life outside work. According to (Armstrong, 2011, pp. 996-997), the concept of work-life balance is about employees achieving a satisfactory equilibrium between work and non-work activities (i.e. parental responsibilities and wider caring duties, as well as other activities and interests).

Armstrong (2011, p. 997) considers that “flexible” working is considered the most practical solution to establishing an effective work-life balance. The term “flexible working” covers flexi-time, home-working time, compressed working weeks, annualised hours and job sharing. It also refers to special leave schemes that provide employees with the freedom to respond to a domestic crisis or to take steps during a domestic crisis or to take a career break without jeopardising their employment status. According to a survey conducted by the DTI in 2003 (as cited in Armstrong, 2011, p.978), the introduction of work-life balance policies were:

- Improved productivity and quality of work
- Improved commitment and morale
- Reduce casual absence
- Improve utilisation of new recruits.

From the above definition it is quite pertinent that work-life balance policies can lower absence and help to tackle the low morale and high degrees of stress that can lead to retention problems as employees tire of juggling work and life responsibility. According to Cavin and Bush (as cited in Van der Westhuizen et al., 2011, p.402), research has shown that conflict between family and working life is related to aspects such as increased health risks for parents, poor morale, depression, reduced life satisfaction, absenteeism, poor work performance and decreased productivity. The majority of school principals in the Province devoted most of their time at work; this however, may

have negative repercussions to the family, since it may lead to family conflicts as well as divorce among married couples. It is vital for the principals to strike a balance between work-life and family. The remedy to this situation is to allocate school principals with office equipment such as computers, copiers and faxes at home so that the principal could have time with the family. Studies have shown that the majority of school principals in the Province are working away from their homes and residing at school cottages while others are travelling long distances on a daily base. This however, causes fatigue, which eventually ends up as burnout. Relocation of families is a substantial and critical issue which might exacerbate to family disintegrations, particularly with black principals. School principals, like any other employees need programs related to growth of mind, body and spirit. It should further be reiterated that health and wellness, financial rewards and security, individual and family wellbeing and fulfilling work environment are part of total wellbeing.

2.3.4 Performance management

Performance management is a systematic process for improving individual, team and organisational performance (Armstrong 2012, p.322). Performance management refers to the alignment of organisational team and individual efforts towards the achievement of business goals and organisational success. It includes establishing expectations, skills, demonstration, assessment and continuous assessment. There is, however, no single, simple definition of what performance management is or should be. Henry *et al.* (as cited in Wilson, 2005, p. 158) for example define performance management as a systematic approach to improving individual and team performance in order to achieve organisational goals.

According to Fletcher, (as cited in Wilson, (2005, p. 158), performance management is a process creating a shared vision of the purpose and aims of the organisation, helping every individual employee to understand and recognise their part in contributing to those and thereby managing and enhancing the performance of both individual and the organisation. At school level every principal is expected to perform according to agreed and accepted standards. Principals are assessed by Integrated Quality Management System (IQMS). The IQMS instrument comprises of twelve

performance standards each with expectation and sets of criteria to be filled. It covers broad aspects of core and extra-curricular, human relations and managerial issues.

After the assessment feedback is given to the principal and a personal growth plan is developed and the principal is developed according to his or her personal potential. It should be noted that these assessments are not based on monetary issues, but rather the personal development of an individual. In the Province, school principals are rewarded in various ways, for example the National Teacher's Awards (NTA), which recognises principals with outstanding performance. In the North-West Province the principals are rewarded annually for their performance. This implies that the better they are remunerated the better quality service they will provide and this will assist to improve their wellbeing and discourage them not to quit the Education Department.

2.3.5 Training, development and career opportunities

Development refers to a set of learning experiences designed to enhance employees' applied skills and competencies. It engages employees to perform better and engages leaders to advance their organisation's people strategies. Nel *et al.* (2004, p.427) refers to development as possibilities within a job or position for a specific employee, with reference to the employee's personal growth and goals.

In the North-West Province, school principals are engaged in various development programmes in the form of workshops. To fulfil the managerial task in their institution school principals must be kept abreast of new developments in technology, as well as economic, political legislative and contemporary personnel management practices. Moreover, it should be noted that, if principals fail to keep them abreast with the new trends of technology, they will become obsolete. This might affect their schools detrimentally, since it will pervade the functionality of the whole school and result in stagnation and failure. For the schools to survive, the newly appointed principals and the veterans need intensive and adequate development programmes to assist them to cope with their challenging tasks in their institutions.

According to De Cennzo and Riobbins (as cited in Nel *et al.*, 2004, p.426), training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. From the definition given above, training can therefore be regarded as a planned process to modify attitude, knowledge or skilled behaviour through learning experience, so as to achieve effective performance in an activity or range of activities. The purpose of training in the work situation is to develop the abilities of an individual and to satisfy the current and future needs of an organisation (Nel *et al.*, 2004, p.426). Moreover, it brings about behaviour changes required to meet management's goals for the organisation.

Training is vital in the sense that it ensures that a task is performed correctly, and the behaviour change brought about by training must be measurable and quantified in terms of the organisation's requirements. Consequently training must be result-orientated, must focus on enhancing those specific skills and abilities to perform the job, it must be measurable, and it must make a real contribution to improve both the goal achievement and the internal efficiency of an organisation. Moreover, training serves a dual role in that it helps management to meet its human resources requirements, while at the same time increasing the market value or marketability of those being trained and hence their bargaining power (Nel *et al.*, 2008, p.148).

In terms of the Skills Development Act, employees are encouraged to develop to their full potential in the best interest of both the organisation and themselves. It is vital for school principals to undergo such training to avoid being obsolete and to keep them abreast with daily challenges in their school that may cause burnout. According to Pepper (as cited in Wilson, 2005, p.138), training is defined as that organised process concerned with the acquisition of capability or the maintenance of capability. From the above definition training and development can be used synonymously, referring to a person receiving a set of capabilities to equip him or her to perform a particular job which is not within his present ability. That person is often said to undergo a process of development. One may conclude by saying training is considered as needs against present requirements, while development can be construed as relating to future requirements. For example, in the North-West Province, while principals are being trained they are developed for promotion. Career development is a formal approach by the organisation to ensure that employees with proper qualifications and experience are available when needed (Nel *et al.*, 2008, p. 483).

Career development may be formal or informal. In informal development the employee will be trained on the job, formally employees will be trained away from the organisation, for example during seminars or short courses offered by universities. Career opportunities involve the plan for employees to advance their career goals. It may include advancement into a more responsible position in an organisation. In the Province career opportunities for the school principals are very limited. Studies have shown that the majority of the school principals remains in their positions for many years and even exit the system occupying the same positions. Studies have proven that the majority of school principals were misplaced in their various positions. Therefore, the provincial Department of Education needs to conduct skills auditing to ensure that principals are placed accordingly in their positions.

Most of the school principals in the Province are highly qualified and competent to perform any managerial task in various levels of the Department. Should they be given opportunity to share their expertise they could have added more value in the system. According to Chintalapati (2013), the organisation has to reintroduce systems of performance management for setting the goals, determining metrics of appraisal and develop benchmarks for rewarding good performance. This is essential in the sense that transparency, suitability and equitability in performance management are a key determinant in the retention of employees and taking advantage of the recovery in the economy.

2.4 WELL-BEING

Well-being is a growing area of research, yet the question of how it should be defined remains unanswered. Many researchers attempting to express its nature have focused purely on dimensions of wellbeing rather than its definition. Among other theoretical perspectives, Headley and Wearing (1991) highlight the pertinence of the dynamic equilibrium theory of wellbeing, Cummins (2010) the effect of homeostasis, and Hendry and Kloep (2002) the life span model of development. From these theoretical perspectives Dodge et al. (2012) concluded that “a new definition of wellbeing is centred on a state of equilibrium or balance that can be affected by life events or challenges”. Moreover, Dodge et al. (2012) believed that the new definition conveys the multi-faceted nature of wellbeing and believed it can help individuals and policy makers to move forward in understanding

this popular term. The question of how wellbeing should be defined remains largely unresolved, which has given rise to blurred and overly broad definitions of wellbeing (Forgeard *et al.*, 2011, as cited in Dodge *et al.*, 2012).

Thomas (2009) argued that “wellbeing is intangible, difficult to define and even harder to measure”. It is quite necessary to state that the new definition of wellbeing must go beyond an account of or description of wellbeing itself and be able to make a clear and definite statement of the exact meaning of the term. It should be noted that wellbeing is more than happiness as well as feeling satisfied and happy; it means developing as a person, being fulfilled and making a contribution to the community.

Dodge *et al.* (2012) believe that “wellbeing is not presently observable or objectively measurable, but it assumes to exist because it gives rise to a measurable phenomenon”. Though, Forgeard (2011) as cited in Dodge *et al.* (2012) believe that “wellbeing is a construct”, Dodge *et al.* (2012) proposed and concluded that “wellbeing” should be considered to be a state a condition of a system in which the essential qualities are relatively stable. According to Herzlich (as cited in Dodge *et al.*, 2012, p.227), equilibrium comprises of the following themes: physical wellbeing, plenty of physical resources, absence of fatigue, psychological wellbeing and evenness of temper, freedom of movement and effectiveness action, good relations with other people. Dodge *et al.* (2012, p. 230) define wellbeing as a balance point between an individual’s resources and the challenges faced.

According to Dodge *et al.* (2012), stable wellbeing is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social or physical challenge. Wellness and wellbeing are synonymous. Both concepts are interwoven and can be used interchangeably. Corbin *et al.* (as cited in Smith, 2012) describe wellness as a person’s state of wellbeing that contributes to an improved quality of life. Employee wellness is a critical and fundamental aspect in every workplace. This implies that the employer should be proactively altruistic to ensure that the wellbeing of employees is given first priority. The employer should consider the potential benefits of a system focused on proactively promoting and maintaining the mental and physical wellbeing of employees rather than dealing with health and safety problem as they occur (Van der Westhuizen & Wessels, 2011, p. 398). It is vital that employers take care of their employees by adopting a socially responsible approach. Employers are responsible for creating

a good work environment, not only because it is their duty to do so, but also as part of the total reward management. Literature has proven that certain concepts play both a direct and an indirect role in an individual's wellbeing. The positive impact may be shown by work engagement as well as employability. The negative impact may be shown by burnout and ill health (Smith, 2012).

2.5 BURNOUT

According to Berg and Theron,(as cited in Nel *et al.*, 2008, p.315), burnout refers to work overload, patterns of over-commitment and total exhaustion of physical and mental resources as result of excessive striving to reach unrealistic work related goals. Van der Westhuizen *et al.* (2011, p.410) define burnout as a situation in which a person eventually becomes listless, ineffective, inefficient and unproductive due to a prolonged period of work overload which has negatively impacted on the physical and mental health of the employee. It should be noted that persons who are prone to burnout include those who are over-dedicated to achieving their goals since they do not live balance lives, often cast aside their families and social involvement and focus on their work performance. Ivancevich, Konpaske and Matteson (2008, p.235) define burnout as a psychological process brought about by unrelieved work stress that results in emotional exhaustion, depersonalisation and feeling decreased accomplishment.

Research identifies four factors that are particularly important contributors to burnout: high levels of work overload, dead-end jobs, excessive red tape and paperwork, poor communication and feedback particularly regarding job performance. Burnout is a psychological syndrome that may emerge when employees are exposed to a stressful working environment with high job demands and low compensation (Bakker & Demerouti, 2007). Though most scholars agree that burnout employees are characterised by high levels of exhaustion and a negative attitude towards their work, there are different views on how this syndrome should be operationalised.

2.5.1 Exhaustion

Exhaustion refers to a feeling of being overextended and depleted of one's emotional and physical resources (Leiter & Maslach, 2008, p. 498). Demerouti and Bakker (2007) define emotional

exhaustion as a consequence of intense physical, affective and cognitive strain, e.g. long-term consequence of prolonged exposure of to certain job demands. Contrary to exhaustion as operationalised in the original MBI or MBI-GS, the OLBI covers not only affective aspects of exhaustion, but also physical and cognitive aspects. Research conducted revealed that the wellbeing of most of the school principals is negatively impacted by intense physical, affective and cognitive strain which eventually compromise their service orientation.

2.5.2 Mental distance

2.5.2.1 Depersonalisation

Depersonalisation in the original MBI refers to distancing oneself emotionally from service recipients (e.g. becoming impersonal, callous, hardening). Depersonalisation, referring to negative, cynical or excessively detached responses to other people at work represents the other component of burnout (Breso, Salanova & Schaufeli, 2007). Schaufeli, Taris and Van Rhenen (as cited in Smith, 2012) define mental distance as indifferences or a distant attitude towards one's job or people around them. It should be noted that, if school principals are depersonalised as a result of burnout, they start to distance themselves from others and focus on their work and loose interest to work as a team.

2.5.2.2 Cynicism

Cynicism is misdiagnosed and confused with bad/negative attitude. This emanated from the fact that an individual shows signs of being anti-social and start losing interest to work with other people and focus on their work. This impact negatively to the organisation since it tends to ignore the recipient of the service. Cynicism does not only impact the work place, but also affects an individual's families and friends, since an individual will begin to withdraw from them. Cynicism refers to a negative, callous or excessively detached response to various aspects of a job (Leiter & Maslach 2008, p.498).

2.5.3 Professional efficacy

Low personal accomplishment refers to feelings of decline in one's competence and productivity and one's lowered sense of efficacy, representing the self-evaluation component of burnout (Leiter & Maslach, 2008). Studies have shown that it is difficult to gain a sense of accomplishment when one is feeling exhausted and one has a sense of indifference towards the people they work with (Maslach, Schaufeli, & Leiter as cited in Smit, 2012).

2.6 WORK ENGAGEMENT

Work engagement focuses on the all-involved psychological commitment of an employee to the role he or she fulfils in the organisation, and taps into employees' motivation to try harder and put in extra effort (Nel *et al.*, 2008, p.349). According to Coetzee and De Villiers (2010, p.31), work engagement relates to the harnessing of an organisation's members to their work roles in which they employ and express themselves physically, cognitively and emotionally during role performance. In the work engagement, individuals employ and express themselves physically, cognitively, emotionally and mentally during certain role performance. The positive signs are employees actively adapt to their work and are happy.

Engagement is important because it has positive outcomes for both the individual and the organisation. Engaged employees demonstrate a strong passion for commitment to and identification with the job and organisation. Moreover, engaged leaders act like proactive coaches who give employees room to grow and develop and who give recognition for a job well done and hold people accountable for their performance. The long-term outcomes of engagement include more satisfied and loyal customers, increased profits, better quality products or services and greater growth potential. However, it should be noted that work engagement is the direct opposite of burnout since it stimulate active participants of employees whereas, burnout impedes workers to play an active role in service orientation. Engaged employees express themselves physically, cognitively and emotionally when they perform their job and roles (Nelson & Quick, 2006, p. 472, as cited in Nel *et al.*, 2008, p. 349). Work engagement is defined as a positive, fulfilling, work-related state of mind that is characterised by two core dimensions: vigour and dedication and dedication (Schaufeli *et al.*, 2002; Schaufeli & Bakker, 2010, cited in Schultz *et al.*, 2012).

Although a variety of definitions can be found, employee engagement is typically described as a high level of employee involvement, commitment to the organisation and job satisfaction. Engaged employees value, enjoy and have pride in their work. They are more willing to help each other and the organisation to succeed: take additional responsibility; invest more effort in their jobs: share information with other employees and remain with the organisation longer than employees who are less engaged (Lazear, 1989; Le Pine, Erez & Johnson, 2002; Riketta, 2002, all as cited in Scott, 2010). If work engagement is in fact persistent over time, the benefits of increasing work engagement could be long lasting (Rice, 2009). An employee that is not engaged will be distracted by non-work-related issues and will not to be at work (Saks, 2006, as cited in Rice, 2009, p. 2). If workers are fully engaged by their employer, they will show passion and dedication in their work and hence produce quality service.

2.6.1 Vigour

Vigour is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one's work and persistence in the face of difficulties (Coetzer & Rothmann, 2013, p. 31). Demerouti et al. (2007) define vigour as high levels of energy and mental resilience, while working. This energy can also relate to the level of mental effort or mental strength that an individual can put into doing something. The current status quo in the Department of Education does not motivate school principals to perform beyond their optimum level in executing their service orientation.

2.6.2 Dedication

The second dimension of work engagement is dedication. Dedication refers to a sense of significance, enthusiasm, inspiration and pride and challenge (Demirouti & Bakker, 2007, p.7).Coetzee et al. (2010, p.31) referred to dedication as the emotional side of work engagement and the willingness of people to spend considerable time and effort in doing something meaningful.

2.6.3 Absorption

The third dimension of work engagement is absorption. Absorption refers to the cognitive aspect where individuals are fully focused on something and experience a high level of concentration while performing a task. This includes being happily engrossed in one's work so that time seems to pass quickly and one has difficulties in detaching oneself from work (Coetzee et al., 2010).

2.7 SERVICE QUALITY/ORIENTATION AND DIMENSIONS

Although there are various service quality models that can be found in different literatures, SERVQUAL still remains a very popular approach in assessing quality for the researchers and practitioners, which can be attributed to its practical diagnostic application for improving service quality. It has also received criticism. There has been much dispute whether SERVQUAL or SERVPERF should be used for measuring quality. Quality service in literature is interpreted as perceived quality, which means a customer's judgment about service (Culiberg & Rosjek, 2012).

Therefore, it could be concluded that service quality is an attitude towards the service offered, resulting from a comparison of expectations with perceptions. Carrillat *et al.* (2007, as cited in Dodge *et al.*, 2012), stated that SERVQUAL directly measures expectations as well as perceptions, however, in the SERVPERF model of Cronin and Taylor (1992) service quality is evaluated by perceptions of the service delivered only. Therefore, (Dodge et al 2012), concluded that service quality is defined as a gap between customer perceptions of what happened during the service transaction, and expectations of how the service transaction should have been performed. This is because it entails many important subjective elements.

Poor quality services are usually attributed to the behaviour or attitudes of an organisation. They often result from lack of leadership, care or courtesy. Moreover, indifference, lack of training or concern is the main reason for the school principals to breakdown their services. It should be noted that there is no absolute consistency or homogeneity in service delivery, but consistency of the service can only be within boundaries. Quality describes a level or standard of satisfaction with a product or process. Quality is a valuable criterion for gauging the effectiveness and efficiency of an

action since it encompasses both outcome and process. However, it is very difficult to define quality, and from the above definition one may draw a conclusion that quality service is an excellent, sustainable and durable service rendered by service providers to satisfy the needs of the client. In a school environment, service quality is measured and quantified in various ways, e.g. the quality of the results the school is producing, the type of curriculum, the type of the product the school is producing and the quality of human resources the school has. In the school situation the prime client is the child. Therefore it is the school's obligation to ensure that the prime client receives quality service that will ensure that he or she survives in the labour market and meets the requirements of society. The school as centre of learning and teaching must ensure that each individual client is given quality service.

It can be concluded that, though it is difficult to define quality, quality is in the eyes of the beholder. Although it sound like a cliché, it is literally true. If a customer says there is quality service, then there is; if he says there is no quality, then there is not. It does not matter what an organisation believes about its level of services. In the end the customer is the one to choose which service or product to use rather than doing something else. Valerie *et al.* (1990) proposed the following SEVQUAL model to measure service quality.

2.7.1 Dimension 1: Reliability

Reliability refers to the ability to perform the promised service dependably and accurately. Moreover, it is about creating a first impression. In this case a company should want all their customers to get unique positive outputs and never forget the first impression; this will make them return in future. If school principals are reliable with quality service to their clients, it will indeed create a positive impression to them and encourage them to demand their services.

2.7.2 Dimension 2: Responsiveness

This dimension refers to a willingness to help customers and to provide prompt service. This dimension is vital in the sense that it makes every customer feel more valued if they get the best

possible quality service. Contrary to this statement: if the employees are remunerated badly, it will be difficult to respond to the client's expectation.

2.7.3 Dimension 3: Assurances

This dimension refers to the knowledge and courtesy of employees and their ability to convey trust and confidence. However, if the customers are not comfortable with the employees, there is a rather larger chance that the customers will not return to do further business with the company. It is quite significant that if the Department of Education as an employer wants to keep their clients happy, their wellbeing should be taken as first priority.

2.7.4 Dimension 4: Empathy

This refers to how a company cares and gives individualised attention to their customers, making the customers feel extra valued and special. If customers feel they get individualised and quality attention there is a big chance that they will return to the company and do business there again. This dimension is critical and crucial in every organisation, which implies that, if a customer is given undivided attention, he is likely to remain a loyal customer of that organisation. The same goes with the school principals: they can provide quality service to their client if the employer gives them the necessary attention and recognition.

2.7.5 Dimension 5: Tangibles

This dimension refers to appearances of physical facilities, equipment, personnel and communication materials. It is about creating a first impression of the organisation. In this dimension the critical issue for providing quality service is well trained personnel with adequate facilities.

2.8 THE RELATIONSHIP BETWEEN REWARD AND WELLBEING

According to Grobler *et al.* (2006, p. 351), compensation refers to all forms of financial returns and tangible services and benefits and benefits employees receive as part of an employment relationship. Moreover, compensation is often used interchangeably with wage and salary administration. The term is actually a broader concept: it refers not only to intrinsic rewards such as benefits, but also to extrinsic rewards such as achieving personal goals, autonomy and more challenging job opportunities (Grobler *et al.*, 2006, p. 350). Van der Westhuizen *et al.* (2011, p.348) define compensation as financial and non-financial extrinsic rewards provided by the employer for the time, skills and effort made available by the employee in fulfilling job requirements aimed at achieving institutional objectives.

According to Dodge *et al.* (2012), stable wellbeing is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social or physical challenges. Reward can improve an individual's wellbeing and contribute to greater impact on the motivation and commitment of the people. Reward will help improve quality service and enhance the employment relationship and individual wellbeing. In conclusion: from the definitions above it is quite significant that there is relationship between reward and well-being.

2.9 THE RELATIONSHIP BETWEEN REWARD AND BURNOUT

Various articles and researches conducted on reward and burnout signified that there is a relationship between both variables. The results of various studies have shown that insufficient reward (whether financial, institutional or social) increases people's vulnerability to burnout (Chappel, 1992; Novak, 1992; Glicken, 1993; Maslanka, 1996; Seifert, Jarayatne & Chess, 1991, all as cited in Leiter & Maslach, 2008). It should also be noted that lack of recognition from employer and external stakeholders devalues both quality service and the employees which are closely associated with feelings of inefficacy. However, reward is actually a broader concept: it refers not only to intrinsic rewards such as benefits, but also to extrinsic rewards such as achieving personal goals, autonomy and more challenging job opportunities (Grobler *et al.*, 2006, p.350).

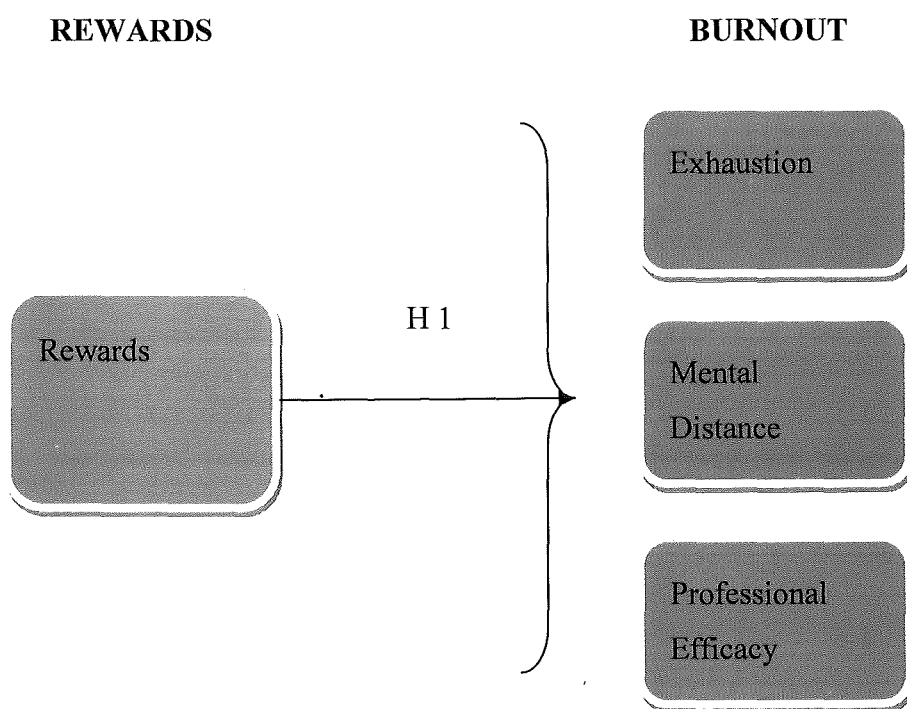


Figure 2-4: The relationship between reward and burnout

Burnout refers to work overload, patterns of over-commitment and total exhaustion of physical and mental resources as a result of excessive striving to reach unrealistic work related goals. van der Westhuizen *et al.* (2011, p.410) define burnout as a situation in which a person eventually becomes listless, ineffective, inefficient and unproductive due to a prolonged period of work overload which has a negative impact on the physical and mental health of the employee. It should be noted that persons who are prone to burnout may include those who are dedicated and committed to their work, to meet deadlines and to provide quality services to their organisations. If they cannot strike the balance between their work life and personal life, it may result in stress and burnout in most principals.

Remuneration may impact both positively and negatively on the wellbeing of school principals as a source of motivation as well as source of stress. This implies that, if a reward is insufficient, it may lead to exhaustion, which will create a callous or excessively detached response to various aspects

of their job (Leiter & Maslach 2008, p. 498). The mental distance will lead the people to distance themselves from various aspects of their job. Therefore, there is such strong relationship between rewards and burnout.

2.10 THE RELATIONSHIP BETWEEN REWARD AND WORK ENGAGEMENT

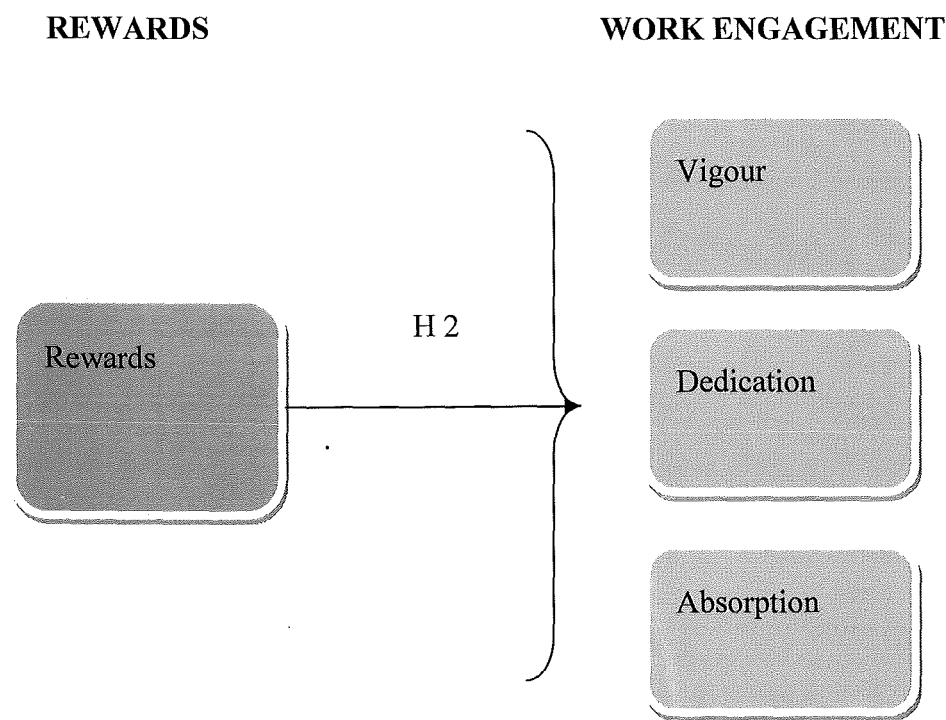


Figure 2-5: The relationship between reward and work engagement

Compensation may be defined as financial and non-financial extrinsic rewards provided by the employer for the time, skills and effort made available by the employee in fulfilling job requirements aimed at achieving institutional objectives (Van der Westhuizen & Wessels, 2011, p.348). Rewards can be of many types, ranging from a feeling of personal satisfaction to public recognition and small tokens and all the way to substantial monetary payments and stock ownership (Schuler & Jackson, 2006, p.468).

Work engagement is defined as a positive fulfilling, work related state of mind that is characterised by vigour, dedication and absorption. Vigour refers to high levels of energy and mental resilience while working. Dedication refers to a sense of significance, enthusiasm, inspiration and pride. The third dimension of work engagement is absorption. Absorption is characterised by being fully concentrated and happily engrossed in one's work. Work engagement focuses on the all-involvement psychological commitment of an employee to the role he or she fulfils in the organisation, and taps into employees' motivation to try harder and put in extra effort (Nel *et al.*, 2008, p.349).

Therefore, from the above definitions it shows that there is a significant positive and negative relationship between reward and work engagement. This may be substantiated by the fact that if workers are rewarded well they will be highly engaged in their work, be motivated and serve the organisation with pride. However, vigour and dedication were found to have a negative relationship with effort-reward imbalances (Kinnunen, Feldt, & Makikangas. 2008).

Based on all current studies and by considering the relationship between all of the findings, one can normally deduce that a valid compensation package, which includes financial rewards, causes higher efficiency and performance in an organisation. It should be noted that the highly involved employees who are necessarily more orientated to their jobs depend more on intrinsic reward than extrinsic ones (Wood, as cited in Gohari, Kamkar, Hosseinipour & Zohoori. 2013, p.575). On the other hand, the wage and salary difference between low and high income earners can in effect cause a low morale, low productivity and lack of commitment which will eventually decrease their efficiency levels. According to Armstrong (2012), reward makes a positive impact on performance when it contributes to the development of high performance culture. This signifies that, if school principals are rewarded well, their performance will increase and they will provide high quality service to the institutions they serve.

2.11 THE RELATIONSHIP BETWEEN REWARDS AND SERVICE QUALITY

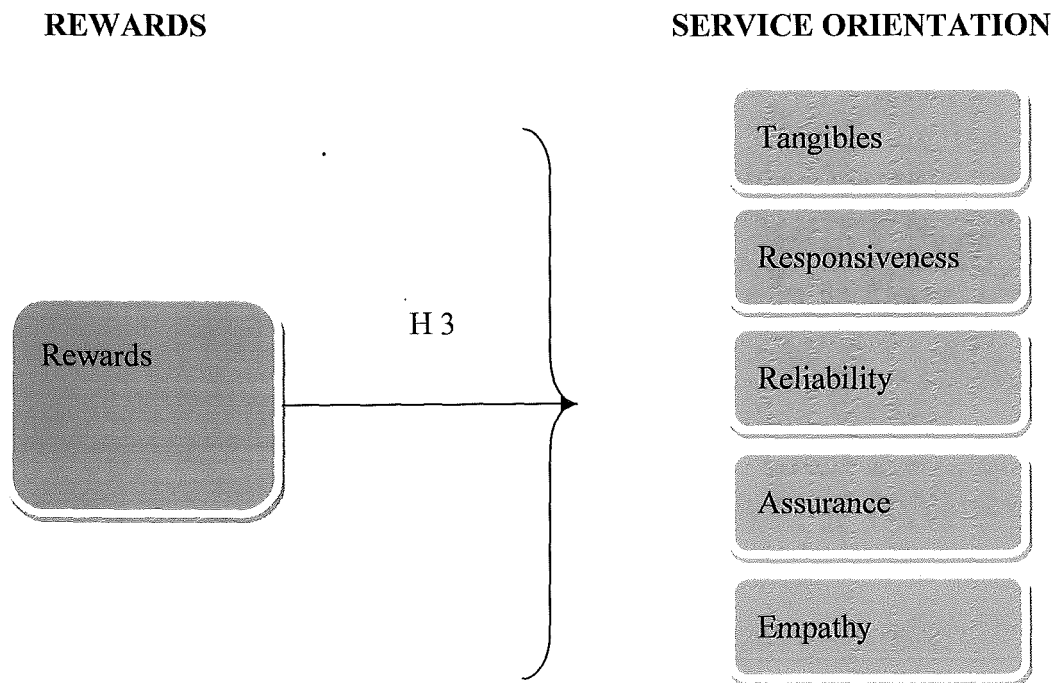


Figure 2-6: The relationship between rewards and service quality

Various researches conducted revealed that there is significant relationship between rewards and service quality. According to (Sigh, 2007, p. 2), incentives will motivate employees to put forth their best efforts and the average productivity of labour increases. The more the employees are satisfied with remuneration, the more quality service will be provided. It is evident that attractive benefits in every organisation will attract and retain competent employees that will assist the organisation to produce quality services that is envisaged by the client.

Sigh (2007) views compensation as a system of rewards that motivates employees to perform. A definition of service quality may see it as an attitude towards the service offered, resulting from a comparison of expectations with perceptions. However, poor quality services are usually attributed

to an organisation's behaviour or attitudes. They often result from lack of leadership, care or courtesy. Therefore, there is significant relationship between reward and service quality. The rewards systems inspire the staff to provide their highest attempts towards assigned tasks (Gohari *et al.*, 2013). It is vital that employers working to their customer's satisfaction should work on the identifications of the motivators that nurture the workforce performance and make appropriate and enough suggestions for their employees.

2.12 THE RELATIONSHIP BETWEEN BURNOUT AND SERVICE ORIENTATION

According to Ivancevich *et al.* (2008, p.235), burnout is defined as the psychological process brought about by unrelieved work stress that results in three dimensions: emotional exhaustion, depersonalisation and feeling decreased accomplishment. A definition of service quality is an attitude towards the service offered, resulting from a comparison of expectations with perceptions. Service quality in literature is interpreted as a perceived quality, which means a customer's judgment about service (Culiberg & Rojsek, 2012). Job burnout occurs when employees believe they cannot or will not continue to do the job (Grobler *et al.*, 2006, p.395).

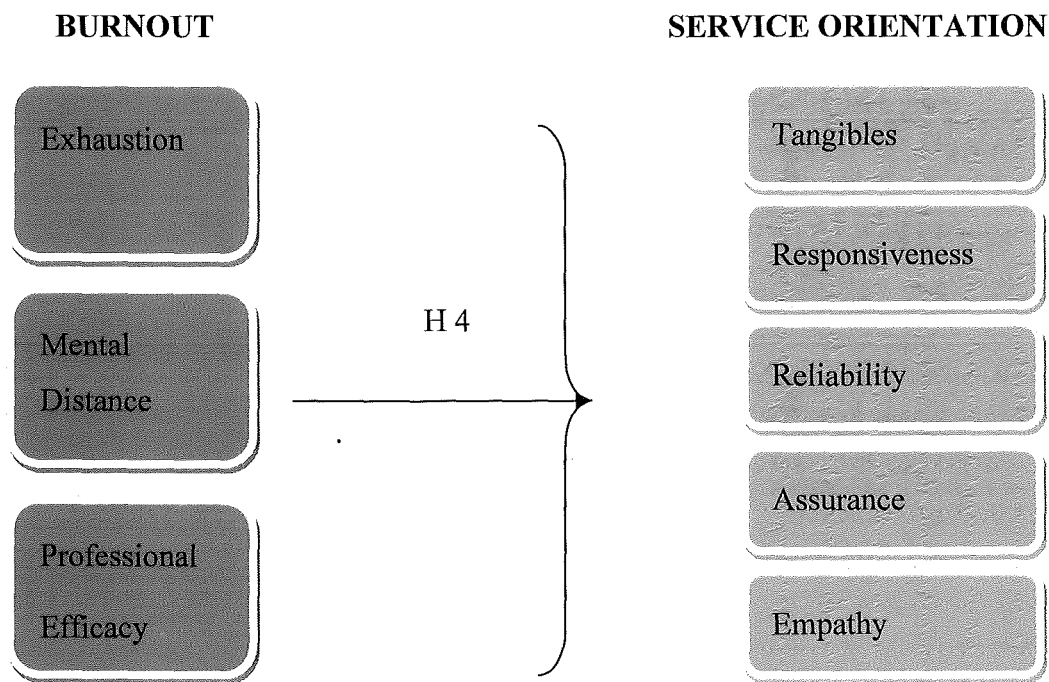


Figure 2-7: The relationship between burnout and service orientation

The dimensions of both variables contradict one another to produce positive results. In this case, if the school principals are experiencing exhaustion, mental distance as well as professional efficacy, at no stage will they deliver quality service to respond to their client's need. It can be concluded that there is a negative relationship between burnout and service orientation. Demotivated employees cannot produce the quality service that is expected by the clients and there will be no assurance to provide quality service

2.13 THE RELATIONSHIP BETWEEN WORK ENGAGEMENT AND SERVICE ORIENTATION

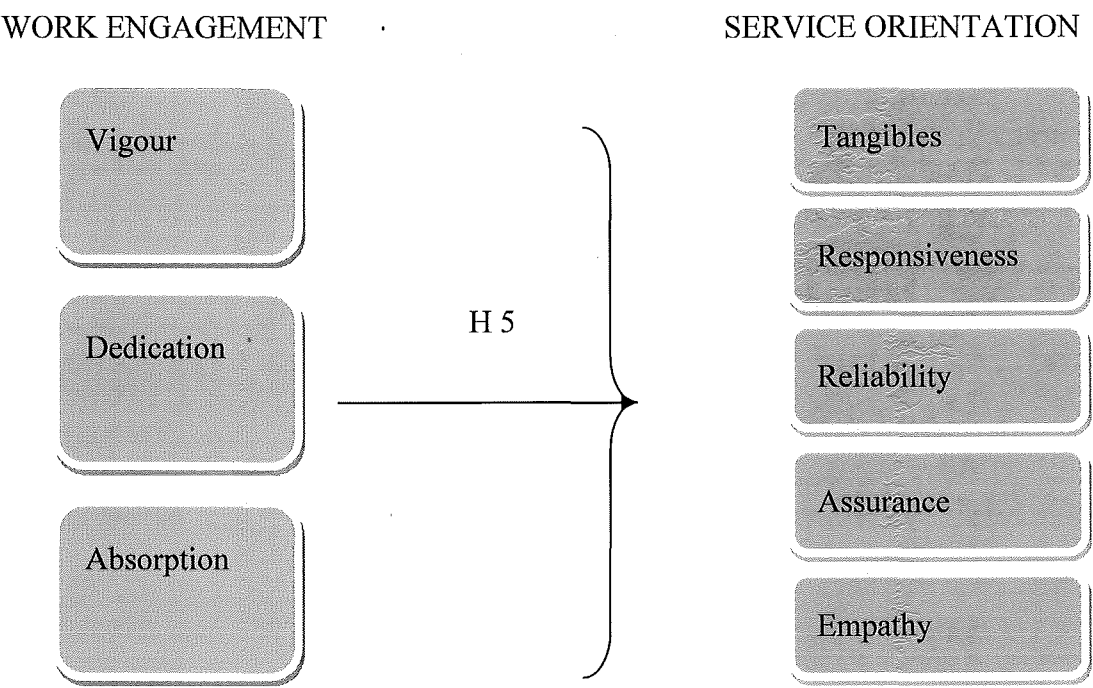


Figure 2-8: The relationship between work engagement and service orientation

Work engagement as a dimension of wellbeing is defined by Schaufeli *et al.* (2002); Schaufeli and Bakker, 2010, cited in Schulz *et al.*, 2012) as a positive, fulfilling, work-related state of mind that is characterised by two dimensions, vigour and dedication. Employees with high vigour experience their work as stimulating and energetic and as something to which they really want to devote time and effort. Dedication refers to being strongly involved in one’s work and is characterised by feelings of significance, pride, enthusiasm, inspiration and finding the work meaningful and challenging (Schaufeli *et al.*, 2002, cited in Schultz *et al.*, 2012).

It should be noted that there is no absolute consistency or homogeneity in service delivery, but consistency of the service can only be within boundaries. Quality is a valuable criterion for gauging

the effectiveness and efficiency of an action, since it encompasses both outcome and process .Having critically analysed definitions of both variables it is clear that there is evidence of a relationship between work engagement and service quality (Barkhuizen *et al.*, 2014). If employees are full of vigour and dedication they will be committed to their work and provide service quality that is envisaged by the organisation and its client.

2.14 THE CONCEPTUAL MODEL OF THE RELATIONSHIP BETWEEN REMUNERATION (REWARD), WELLBEING AND SERVICE ORIENTATION (SERVICE QUALITY) OF SCHOOL PRINCIPALS

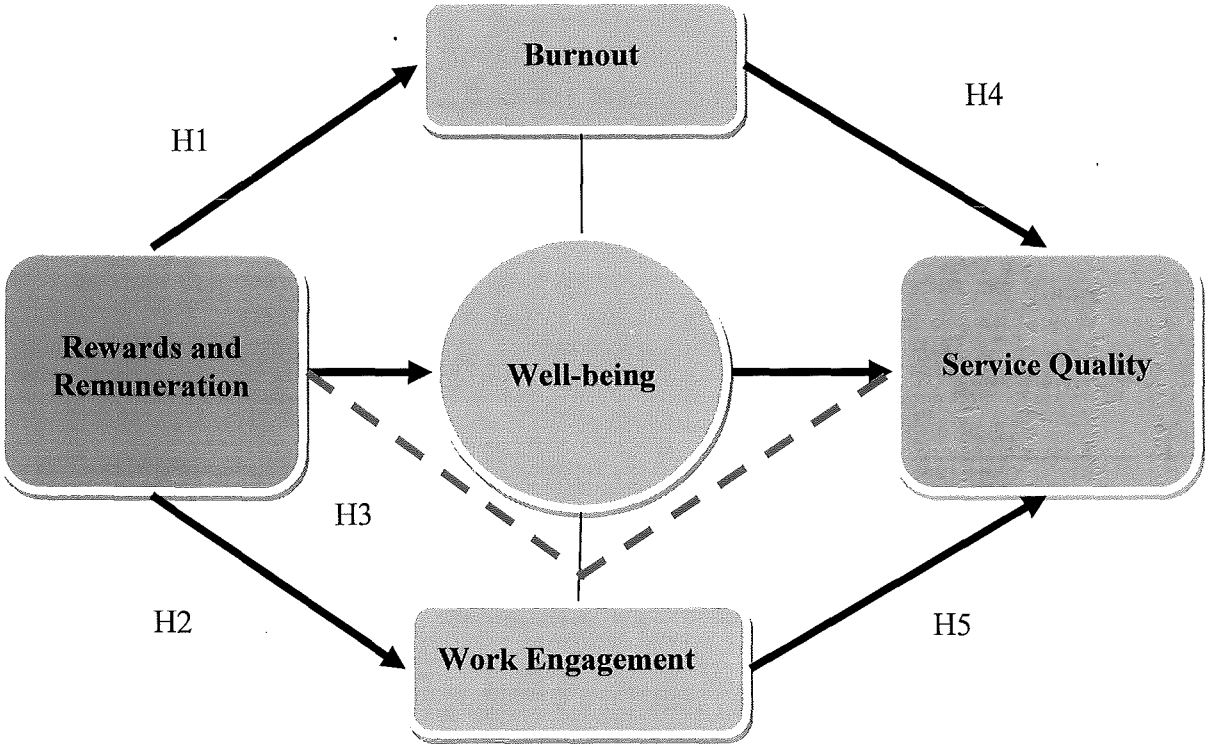


Figure 2-9: Model of remuneration, wellbeing and service orientation of school principals (Adopted from literature of this study).

The above model in Figure 2.9 was created on a visual diagram that shows the relationship between remuneration, wellbeing and service quality. From the literature above it is evident that an individual's wellbeing may be influenced by remuneration. This implies that if an individual principal is remunerated well his or her quality of life will be improved. If an individual principal can be compensated in terms of a total remuneration model, an individual can afford to maintain his life and eventually improve his service quality at his work place and increase production. The same applies when an individual is remunerated well, his work engagement will increase and he will eventually be motivated to produce the quality of service that is envisaged by the clients.

Moreover, adequate training and development give chances of personal growth and employability. Research proved that the three concepts are interrelated. The positivity of their relationship is that if employees are remunerated well, they remain in the system and produce quality service. The negativity of this relationship is, that, if employees are remunerated badly, this will impact negatively to their wellbeing and lead them to compromise quality service.

2.15 CONCLUSION

The literature review has concluded that there is relationship between remuneration, wellbeing and service quality. Each variable was discussed in detail. The three aspects are interrelated to one another. They impact both negatively and positively. The first aspect that was discussed was remuneration, the world-at-work model, components of remuneration such as base salary, employee benefits, work balance, performance management and training and development. The second aspect that was discussed was wellbeing, burnout and its dimensions and work engagement and its dimensions. The third aspect was service quality and its dimensions. In the end it should be noted that there is a relationship among the three variables remuneration, wellbeing and service quality.

The next Chapter discusses the Research Design and Methods applied in this study.

Chapter 3: RESEARCH DESIGN AND METHODS

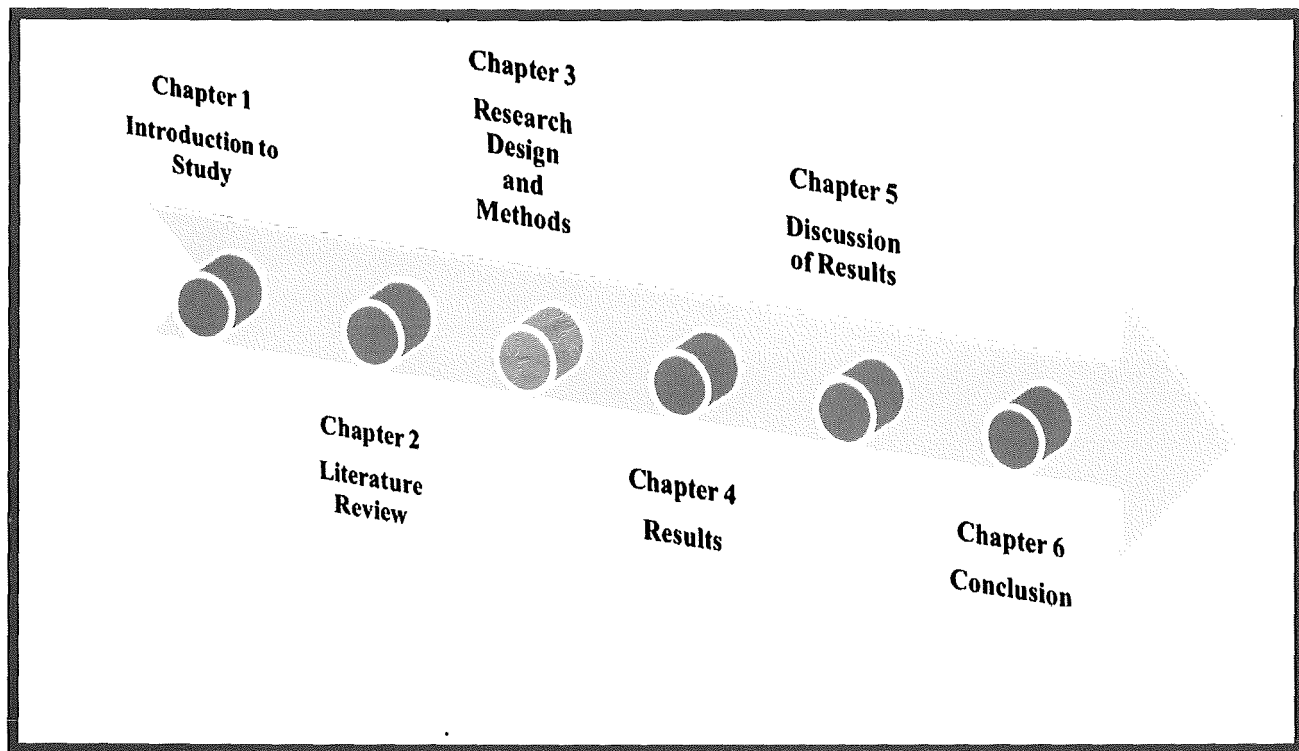


Figure 3-1: Chapter 3 in Context

3.1 INTRODUCTION

In this chapter various aspects tabled in the research design and methods that were used to collect the data for the study will be discussed. Moreover, the paradigm shift involved with this type of research will be discussed. In this section, the following will be discussed and articulated: the sampling method, the data collection and data analysis methods used to complete the study as well as the limitation that appeared in the study.

3.2 RESEARCH PARADIGM (POSITIVISM)

According to Filsted (cited in Smith, 2012), a paradigm can be defined as a "set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for

the organised study of the world”. Creswell (2007) as cited in Smith (2012) defined the notion of research paradigm in more simplistic manner by simply calling them world views.

The research paradigm involves the assumptions such as ontology (the nature of reality), epistemology (the theory of knowledge and its justification), and axiology (the role a researcher’s personal values plays in the research process), the rhetorical structure and the method to be used. Ontological and epistemological aspects are concerned with what is commonly referred to as a person’s worldview, which has a significant influence on the perceived relative importance of the aspects of life. Moreover, one may conclude by saying that research paradigms reflect our beliefs about the world we live in and want to live in. Paradigm could also be defined as a shared understanding of reality.

According to Johnson and Christensen (2008), positivism is the idea that only what we can empirically observe is important and that science is the only true source of knowledge. This research primarily used the positivist paradigm. In this study the paradigm was suitable in the sense that a questionnaire was used to quantify the attributes related to relationship between remuneration, wellbeing and service orientation of the school principals in the North-West Province.

This study was conducted from a positivist point of departure. The quantitative methodology shares its philosophical foundation with the positivist paradigm. The positivist paradigm arose from the philosophy identified as logical positivism and is based on rigid rules and measurements. According to Johnson and Christensen (2008), a research paradigm is a perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices. The positivistic paradigm was suitable in this study, since it attempts to outline the relationship between the variables indicated in this study. It will also play a vital role in the usage of measurements for data collection and analysis procedure.

3.3 DESCRIPTION OF STRATEGY OF INQUIRY, BASIC CHARECTERISTICS OF QUANTITATIVE RESEARCH AND BROAD RESEARCH DESIGN

The following section will discuss and elaborate on the description of the study's strategy of enquiry, the basic characteristics of quantitative research and explain the broad research design.

3.3.1 Description of the strategy of inquiry

A study of the relationship between remuneration, wellbeing and service orientation of the school principals in the North-West Province may vary from one principal to another. To find out the solution of this problem, this researcher decided to use non-experimental research that would provide a numerical (quantitative) description of attitudes, opinions and trends of the population. Random sampling was conducted to select the principals across the province. Moreover, questionnaires were used to gather data from the respondents while conducting cross- sectional research (Johnson & Christensen, 2008). In this study respondents (principals) were studied at different points in time. This research asked the participant (the persons completing the forms) to respond to surveys questions, when and where they encountered the questionnaire (Drew, Hardman & Hosp, 2008).

3.3.2 The basic characteristics of quantitative research

Quantitative research is a research method that relies primarily on the collection of quantitative data (Johnson & Christensen, 2008). In a quantitative research the researcher tests hypotheses and theory with the data. The main objectives of this type of research are to focus on the description, explanation and prediction of the data. Quantitative research is conducted by means of collecting questionnaire data and analysing it for the intended purposes of answering research questions. A quantitative research approach primarily follows the confirmatory scientific method because it focuses on hypothesis-testing and theory-testing. Quantitative research considers it to be of primarily importance to state one's hypothesis with empirical data to see if they are supported

(Johnson & Christensen, 2008). Quantitative research often uses what might be called a “narrow-angle lens” because the focus is only one or a few factors at the same time.

3.3.3 Broad research design

The broad research design of the study is contained in Figure 3.2 below. As can be seen from Figure 3.2 in the first stage the researcher identifies the theme of the research study. In the second stage the researchers conducts a literature review and begins to conduct exploratory interviews. In stage three the researcher defines the research questions. Stage four has the researcher construct the research design. In stage five the researcher collects data using various instruments such as questionnaires and oral interviews with the respondents about the study. In stage six the collected data is analysed using different instruments. In stage seven inferences are compiled from the results to arrive at the conclusion of the research problem.

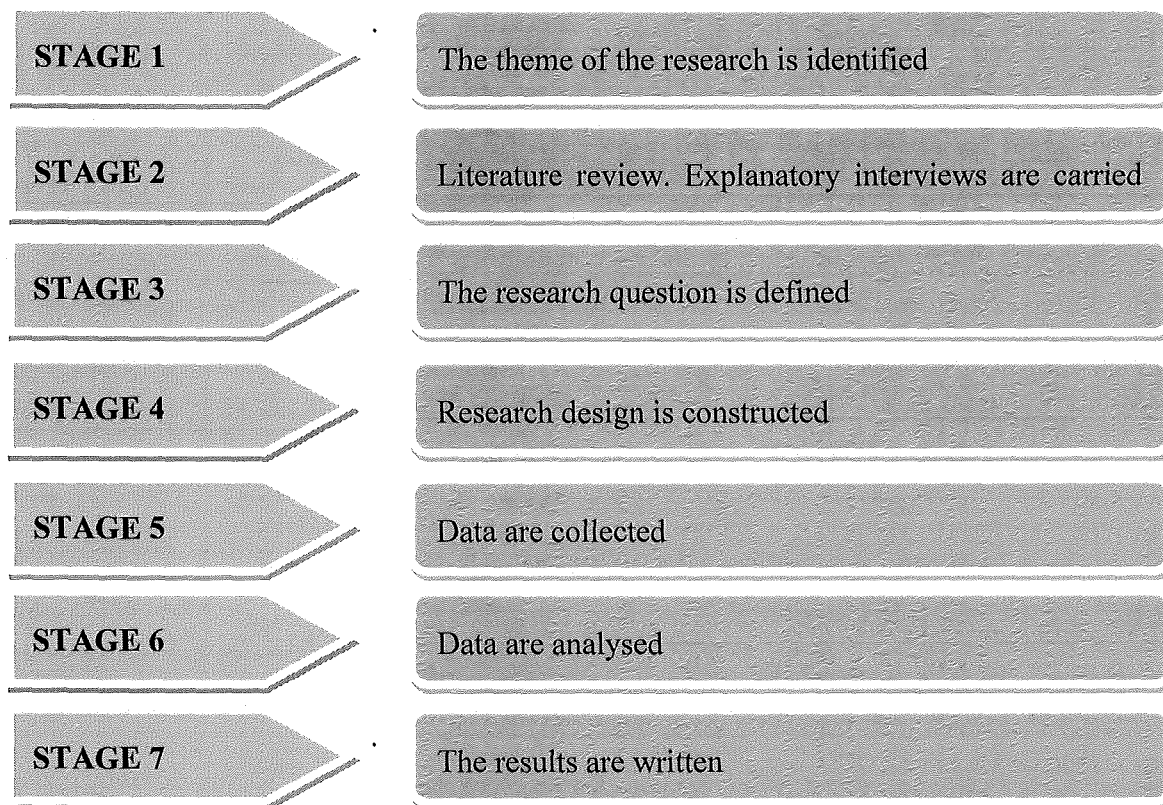


Figure 3-2: The research design stage as part of research process (Source: Thietart, 2007)

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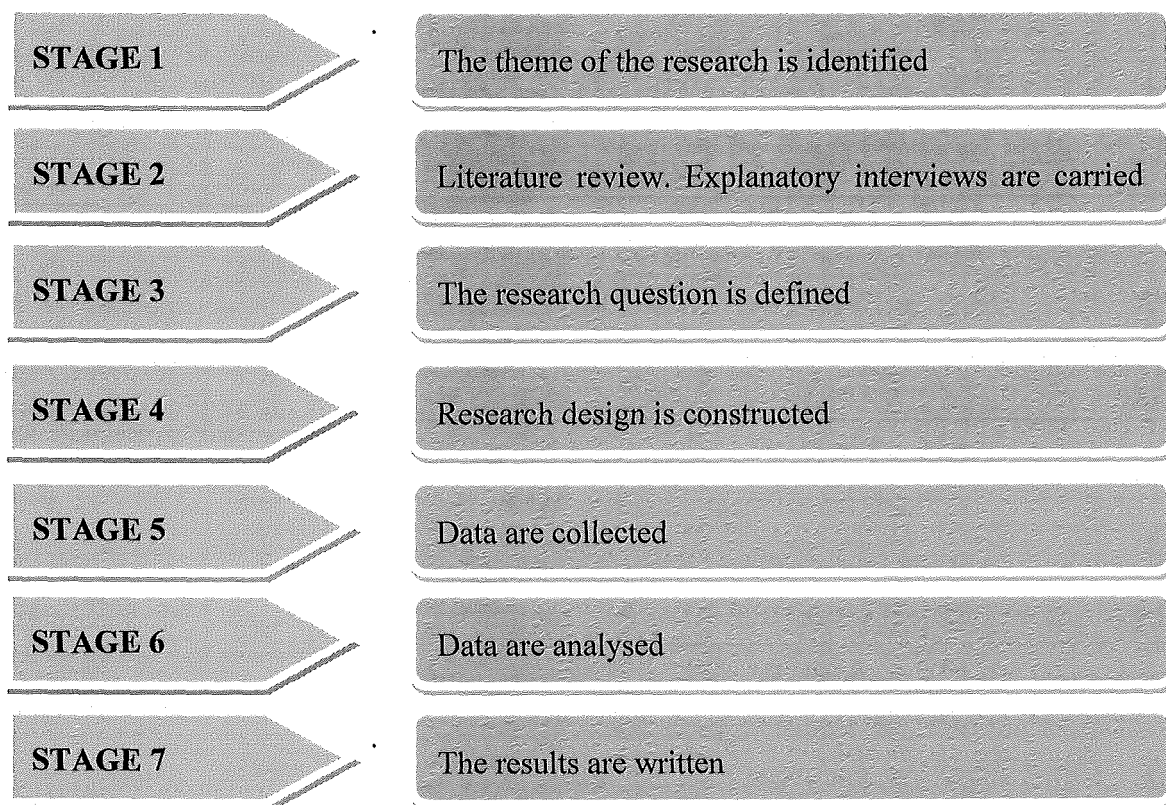


Figure 3-2: The research design stage as part of research process (Source: Thietart, 2007)

3.4 A CLASSIFICATION OF THE OVERALL RESEARCH DESIGN OF THE STUDY

In this study the following descriptors will be the most suitable to describe the broader research design of the study.

3.4.1 Cross-sectional research

Cross-sectional research occurs when data are collected from the research participants at the single point in time or during a single, relatively brief time period (Johnson & Christensen, 2008, p.373). Different respondents are studied at different points in time. This kind of study is one that produces a snapshot of the population at a particular point in time. The single snapshot of this study provides the researcher with the data for either a retrospective or a prospective inquiry. It collects information from a sample that has been drawn from a predetermined population. Furthermore, it has some advantages, since the information was collected from research participants at a single point in time. Moreover, time order can be partially established in cross-sectional research through theory, past research findings and understanding of the independent variable.

3.4.2 Non-experimental research

Non-experimental research is a systematic inquiry in which the scientist does not have a direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulative (Johnson & Christensen, 2008). That means in this type of study the researcher does not manipulate the independence of variables.

3.4.3 Primary data

According to Saunders et al. (2009, as cited in Smith, 2012), primary data refers to the data that is specifically collected for a research project being undertaken. In this study the researcher collected empirical data to address the research problem. A primary source is a first-hand report created by individuals who actually conducted research (Springer, 2010, p.43). Primary sources include monographs, books and professional journals. Primary source is a source in which a creator was a

direct witness or in some other way directly involved or related to the event (Johnson & Christensen, 2008, p. 429).

3.4.4 Empirical research

Empirical research is based on observation, experiment and experience. In an empirical research one or more independent variables are measured (Springer, 2010, p.176). The experimental research approach is a research method designed to ferret out the cause-effect relationship (Johnson & Christensen, 2008).

3.4.5 Descriptive research

The primary purpose of the descriptive research is to provide an accurate description or a picture or status or characteristics of a situation or phenomenon (Johnson & Christensen, 2008). The main objective of this study was to provide an comparison between remuneration, wellbeing and service orientation/ quality school principals.

3.4.6 Quantitative research

Quantitative data refer to numerical data that can be statically analysed to determine the results of the research project. This type of data is then used to perform a statistical analysis and draw conclusions thereof (Smith, 2012). Quantitative measurement uses some type of instrument or devices to obtain numerical indices that correspond to characteristics of the subjects. In this study the numerical values will be summarised and reported as the results of the study. This study attempted to find a relationship by means of correlating analysis, which is a statistical technique; therefore the use of numerical data was essential.



3.5 SAMPLING

Sampling is the process of drawing a sample from a population (Johnson & Christensen, 2008). Random sampling is frequently used in survey research, which is a non-experimental research method in which questionnaires or interviews are used to gather information to understand the

characteristics of a population. A sample consists of those individuals who actually participate in the study. Each sample is a subset of the population (Springer, 2010, p.100). Random sampling is a procedure in which each member of the population has an equal and independent chance of being selected in the study (Springer, 2010, p.102). To address the research question and hypothesis indicated, the researcher opted to select a non-experimental collection strategy of enquiry. The researcher decided to use the non-experimental method because he wanted to determine the relationship between remuneration, wellbeing and service orientation/quality of school principals in the North-West Province.

3.5.1 Unit of analysis

The unit analysis of data indicates how these units are similar to and different from each other. Units must be fair rather than a distorted representation of the context other data. The unit of analysis of a study refers to the entities about which the researcher wishes to reach a conclusion. According to Terre Blanche, Durrheim and Painter (2006, as cited in Smith, 2012), units may refer to individuals, families, organisations, or any other groupings or entities. This study used principals in the four districts of North-West Province as units for the purpose of verifying and testing the relationship between remuneration, wellbeing, service orientation/ quality service and their intent to quit the system.

3.5.2 Target population

The target population in this study are school principals in North-West Province. A population target is the entire set of individuals to which findings of survey are to be extrapolated (Levy & Lemeshow, 2008). According to Springer (2010), a population is the entire group of individuals that a study is intended to investigate. This could be a population of elements or cases, whether individuals, objects or events, that can conform to specific criteria, with the intention to generalise the results of the research. This group is also referred to as the target population or universe.

The following criteria were considered from the participants: gender, age, qualifications, experience, and the status of the school, e.g. primary or secondary and the geographical position of

the institution. Moreover, the participants were permanent employees, and employed on full capacity as principals and not in an acting position. The participants were to be able to interpret and read the questionnaire.

3.6 SAMPLING METHOD

To create correct and accurate results about the relationship between remuneration, wellbeing, service orientation/ service quality and the intention of school principals to quit the system, the researcher used a huge number of about three hundred school principals from four districts of North-West Province. The questionnaire was distributed to individual schools. Although it might not have been possible that all earmarked participants would complete or return the questionnaire, the researcher use a purposive convenience sampling to select the sample for this study.

3.7 DATA COLLECTION

In this section the following will be discussed and outlined in depth: the specific attributes and characteristics of the unit analysis. In conclusion there will be a discussion on who collected data and the duration of the data period.

3.7.1 Specific attributes and characteristics of the units of analysis

School principals were identified as the unit analysis for this study. The specific characteristics and attributes of the units of analysis were collected through a primary data collection method. In this study the subjects were school principals and it was from them that data were collected. A group of subjects are usually referred to as a sample, since a sample can be selected from a larger group of persons, identified as the population. In this study the population were all permanent school principals in four regions of the Province.

3.8 THE SPECIFIC RESEARCH METHOD USED IN THE COLLECTION OF THE DATA

In this section, the specific research methods used to collect data will be outlined and discussed in detail.

3.8.1 Specific research method

The method of data collection that was used in this study was questionnaires. The questionnaire used was self-administered questionnaires. They were administered electronically and manually. Questionnaires were sent to participants to study and complete them to the best of their knowledge and return them to the researcher.

3.8.2 Mail surveys

The researcher used mail surveys to collect data from the participants. The questionnaire was sent to each individual in the sample, with a request that it be completed and returned by a given date. This method is vital in the sense that it allows the researcher to have access to samples that might be hard to research in person and it permits the respondents to take sufficient time to give thoughtful answers to questions asked.

3.9 MEASUREMENTS INSTRUMENTS USED TO COLLECT DATA.

In this study the following instruments were administered: Biographical information questionnaire , Maslach burnout inventory – General survey, Utrecht Work Engagement Scale and the SERVQUAL.

3.9.1 Biographical information questionnaire

The first questionnaire that was used in this study was the Biographical information questionnaire. This questionnaire collects biographical information of individual respondents to participate in the study.

3.9.2 Maslach Burnout Inventory – General survey

The Maslach Burnout Inventory – General Survey (MBI-GS) is used to measure the Exhaustion (5 items), Cynicism (5 items) and Professional Efficacy (6 items) dimensions of burnout. The Depersonalisation (5 items) dimension of the Maslach Burnout Inventory Educator Survey (MBI-ES) was also included in the questionnaire. On the scale the word 'recipients' (MBI-GS), found on the original scale was replaced by 'student' (MBI-ES). Responses, to 21 items, are made on a six-point scale varying from 0 (*never occurs*) to 6 (*occurs every day*). High scores on Exhaustion and Cynicism/Depersonalisation, and low scores on Professional Efficacy are indicative of burnout. The questionnaire has been validated in the South African context (Barkhuizen, Rothmann & Tytherleigh, 2008).

3.9.3 Utrecht work engagement scale

The *Utrecht Work Engagement Scale (UWES)* (Schaufeli et al., 2002) is used to measure the levels of engagement. Four items in which the language was simplified were added to the 17-item UWES. Three dimensions of engagement can be distinguished, namely Vigour (6 items; i.e., "I am bursting with energy in my work"), Dedication (5 items; i.e., "I find my work full of meaning and purpose") and Absorption (6 items; i.e., "When I am working, I forget everything else around me"). Engaged individuals are characterised by high levels of Vigour and Dedication and also elevated levels of Absorption. The questionnaire has been validated in the South African context (Barkhuizen & Rothmann, 2006; Bell & Barkhuizen, 2011).

3.9.4 SERVQUAL

An adapted version of SERVQUAL scale was used to measure the service quality orientation of the respondents (Parasuruman et al., 1988). The questionnaire consists of 22 items and measures five dimensions, namely, reliability, tangibles, responsiveness, assurance and empathy. The items were rephrased to measure the respondents' orientation towards delivering a quality service. The questionnaire has been validated in the South African context (Barkhuizen, Mogwere & Schutte, 2014).

3.10 DESCRIPTIVE STATISTICS

According to Fraenkel et al.(2012), descriptive statistics permit the researcher to describe the information contained in many scores with just a few indicators such as the mean and median. In this study the researcher used the descriptive analyses to describe the sample, to ascertain whether the assumptions required for specific statistical techniques to use for data analyses are met to screen and to answer the specific research questions. Descriptive statistics consist of numbers that summarise the characteristics of a sample. A researcher may arrive at conclusion that it is impossible to understand the results of quantitative study without descriptive statistics. Descriptive statistics provide numerical characterisation of a phenomenon, often on the basis of the survey (Springer, 2010, p.19).

Springer (2010) gives the following types of descriptive statistics:

- Measure of central tendency – it reduces the distribution of scores to a single representatives value. It consists of the mean, median and the mode.
- Measure of variability which consists of the range and the standard of deviation which provide numerical description of variability in distribution.
- The range, which consists of the difference between the highest and the lowest score distribution.
- Standard deviation, which is defined as the square root of the variance or the average of the squared difference between each value and the mean of distribution.
- The mean, which is calculated by calculating the values in a distribution and dividing the result by the total number of values.
- The median is the midpoint of a distribution. It is that point of distribution above or below which an equal number of values are found.
- The mode is the most frequently occurring value of the distribution.

3.10.1 Kurtosis

Kurtosis refers to the extent to which values cluster around a particular point of distribution. It should be noted that the normal distribution has a kurtosis value of 0. Therefore, a positive value of kurtosis indicates a relatively high degree of cluster, while a negative kurtosis indicates relatively little cluster (Springer, 2010, p.285). On the other hand, the higher the kurtosis is, the lower the standard of deviation of the distribution will be. Researchers should be aware of the fact that a high value of kurtosis is problematic if the purpose is to distinguish among the individuals measured. On the other hand, low values of kurtosis may be problematic if we wish to characterise the distribution with the measure of central tendency such as a mean.

3.10.2 Skewness

Skewness refers to the extent to which the distribution is asymmetrical (Springer, 2010, p.285). If the normal distribution is symmetrical, it must have a skew value of 0. The positively skewed distribution is always asymmetrical because there are more scores at the upper end of the distribution, resulting in the mean being greater than the median and the median greater than the mode. A negatively skewed distribution is asymmetrical for the opposite reason: there are more scores at the lower end of the distribution, resulting in the mean being less than the median and the median being less than the mode.

3.11 INFERENCE STATISTICS AND ANALYSIS

Inferential statistics are certain types of procedures that allow a researcher to make inferences about a population based on findings from a sample (Fraenkel *et al.*, 2012, p.220). It differs from descriptive statistics technique, depending on which type of the data, qualitative or quantitative a researcher wishes to analyse. In the inferential statistics the researcher attempts to go beyond the data, they use the laws of probability in particular to make inferences about populations based on the sample data (Johnson & Christensen, 2008, p.495). Springer defines inferential statistics as mathematical procedures for determining the likelihood that sample characteristics reflect population parameters.

3.12 WHO WAS INVOLVED WITH DATA COLLECTION

The researcher was actively involved in the collection of data from all participants. The researcher used both electronic and manual means to collect the data required for this study. However, not all participants were connected to internet, nor had access to a computer.

3.13 THE DURATION OF THE DATA COLLECTION

The duration to collect the data lasted for a month, since participants were selected randomly across the Province. The process was delayed by the usage of both a manual and electronic method of distribution of questionnaires. During the process participants were reminded telephonically and by email to finalise and complete the questionnaire and addressing issues where they had challenges.

3.14 RESEARCH PROCEDURE

Before commencing with the data collection process, the researcher sought permission from the Head of the Education Department in the North-West Province to use the school principals within his jurisdiction as participants. The participants were identified and selected through stratified random sampling, whereby the participants were divided into subgroups or strata, on the basis of a variable chosen by the researcher such as age, gender or level of qualifications. Once the population had been divided samples were drawn randomly from each subgroup. The identified participants were sent emails, given telephone call and contacted personally and explained about the purpose of the study and how to interpret the questionnaire. In the letter sent to them the purpose of the study was explained, as well as their rights to participate. The participants were informed about the anonymity of the study and their rights to withdraw from the study at any time without explanation. By filling and submitting the questionnaire the participant gave their informed consent and this ensured voluntary participation. The confidentiality of the participants was ensured as the survey was conducted in complete anonymity, because the researcher did not record or request the respondents' identity. To ensure mass participation the participants were reminded on a weekly basis to complete and submit the questionnaire.

Since the research topic was broad and the research population covered the entire Province the most effective way to distribute and collect questionnaires was for the researcher to use pigeon holes at various Area offices and liaise with relevant administrators for collections. Moreover, in some districts the researcher resorted to use self-stamped envelopes whereby the respondents could send questionnaires by mail. The returned questionnaires were filed manually and electronically.

3.15 DATA ANALYSES

Statistical analysis was carried out using the SPSS Program (SPSS, 2014). The reliability and validity of the measuring instruments were determined by means of Cronbach alpha coefficients, as well as exploratory factor analysis. Pearson product-moment correlation coefficient was used to specify the relationship between barriers-to-change and work engagement. A cut-off point of 0,30 (medium effect, Cohen, 1988) was set for the practical significance of correlation coefficients.

3.16 ASSESSING AND DEMONSTRATING THE QUALITY OF THE RESEARCH DESIGN

This section of the study gives a broader picture of the description of the assessment and demonstrates the quality of the research.

3.16.1 Validity

Validity refers to the appropriateness, correctness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect (Frankel et al., 2012). Moreover, validation is the process of collecting and analysing evidence to support such inferences. The important thing the researcher must consider is to realise that validity refers to the degree to which evidence supports any inferences a researcher makes based on data he or she collected. It should be noted that validity depends on the amount and type of evidence there is to support the interpretations researchers wish to make concerning the data they have collected. Fraenkel et al. (2012) articulated three main types of evidence that a researcher might collect:

- Content-related evidence of validity, which refers to content and format of the instrument.

- Criterion- related evidence of validity. It refers to the relationship between scores obtained using one or more other instruments or measures.
- Construct-related evidence validity. It refers to the nature of the psychological construct or characteristics being measured by the instrument.

Springer (2010) suggested the following sources of diminished validity:

- Construct under-representation, which occurs when a test fails to measure everything it intended to measure.
- Construct irrelevant variance, which is influenced by variables that the test was not intended to measure.

3.16.2 Reliability

Reliability refers to the consistency of the scores obtained – how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkael et al., 2012). Another way to conceptualise reliability is to determine the extent to which measures are free from error. If an instrument has little or no error it is reliable and if it has a great amount of error it is unreliable. Reliability is important due to the fact that decisions cannot be based on results that cannot be repeated. The reliability coefficient is a correlation statistics comparing two sets of scores from the same individual. The scale for a reliability coefficient ranges from 00 to .99 (for example, if the score has little error it is highly reliable. Reliability refers to the consistency of measurement (Springer, 2010, p.158). This implies that a test is reliable to the extent that it yields consistent results

3.16.3 Rigour

In this study the correct sampling was used when selecting the sample. To demonstrate rigour in this study the correct application of statistical analysis was used. By using the correct statistical analysis the results were to make a correct generalizability to the target population.

3.16.4 Generalizability

Generalizability is the extent to which a data from a sample, or models built using these data, can accurately be said to be representatives of the wider population from which that sample was drawn (Tolmie et al., 2011). Moreover, Generalizability is primarily determined by the method of sampling that has been employed, with genuinely random sampling offering the best - ensuring it high. Generalizability is used to transfer conclusions to other contexts of the studies. This study was conducted in a quantitative nature, and as a result it is used to search for generalisation in the study's results.

3.16.5 Limitations

This study has certain limitations. This research was a cross-sectional survey. By using cross-sectional research it gives a snapshot of the relationship between remuneration, wellbeing and service orientation and the intention of school principals to quit the system. This study cannot draw a conclusion that all the principals identified and sampled experienced the same challenges or intent to quit the system. Another limitation was that the measurement of these model variables was solely based on self-reports.

3.17 RESEARCH ETHICS

Research ethics refer to standards of conduct that a researcher considers acceptable between him or her and the participants.

3.17.1 Protection from harm and risk

It is a fundamental responsibility of every researcher to do all in his or her power to ensure that all participants in the research study are protected from psychological harm, discomfort or danger that may arise due to research procedures (Frankel *et al.*, 2012, p.63). Any study that could cause harm to any participant should not be conducted unless the research has the potential to provide information of extreme nature to benefit human beings. If the research is conducted under unfavourable conditions that may cause any form of danger, it is the prime responsibility of a researcher to inform the participants and give them options to participate or not.

3.17.2 Informed consent (voluntary participation)

It is of vital importance that the researcher obtains participants' informed consent before any research can be conducted.

3.17.3 Ensuring confidentiality of research (right to privacy)

It is crucial and fundamental to respect the right to privacy of participants. This implies that all participation should be strictly private and confidential without disclosing any personal information. Where possible, the names of the participants should be removed from all data collection forms and this could be done by asking participants to furnish information anonymously. More importantly, participants should be assured that any data collected from or about them will be treated strictly confidential. Moreover, the names of the participants should never be used in any publications that describe the research. In addition to that, participants have the right to withdraw from the study or to request that the data collected about them should not be used.

3.17.4 Research deception

Research deception refers to either an omission or commission on the part of the researcher in terms of interactions with participants (Drew *et al.*, 2008). It involves an intentional misrepresentation of facts related to the purpose, nature or consequences of an investigation. An omission deception could mean that the investigator did not fully inform participants about important aspects of the study, or that part of, or all information is withheld. A commission involves a situation in which a researcher gives false information about the investigation either partially or partly. In this study all information was disclosed to all participants. Upon request a summary of the findings will be given to the participants.

3.18 CONCLUSION

On conclusion, this chapter outlined and articulated a research paradigm based on positivism. It further explained the research design in details. Furthermore, it discussed various sampling strategies and techniques used in the study followed by a discussion of the data collection methodology. A detailed discussion of sampling strategies and techniques used in this research was

followed by a discussion of the data collection methodology. The validity and the reliability of the research were discussed and concluded by the research ethics of this study. The research design of this study was described and analysed by quantitative methods.

Chapter 4: RESULTS

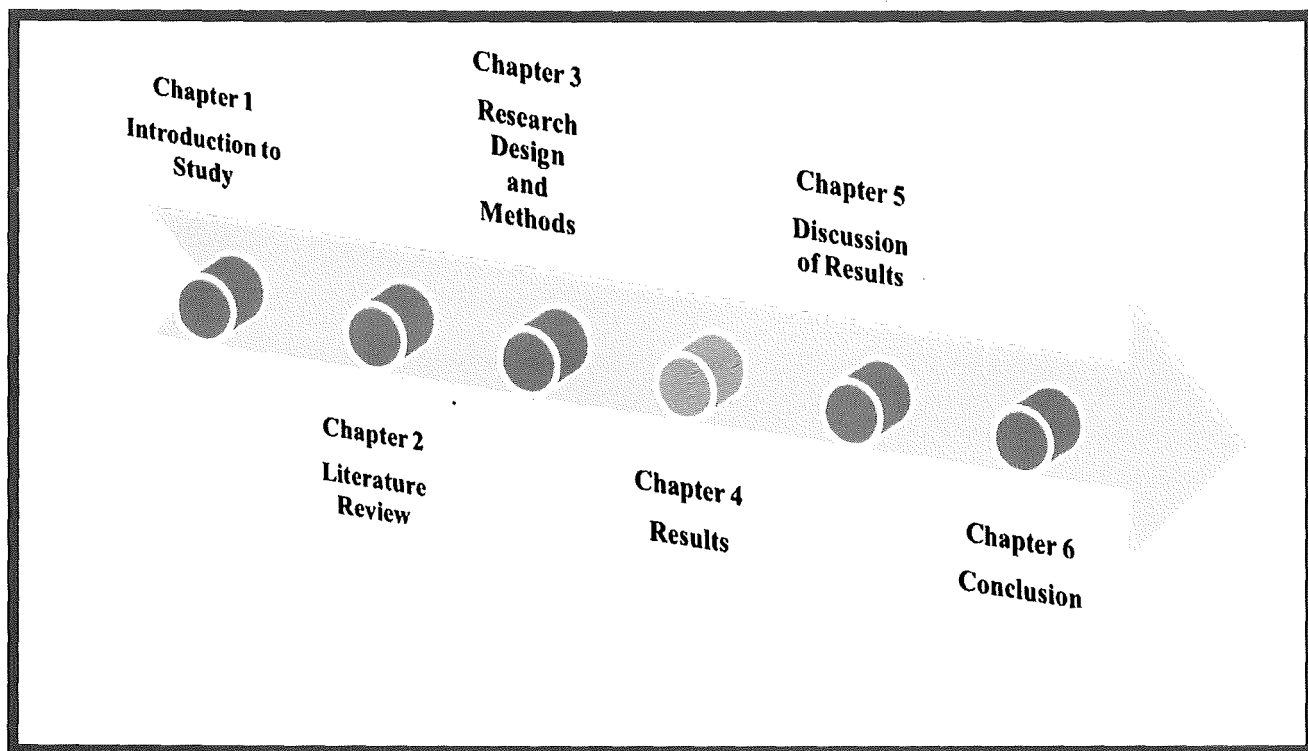


Figure 4-1: Chapter 4 in Context

4.1 INTRODUCTION

This chapter presents the results obtained from data analysis done by means of SPSS as per research design and methodology discussed in Chapter 3. This chapter will also outline all the results obtained from the empirical statistical tests run on a data with regards to the objectives set for the study together with the applicable hypotheses.

This chapter is categorised into three phases which are outlined as follows.

- Phase one (1): The presentation of sample demographics.
- Phase two (2): The results pertaining to the instruments, reward scale, sample adequacy (KMO and Bartlett's test) Maslach burnout inventory – General survey (MBI-GS), Utrecht work engagement scale (UWES) and SERVQUAL.

- Phase (three) 3: Hypothesis testing.

4.2 PHASE 1: SAMPLE DEMOGRAPHICS

The following section shows the demographics of the sample group used in this study with regards to biographical information provided by respondents. Public school principals in four districts of North-West Province were identified as the units of analysis of this study. The data for this unit analysis were collected through primary data whereby each school principal was issued with a questionnaire to respond in this study. About three hundred (300) respondents across the Province were expected to participate in this study. Out of three hundred questionnaires that were distributed, only one hundred and fifty five (155) questionnaires were received and analysed, which gives a total response of 51.7%.

4.2.1 Gender

Table 4.1 represents the gender distribution of the sample group. It is quite evident that the male respondents were the majority (65.8%), compared to female respondents with (34.2%).

Table 4-1: Frequency Distribution for Gender

	Frequency	Percent	Valid percent	Cumulative percent
Male	102	65.8	65.8	65.8
Female	53	34.2	34.2	100.0
Total	155	100.0	100.0	

4.2.2 Home language

It is evident from Table 4.2 that the majority of the respondents in this study were Setswana speakers: 60%, compared to the rest with a total of 19.4% English speakers and 20.6% others.

Table 4-2: Frequency Distribution for Home Language

	Frequency	Percent	Valid percent	Cumulative percent
Other	32	20.6	20.6	20.6
English	30	19.4	19.4	40.0
Setswana	93	60.0	60.0	100.0
Total	155	100.0	100.0	

4.2.3 Ethnicity

According to this table the majority of the respondents were Blacks with a percentage of 94.8, whereas whites and others respondents were 2.6 % each.

Table 4-3: Frequency Distribution for Ethnicity

	Frequency	Percent	Valid percent	Cumulative percent
Black	147	94.8	94.8	94.8
Whites	4	2.6	2.6	97.4
Others	4	2.6	2.6	100.0
Total	155	100.0	100.0	

4.2.4 Age

According to Table 4.4, respondents between ages of 20 and 29 were about 5.8%, the 30-39 group was 43.2%, 40-49 were 36.1%, 50-59 were 3.9 % and over 60, who are about to leave the system 11%.

Table 4-4: Frequency distribution of Age

	Frequency	Percent	Valid percent	Cumulative percent
20-29	9	5.8	6.5	6.5
30-39	67	43.2	48.6	55.1
40-49	56	36.1	40.6	95.7
50-59	6	3.9	4.3	100.0
Total	138	89.0	100.0	
System	17	11.0		
	155	100.0		

4.2.5 Qualifications

This table shows that about 18.1% of the respondents have certificates in education, about 29% of the respondents have Bachelor degree qualifications, 52.9% post-graduate qualifications, ranging from Honours to Masters degrees.

Table 4-5: Frequency Distribution of Highest Educational Qualifications

	Frequency	Percent	Valid percent	Cumulative percent
Certificate and lower	28	18.1	18.1	18.1
Bachelor	45	29.0	29.0	47.1
Post-graduate	82	52.9	52.9	100.0
Total	155	100.0	100.0	

4.2.6 Years work experience

Table 4.6 illustrates years of work experience among the respondents. It has been illustrated as follows: about 4.5% of the respondents have between 6 and 10 years of work experience; about 19.4% have work experience of 11-16 years, while about 76.1% have 16 years and more work experience.

Table 4-6: Frequency Distribution of the Number of Years of Work Experience

	Frequency	Percent	Valid percent	Cumulative percent
6-10 years	7	4.5	4.5	4.5
11-16 years	30	19.4	19.4	23.9
16 years and more	118	76.1	76.1	100.0
Total	155	100.0	100.0	

4.2.7 Years in current job

About 26.5% of the respondents have been working between 1 and 5 years in their current work, 20.6% of the respondents have been working between 6 and 10 years, 14.2% of the respondents have been in their current jobs for between 11 and 15 years, whereas, 38.7 of the respondents served 16 years and more in their current jobs.

Table 4-7: Frequency Distribution of the Number of Years of Service

	Frequency	Percent	Valid percent	Cumulative percent
1-5 years	41	26.5	26.5	26.5
6-10 years	32	20.6	20.6	47.1
11-16 years	22	14.2	14.2	61.3
16 years and more	60	38.7	38.7	100.0
Total	155	100.0	100.0	

4.2.8 Opportunities of promotion

According to this table, 31.6% of the respondents had opportunities for promotions between 0 and 3 times; 4 times and more were 67.7%, while 0.6% of the respondents have never had opportunities for promotion.

Table 4-8: Frequency Distribution of Chances of Promotion

	Frequency	Percent	Valid percent	Cumulative percent
0 – 3 times	49	31.6	31.8	31.8
4 times and more	105	67.7	68.2	100.0
Total	154	99.4	100.0	
System	1	.6		
	155	100.0		

4.2.9 Hours work per week

About 32.3% of the respondents work between 0 and 40 hours per week, 67, 7% of the respondents work for more than 40 hours per week.

Table 4-9: Frequency Distribution of the Hours Worked Per Week

	Frequency	Percent	Valid Percent	Cumulative Percent
0-40 hours per week	50	32.3	32.3	32.3
More than 40 hours	105	67.7	67.7	100.0
Total	155	100.0	100.0	

4.3 PHASE 2: RESULTS PERTAINING TO THE INSTRUMENTS

Phase 2 of this research study will discuss the results pertaining to the data collection instruments. This unit of the study will outline and present the results obtained from various instrument used from the data collected. The following instruments were used in this section: Reward scale, MBI-GS, UWES and SERVQUAL. Each measure is explained and discussed in terms of its adequacy for analysis, factor analysis, reliability and descriptive statistics of the subscale.

4.3.1 Results: Reward scale

In this section of the study the Reward scale (RS) will be used to determine the importance of reward in monetary and non-monetary value in the lives of school principals in the North-West Province. This measure will be significant in the sense that it will help to determine the reliability of the instrument. To obtain the output the following statistical analysis techniques were implemented: the sampling adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity to the inter-item correlation matrix of the Reward Scale. The results of the KMO for the Rewards Scale are presented in Table 4.10 below:

4.3.1.1 Sample adequacy

As indicated in Table 4.10 below, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO is .823. The Bartlett's test of Sphericity was significant 0.000 ($p < 0.08$). This correlation between items was adequately large for factor analysis. Therefore the sample is suitable for further analysis by means of factor analysis.

Table 4-10: KMO and Bartlett's test of inter-item correlation

KMO and Bartlett's test			
Kaiser-Meyer-Olkin measure of sampling Adequacy.			.823
Bartlett's test of sphericity	Approx. Chi-Square		459.624
	Df		45
	Sig.		.000

4.3.1.2 Factor analyses

An exploratory factor analysis using the principle component factoring extraction method was performed on the 14 items of the rewards measurement. The factor analyses resulted in one underlying factor for the rewards measure and were labelled Rewards. The factor explained 39.949

of the variance. Four items were deleted because of problematic loadings. The results of the factor analysis as well as the component matrix are shown below in Table 4.11 and Table 4.12. The item loadings were acceptable for the four specified factors.

Table 4-11: Total Variance Explained for Rewards Measure

Total variance explained						
Component	Initial Eigenvalues			Extraction sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.995	39.949	39.949	3.995	39.949	39.949
2	1.193	11.930	51.880			
3	.993	9.927	61.807			
4	.911	9.110	70.917			
5	.727	7.273	78.189			
6	.543	5.429	83.619			
7	.471	4.713	88.332			
8	.426	4.260	92.592			
9	.402	4.023	96.615			
10	.338	3.385	100.000			
Extraction method: Principal component analysis						

Table 4-12: Component matrix for rewards measure

Component matrix ^a	
	Component
	1
Health care	.528
Performance management system	.629
Retirement benefits	.498
Recognition	.639
Save	.664
Shares or share options	.647
Succession planning	.643
Time off	.659
Training	.695
Variable pay	.687

4.3.1.3 Descriptive statistics of the rewards measurement

The descriptive statistics were used to explore the data. Table 4.13 below provides the descriptive statistics of reward scale once the items have been grouped together after the factor analysis was conducted. A five-point scale 1-5 was used to describe the statistics of reward measurement, 1 indicating not important at all, 2 unimportant, 3 neither important nor unimportant, 4 Important and 5 extremely important. The mean value of the respondents on the reward component is 4.1226 and the standard deviation is .50357. Skewness is -.135. The kurtosis values for the range are -.241. Therefore, the Cronbach Alpha coefficient is .827 for Rewards, which is an acceptable reliability. Based on the mean score it appears that the respondents view rewards as important in the organisation.

Table 4-13: Descriptive statistics and reliabilities of Rewards Measure

	Mean	Std. deviation	Skewness	Kurtosis	Cronbach Alpha
Rewards	4.1226	.50357	-.135	-.241	.827

4.3.1.4 Summary of findings

To sum up the information presented in section 4.3 from the results of the statistical analysis of the reward scale:

- The KMO of the sampling adequacy and Sphericity items correlate according to Bartlett's test.
- The exploratory factor analysis was performed on 14 items of the Reward measurement. The factor 1 base salary explained 39.949 of the variance
- The overall value of Cronbach's Alpha indicates an acceptable level of reliability for the Reward preferences in monetary and non- monetary.
- The mean score shows that on average that the respondents view rewards as important.

4.3.2 Results: Burnout

The emphasis of this section is placed on the statistical analysis of MBI-GS to determine whether there is burnout among school principals in their workplace and across the Province. To obtain the output the following statistical technique were used, The Keyser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity, an exploratory factor analysis using the Principle Component Factoring Extraction Method and Reliability analysis of the whole data received from the questionnaire.

4.3.2.1 Sample adequacy and Sphericity

The sample adequacy and Sphericity of inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity to the

inter-item correlation matrix of the MBI-GS. The results of the KMO for MBI-GS are presented in Table 4.14 below.

Table 4-14: KMO and Bartlett's test of inter-item correlation

KMO and Bartlett's test			
Kaiser-Meyer-Olkin measure of sampling adequacy.			.847
Bartlett's test of Sphericity	Approx. Chi-Square		1123.710
	Df		171
	Sig.		.000

4.3.2.2 Factor analyses for Burnout measure

An exploratory factor analysis using the principle component factoring extraction method was performed on the 21 items of the MBI-GS. The factor analyses resulted in three underlying factors for the rewards measure and were labelled Rewards. The factors were labelled Exhaustion (Factor 1), Professional efficacy (Factor 2) and Mental distance (Factor 3). The three factors explained 50.892% of the variance. Two items were deleted because of problematic loadings. The results of the factor analysis as well as the component matrix are shown in Table 4.14 and Table 4.15 below. The item loadings were acceptable for the four specified factors.

Table 4-15: Total Variance Explained for MBI-GS

Total variance explained						
Component	Initial Eigen values			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.215	32.712	32.712	6.215	32.712	32.712
2	1.997	10.512	43.224	1.997	10.512	43.224
3	1.457	7.668	50.892	1.457	7.668	50.892
4	1.147	6.039	56.932			
5	1.028	5.413	62.344			
6	.933	4.912	67.257			
7	.852	4.484	71.741			
8	.765	4.028	75.769			
9	.655	3.448	79.217			
10	.593	3.119	82.335			
11	.556	2.927	85.262			
12	.512	2.695	87.957			
13	.442	2.328	90.285			
14	.401	2.111	92.396			
15	.344	1.809	94.205			
16	.329	1.731	95.936			
17	.310	1.631	97.568			
18	.246	1.294	98.861			
19	.216	1.139	100.000			

Table 4-16: Rotated Component Matrix

	Component		
	Exhaustion	Professional Efficacy	Mental Distance
MBI1	.684	-.087	.120
MBI2	.727	-.289	.172
MBI3	.789	-.033	.217
MBI4	.799	-.158	.180
MBI5	.756	-.166	.064
MBI6	.127	-.074	.487
MBI7	.293	-.195	.543
MBI8	.645	-.170	.421
MBI9	-.206	-.349	.532
MBI10	.215	-.175	.722
MBI11	.384	-.436	.377
MBI12	.087	.059	.522
MBI13	.229	-.182	.629
MBI14	-.390	.656	-.023
MBI15	-.269	.636	.044
MBI16	-.106	.727	-.122
MBI17	.132	.687	-.145
MBI18	-.218	.507	-.179
MBI19	-.144	.651	-.263

Extraction method: Principal component analysis

Rotation method: Varimax with Kaiser normalization.

4.3.2.3 Descriptive statistics of Burnout measure

The descriptive statistics were used to explore the data. The table below provides the descriptive statistics of Burnout measure once the items were grouped together after the factor analysis was conducted. A six-point scale was used to measure the data gathered: 0 indicating a respondent never had the feeling of burnout; 1 to 6 indicating how often the respondent had the feeling and how frequently they felt that way.

The mean value of the respondents on the exhaustion component is 3.3987 and the standard deviation is 1.74155. The Skewness is -.251. The Kurtosis for the range is -.898. The Cronbach Alpha coefficients is .857.

The mean value for mental distance is 3.8849 with the standard deviation of 1.02187. The Skewness is -.349. The Kurtosis for the range is .028 and the Cronbach Alpha coefficients are .763. The mean value of Professional efficacy is 2.4363 with the standard deviation of 1.27757. The Skewness is -.097. The Kurtosis is -.758. The Cronbach Alpha is .766. It shows that there is a slight difference in the mean and standard deviation of the three dimensions. There is a negative skew distribution among the three dimensions. The Kurtosis value for both Exhaustion and Professional efficacy indicates negative response while Mental distance indicates positive. In terms of the Cronbach Alpha, which shows the burnout level of the respondents ranges between .766 and .857, this is at good level of reliability. Therefore it can be said that the burnout level of the respondents is at a good level of reliability. The mean scores indicated an average level of Exhaustion and Mental Distance for Burnout and low levels of Professional Efficacy.

Table 4-17: Descriptive statistics and reliabilities of the MBI-GS

	Mean	Std. deviation	Skewnes s	Kurtosis	Cronbach Alpha
Exhaustion	3.3987	1.74155	-.251	-.898	.857
Mental distance	3.8849	1.02187	-.349	.028	.763
Professional efficacy	2.4363	1.27757	-.097	-.758	.766

4.3.2.4 Summary of findings

From the above section it can be determined that:

- The KMO of simplicity adequacy and Sphericity is .847, which is a good level between items according to Bartlett test of Sphericity.
- An exploratory factor analysis using the principle component factoring extraction method was performed on the 21 items of the MBI-GS. The factor analyses resulted in three underlying factors for the rewards measure and were labelled Rewards. The factors were labelled Exhaustion (Factor 1), Professional efficacy (Factor 2) and Mental distance (Factor 3). The three factors explained 50.892% of the variance.
- The Cronbach Alpha is .766. It shows that there is slight difference in the mean and standard deviation of the three dimensions. There is a negative skew distribution among the three dimensions. The Kurtosis value for both Exhaustion and Professional efficacy indicates negative response, while Mental distance indicates positive. In terms of the Cronbach Alpha, which shows the burnout level of the respondents range between .766 to .857, this is at a good level of reliability. Therefore it can be said that the burnout level of the respondents is at a good level of reliability.
- The mean scores indicated an average level of Exhaustion and Mental Distance for Burnout and low levels of Professional Efficacy.

4.3.3 Results: Work engagement

This section is placed on the statistical analysis of Utrecht work engagement scale (UWES) data to determine if there is work engagement within the schools in the North-West Province. The following statistical technique was used to obtain the results (output): The Kaiser- Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity, Exploratory factor analysis and Reliability analysis of the whole data received from questionnaire.

4.3.3.1 Sample adequacy

The sample adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser- Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity to

the inter-item correlation matrix of the UWES. The results of the KMO for the UWES are presented in table below.

Table 4-18: KMO and Bartlett's test of inter-item correlation

KMO and Bartlett's test			
Kaiser-Meyer-Olkin measure of sampling adequacy.			.893
Bartlett's test of Sphericity	Approx. Chi-Square		575.044
	Df		45
	Sig.		.000

In the table above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO is .893.

4.3.3.2 Factor analyses

An exploratory factor analysis using the principle component factoring extraction method was performed on the 11 items of the UWES. The absorption scale was included in the initial analyses, but showed problematic loadings. The research therefore only used the Vigour and Dedication scales of the UWES in the analyses. The factor analysis resulted in one underlying factor for the UWES and was labelled Work engagement. The factor explained 46.312% of the variance. One item was deleted because of problematic loadings. The results of the factor analysis as well as the component matrix are shown below in Table 4.19 and Table 4.20. The item loadings were acceptable for the four specified factors.

Table 4-19: Total Variance Explained for the UWES

Total variance explained						
Component	Initial Eigen values			Extraction sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	4.631	46.312	46.312	4.631	46.312	46.312
2	1.102	11.023	57.335			
3	.875	8.749	66.084			
4	.734	7.339	73.423			
5	.609	6.092	79.515			
6	.514	5.144	84.659			
7	.441	4.411	89.070			
8	.420	4.202	93.273			
9	.342	3.418	96.691			
10	.331	3.309	100.000			

Table 4-20: Component Matrix

Component matrix ^a	
	Work Engagement
UWES1	.502
UWES2	.774
UWES3	.742
UWES4	.683
UWES5	.438
UWES6	.718
UWES7	.675
UWES8	.791
UWES9	.798
UWES10	.582

4.3.3.3 Descriptive statistics

Descriptive statistics were used to explore the data. Table 4.21 below gives the item descriptive statistics of the UWES once the items have been grouped together before the factor analysis was conducted. Table 4.22 gives an overview of the data collected from the 155 questionnaires received from the participants.

In this section a six-point response scale was used, ranging from strongly disagree (1) to strongly agree (6). The mean value for the respondents was 4.1503. This shows that the response from the respondents was increasing and positive. This gives an indication that many of them agree with the statement and experience a relatively high level of Work engagement. The standard deviation for a group was 1.30585, which shows a small degree of dispersion. The Skewness value for the group was -.897, indicating negative skewed distribution. The Kurtosis value was .401. The Cronbach Alpha coefficient for engagement was .865. Therefore, it can be said that Engagement is at a good level of reliability. The mean scores revealed an average level of work engagement.

Table 4-21: Descriptive statistics and reliabilities of the UWES

	Mean	Std. deviation	Skewness	Kurtosis	Cronbach Alpha
Work engagement	4.1503	1.30585	-.897	.401	.865

4.3.3.4 Summary of findings

From the previous section it can be concluded that;

- The KMO of the sampling adequacy and Sphericity inter-item correlation was at a good level and there was a significant correlation between the items according to the Bartlett's test.
- The EFA was run and it was determined, according to the principle axis factor analysis using the direct Oblim rotation, that there was one main factor. The main factor had 46,312% of the cumulative variance.

- The overall value of Cronbach's Alpha indicates an excellent level of reliability for the Work engagement.
- The mean scores revealed an average level of work engagement.

4.3.4 Results: Service orientation

The emphasis of this section is placed on statistical analysis of the Service orientation data to determine whether there is service orientation among the school principals in the North-West Province. To achieve this outcome, the following statistical techniques were employed: The Kaiser-Meyer-Olkin of sampling adequacy on Bartlett's test of Sphericity, Exploratory factor analysis and Reliability analysis of the factors based on the questionnaire.

4.3.4.1 Sample adequacy

The sample adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity to the inter-item correlation matrix of the Service orientation. The results of the KMO for SO are presented in the table below

Table 4-22: KMO and Bartlett's test of inter-item correlation

KMO and Bartlett's test			
Kaiser-Meyer-Olkin measure of sampling adequacy.			.809
Bartlett's test of Sphericity	Approx. Chi-Square		1170.260
	Df		136
	Sig.		.000

4.3.4.2 Factor analyses

An exploratory factor analysis using the principle component factoring extraction method was performed on the 22 items of the SERVQUAL. The factor analyses resulted in one underlying factor for the SERVQUAL and were labelled Service orientation. The factor explained 35.206% of the variance. Five items were deleted because of problematic loadings. The results of the factor analysis, as well as the component matrix, are shown below in Table 4.23 and Table 4.24. The item loadings were acceptable for the four specified factors.

Table 4-23: Total Variance Explained for the SERVQUAL

Total variance explained						
Component	Initial Eigen values			Extraction sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	5.985	35.206	35.206	5.985	35.206	35.206
2	2.162	12.717	47.923			
3	1.514	8.907	56.830			
4	.937	5.513	62.344			
5	.910	5.351	67.695			
6	.851	5.007	72.702			
7	.714	4.201	76.903			
8	.621	3.655	80.558			
9	.592	3.482	84.041			
10	.574	3.378	87.419			
11	.482	2.837	90.255			
12	.364	2.140	92.395			
13	.360	2.121	94.516			
14	.297	1.748	96.263			
15	.256	1.506	97.769			
16	.225	1.322	99.090			
17	.155	.910	100.000			
Extraction method: Principal component analysis						

Table 4-24: Rotated Component Matrix

	Service Quality
SERVQUAL1	.474
SERVQUAL2	.660
SERVQUAL3	.652
SERVQUAL4	.670
SERVQUAL5	.580
SERVQUAL6	.668
SERVQUAL7	.450
SERVQUAL8	.662
SERVQUAL9	.664
SERVQUAL11	.510
SERVQUAL12	.515
SERVQUAL13	.591
SERVQUAL14	.471
SERVQUAL15	.668
SERVQUAL16	.618
SERVQUAL17	.607

4.3.4.3 Descriptive statistics

Descriptive statistics were used to explore the data. Table 4.25 below illustrates the descriptive statistics of Service orientation that was conducted from the 155 respondents. A six-point scale ranging from 1 “strongly agree” to 6 “strongly disagree” was used. From the table the mean value for the respondents was 5, 5856 indicates the mean value of the service orientation. The standard deviation was 35627. The Skewness was -.692. The Kurtosis was - 444. The Cronbach Alpha coefficient was .900. The mean scores revealed that the participants had a high orientation towards service delivery.

Table 4-25: Descriptive statistics and reliabilities of the SERVQUAL

	Mean	Std. deviation	Skewnes s	Kurtosis	Cronbach Alpha
Service orientation	5.5856	.35627	-.692	-.444	.900

4.3.4.4 Summary of findings

In conclusion, the results analysis of Service orientation can be summarised as follows.

- The KMO of the sampling adequacy and Sphericity inter-item correlation was at an acceptable level of .809. This shows that there is a significant correlation between the items according to Bartlett's test.
- The EFA was run and it was determined that there is only one underlying factor for SERVQUAL. The direct Oblin rotation determined that the main factor had 35.206 of the cumulative variance.
- The Cronbach Alpha show acceptable reliabilities.
- The mean scores revealed that the participants had a high orientation towards service delivery.

4.4 PHASE 3: TESTING OF HYPOTHESES

The next section focuses on the testing of the research hypotheses. Linear regression analyses were applied to test for the predictive relationships between the variables.

4.4.1 Hypothesis 1: Rewards and burnout

H 1: Rewards is a significant negative predictor of burnout.

A single linear regression analysis was carried out on the data to assess whether reward is a significant negative or positive predictor of the three subscales of burnout, namely exhaustion, mental distance and professional efficiency. The results of the regression analysis are presented in Table 4.26 below.

Table 4-26: Regression Analyses: Rewards and Burnout

Model	Unstandardised coefficients		Standardised coefficients	T	P (Sig)	R	ΔR ²	
	B	SE	Beta					
Rewards and Exhaustion						.157 ^a	.025	.018
(Constant)	5.638	1.14		4.917	.000			
Rewards	-.543	.276	-.157	-1.967	.051			
Rewards and Mental distance						.068 ^a	.005	-.002
(Constant)	3.144	.850		3.699	.000			
Rewards	-.172	.205	-.068	-.839	.403			
Rewards and Professional efficiency						.232 ^a	.054	.048
(Constant)	1.944	.663		2.933	.004			
Rewards	.471	.160	.232	2.950	.004			

The results in Table 4.26 show that rewards are significant predictors of the exhaustion and professional efficacy dimensions of burnout.. The results are described in the ensuing section.

- The prediction model for rewards and exhaustion was statistically significant, $F(1, 155) = 3.871$, and accounted for approximately 15.7% of the variance of exhaustion ($R^2 = .025$, Adjusted $R^2 = .018$). The relationship was negative which implies that the availability of rewards will minimise exhaustion of school principals. The effect was small.
- The prediction model for rewards and professional efficacy was statistically significant, $F(1, 155) = 8.705$, and accounted for approximately 23.2% of the variance of professional efficacy ($R^2 = .054$, Adjusted $R^2 = .048$). The relationship was positive which implies that the availability of rewards will increase the professional efficacy of the school principals. The effect was small.

Based on the above results, Hypothesis 1 is partially accepted.

4.4.2 Hypothesis 2: Rewards and Work engagement

H 2: Rewards is a significant positive predictor of Work Engagement.

A simple linear regression analysis was carried out on the data to assess whether the reward predicts work engagement. The results of the regression analysis are presented in Table 4.27.

Table 4-27: Regression Analyses: Rewards and Work Engagement

Model	Unstandardised coefficients		Standardised coefficients	t	P (Sig)	R	R ²	ΔR ²
	B	SE	Beta					
Rewards and Work engagement						.189 ^a	.036	.030
(Constant)	2.127	.855		2.488	.014			
Rewards	.491	.206	.189	2.384	.018			

The prediction model for rewards and work engagement was statistically significant, $F(1, 155) = 5.683$, and accounted for approximately 18.9% of the variance of professional efficacy ($R^2 = .036$, Adjusted $R^2 = .030$). The relationship was positive which implies that the availability of rewards will increase the work engagement of the school principals. The effect was small.

Based on the above results Hypothesis 2 is accepted.

4.4.3 Hypothesis 3: Rewards and Service quality

H 3: Rewards is a significant positive predictor of service quality.

For Table 4.28 the simple linear regression analysis was carried out on the data to assess whether the reward predicts service quality. The results of the regression analysis are presented in Table 4.28 as follows.

Table 4-28: Regression Analyses: Rewards and Service Quality

Model	Unstandardised coefficients		Standardised coefficients	t	P (Sig)	R	R ²	ΔR^2
	B	SE	Beta					
Rewards and Service quality						.189 ^a	.036	.030
(Constant)	5.033	.233		21.579	.000			
Rewards	.134	.056	.189	2.385	.018			

The prediction model for rewards and service quality was statistically significant, $F(1, 155) = 5.690$, and accounted for approximately 18.9% of the variance of professional efficacy ($R^2 = .036$, Adjusted $R^2 = .030$). The relationship was positive which implies that the availability of rewards will increase the service orientation of the school principals. The effect was small.

Based on the above results Hypothesis 3 is accepted.

4.4.4 Hypothesis 4: Burnout and Service quality

H 4: Burnout is a significant negative predictor of service quality.

A simple linear regression analysis was carried out on the data to assess whether burnout predicts service quality. The results of the regression analysis are presented in Table 4.29 below:

Table 4-29: Regression Analyses: Burnout and Service Quality

Model	Unstandardised coefficients		Standardised coefficients	T	P (Sig)	R	R ²	ΔR ²
	B	SE						
Exhaustion and Service quality						.137 ^a	.019	.012
(Constant)	5.490	.063		87.813	.000			
Exhaustion	.028	.016	.137	1.714	.089			
Mental distance and Service quality						.183 ^a	.034	.027
(Constant)	5.461	.061		89.631	.000			
Mental distance	.051	.022	.183	2.305	.023			
Professional efficiency and Service quality						.073 ^a	.005	-.001
(Constant)	5.487	.113		48.598	.000			
Professional efficiency	.025	.028	.073	.904	.368			

The results in Table 4.29 showed no significant relationship between the burnout dimensions and service quality.

Based on the above result Hypothesis 4 is rejected.

4.4.5 Hypothesis 5: Work engagement and Service quality

H 5: Work engagement is a significant positive predictor of service quality.

In the next table (Table 4.30) a simple linear regression analysis was carried out on the data to assess whether Work engagement predicts Service quality.

Table 4-30: Regression Analyses: Burnout and Service Quality

Model	Unstandardised coefficients		Standardised coefficients	t	P (Sig)	R	R ²	ΔR ²
	B	SE	Beta					
Work engagement and Service quality						.032 ^a	.001	-.005
(Constant)	5.622	.096		58.631	.000			
Work engagement	-.009	.022	-.032	-.399	.690			

The results in Table 4-30 shows no significant relationship between work engagement and service quality.

Based on the above results Hypothesis 5 is rejected.

4.4.6 Summary of results

To conclude the information presented in the previous section of the research hypothesis, the results of the statistics analysis of the relation between remuneration (reward), wellbeing and service quality can be summarised as follows:

- There is a significant relation between Rewards and the burnout dimensions of exhaustion and professional efficacy. The relationship between rewards and exhaustion was negative. The relationship between rewards and professional efficacy was positive.
- There is a statically significant relationship between Rewards and Work engagement. The relationship was positive.
- There is a significant positive relationship between rewards and service quality.
- There is no significant relationship between burnout and service quality.
- There is no significant relationship between work engagement and service quality.

4.5 CONCLUSION

This section of the study presented the results of a statistical analysis carried out on measures of the relationship remuneration (reward), wellbeing and service orientation (quality). In this study, an overview of the statistical techniques employed were given and outlined in detail before the results of the statistical analysis of the measure were presented. This was followed by the presentation of the statistical findings for the relationship between the different concepts that were explored before finalising and concluding this chapter.

Chapter 5 will provide a further explanation of and a discussion on the implications of the statistical results that were presented in this chapter. Furthermore, the hypotheses that were revealed in literature review chapter will be discussed and explored in details.

Chapter 5:DISCUSSION OF RESULTS

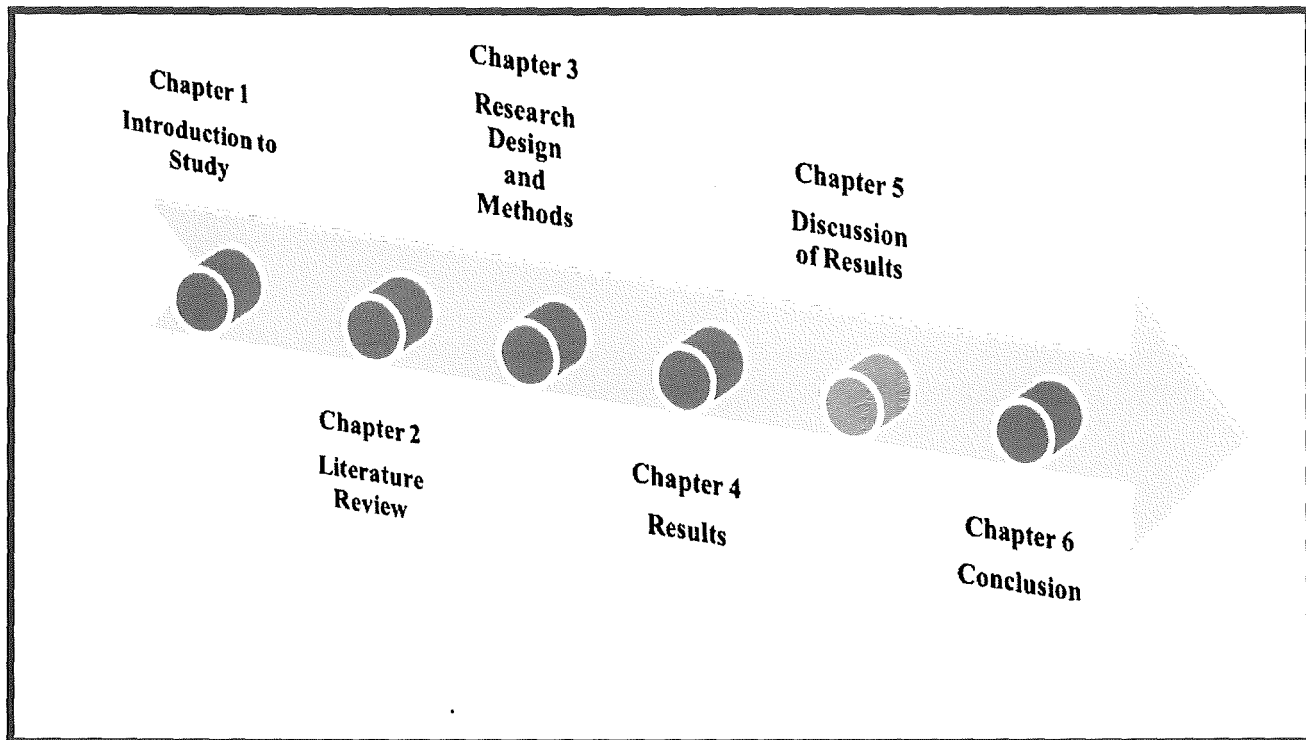


Figure 5-1: Chapter 5 in Context

5.1 INTRODUCTION

From the study conducted by the researcher, about five hypotheses were formulated based on the literature available on the relationship between remuneration (reward), wellbeing and service quality and the intention of school principals to quit. These research hypotheses were empirically tested using statistic data analysis techniques. After that, the results to be discussed in this chapter were presented and outlined in the previous chapter.

In this chapter the focus will be on the discussion of the empirical results gathered and obtained, as well as the implication thereof for the research hypothesis. The five hypotheses will be presented and followed by discussions of the implications of the statistical analysis of the results. This section will outline and discuss the empirical evidence related to the validation of the relationship between remuneration (reward), wellbeing and service quality.

5.2 HYPOTHESIS 1: REWARDS IS A SIGNIFICANT NEGATIVE PREDICTOR OF BURNOUT

According to the results of the simple regression analysis, to be seen as significant at 95%, the p value need to be smaller than or equal to 0,005 of the result (Field, 2009). A correlation coefficient is never more than +100, indicating a positive relation, while and -100 indicates a perfect negative relationship .85 and -95 indicate that there is a greater degree of relationship, but .00 indicates that there is no relationship between the variables. In this hypothesis with Rewards and Exhaustion, the R value is .157^a. The result of $p = .051$ suggests that there is a significant relationship between rewards and exhaustion.

The research has shown that the greater p value and the smaller t value indicate a greater contribution of the predictor (Fields, 2009). Therefore, with the $t = 1,967$ and p value of .051 being smaller, it can be determined that reward is a predictor of burnout. As a t value is a negative value it can be determined that reward has a negative effect on burnout. This implies that, the less the school principals are rewarded, the more they will be victims of burnout. Research also proved that, the higher the employees are rewarded, the more difficult they will find it to detach themselves from their work and devote their energy on their work. Coetzee et al. (2010) indicated that burnout in conjunction with poor remuneration resulted in lower levels of absorption and may result in lower commitment towards an organisation. Jackson and Rothman (2006) confirmed that pay and benefits are significant negative predictors of burnout. According to Leiter and Maslach (2008), insufficient reward (whether financial, institutional or social) increases people's vulnerability to burnout.

5.3 HYPOTHESIS 2: REWARDS IS A SIGNIFICANT NEGATIVE PREDICTOR OF WORK ENGAGEMENT

The results obtained from the simple linear regression analysis states that there is a significant relationship between rewards and work engagement. This was proved by the significant value of $p=.018$. It can be noted that Reward is a greater contributor to the predictor Work engagement, as $t=2.384$. Since the t value is a positive value, it can be determined that reward and work engagement have a positive relationship. It should be stated that the higher the reward, the more the work

engagement will increase. Research has proved that the greater the t value and the smaller p value, the greater the contribution of the predictor. When analysing the dimensions of reward and work engagement they were seen significant. Armstrong (2012) supported the fact that rewards impacts positively on an individual by providing the means to encourage and recognise high performance and persuading talented people to join and stay with the organisation.

According to Feng and Zhang (2011), rewards in terms of monetary and non-monetary means could have a positive effect on the work engagement: the higher the employees are being rewarded, the more likely they will hold a positive attitude towards their jobs and the more likely they will be committed to the organisation (Sarwar & Abugre, 2013, p. 30). The research conducted by Gohari et al. (2013, p.575) concluded that “a valid compensation package which includes financial rewards causes higher efficiency and performance for the organisation”. The pay is a reward which has been shown to have a direct association with reward strategies and efficiency. This further implies that the more principals are better rewarded, the more efficient and effective they will be in their work.

5.4 HYPOTHESES 3: REWARD IS A SIGNIFICANT POSITIVE PREDICTOR OF SERVICE QUALITY

The results obtained from the simple linear regression analysis states that there is a significant relationship between rewards and service quality. This relationship was proved by the significant value of $p=.018$. Moreover, as the t value $=2.385$ (a positive value), it can be stated that reward is a great contributor to the predictor.

Therefore it can be determined that reward and service quality have a positive relationship. It should be stated that, if the reward increases the service quality will also increase. Reio and Callanhon, (cited in Gohori et al., 2013, p. 578) stated that “both extrinsic and intrinsic rewards motivate the workers and cause higher levels of productivity”. A poor reward system can be a demotivator for the staff instead of stimulating them. This implies that, if school principals are poorly rewarded, this may affect the quality service in their various institutions. Reward is a key factor to achieve quality service.

Research conducted by Sarwar and Abugre (2013, p. 30) confirmed that reward has a positive effect on service quality. The higher the rewards perceived by workers, the greater the satisfaction of workers to organisational policies and practices will be, leading to a greater productivity as a result of employee performance (Sarwar & Abugre, 2013, p. 30). Nel *et al.* (2008, p.282) confirmed that compensation influences employees in a positive manner.

5.5 HYPOTHESIS 4: BURNOUT IS A SIGNIFICANT NEGATIVE PREDICTOR OF SERVICE QUALITY

The results obtained from the simple linear regression analysis conducted on the relationship between burnout and service quality concluded that there is no relationship between burnout and service quality. This was determined by the p value being .089 (Exhaustion), .023 (Mental distance) and .905 (Professional efficiency). The t values are $t = 1.714$ (E), $t = 2.305$ (MD), $t = .073$ (PE). The p value of the three dimensions are .023, .089 and .904 respectively. This shows that both variables have a negative relationship. As burnout decreases, the quality service will increase, but when burnout increases, service quality will decrease. Since the t value of all dimensions of burnout is positive, they disagree with the outcome of the hypothesis, which signifies that burnout is a significant negative predictor of service quality. Findings from this study revealed that the majority of the school principals in the North-West Province are not happy with the rewards that they are receiving from the employer, and this compromises service quality. The results however were not significant. More research is needed to explain the unique relationship between burnout and service orientation.

5.6 HYPOTHESIS 5: WORK ENGAGEMENT IS A SIGNIFICANT POSITIVE PREDICTOR OF SERVICE QUALITY

The results gained from the simple linear regression analysis indicate that there is relationship between work engagement and service quality. This was determined as the p value was $p > .05$ at $p = .690$, the t value was negative at -0.399 . However, the greater p value and the lesser t value show that there is a significance relationship between the two concepts. Moreover, the higher the involvement of the school principals in the work engagement the better quality they provide.

Engaged employees become physically involved in their task cognitively alert and emotionally connected to others when performing their job (Coetzee et al., 2010, p.31). Organisational benefits gained from employee engagement have been known to include greater achievements of individual work goals or productivity, customer satisfaction and profitability (Schaufeli & Bakker, 2004, as cited in Coetzer & Rothmann, 2013). Literature revealed that engaged workers are prepared to walk the extra mile and perform beyond their job description. This has a positive role by improving service quality. The results however were not significant. More research is needed to explain the interactive relationship between work engagement and service orientation.

5.7 CONCLUSION

Chapter 5 of this study presented and outlined a detailed discussion of five hypotheses which were formulated based on the available literature on the relationship between remuneration (reward) wellbeing and service orientation (quality). To address the research objectives of this study, the five research hypothesis were empirically tested using the statistical data analysis technique presented in Chapter 5. Moreover, the researcher used the empirical results obtained and considered the implications of these results. In the next chapter the researcher will give a brief overview of the entire study and discuss the conclusion, limitations and possible future recommendations associated with the study.

Chapter 6: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

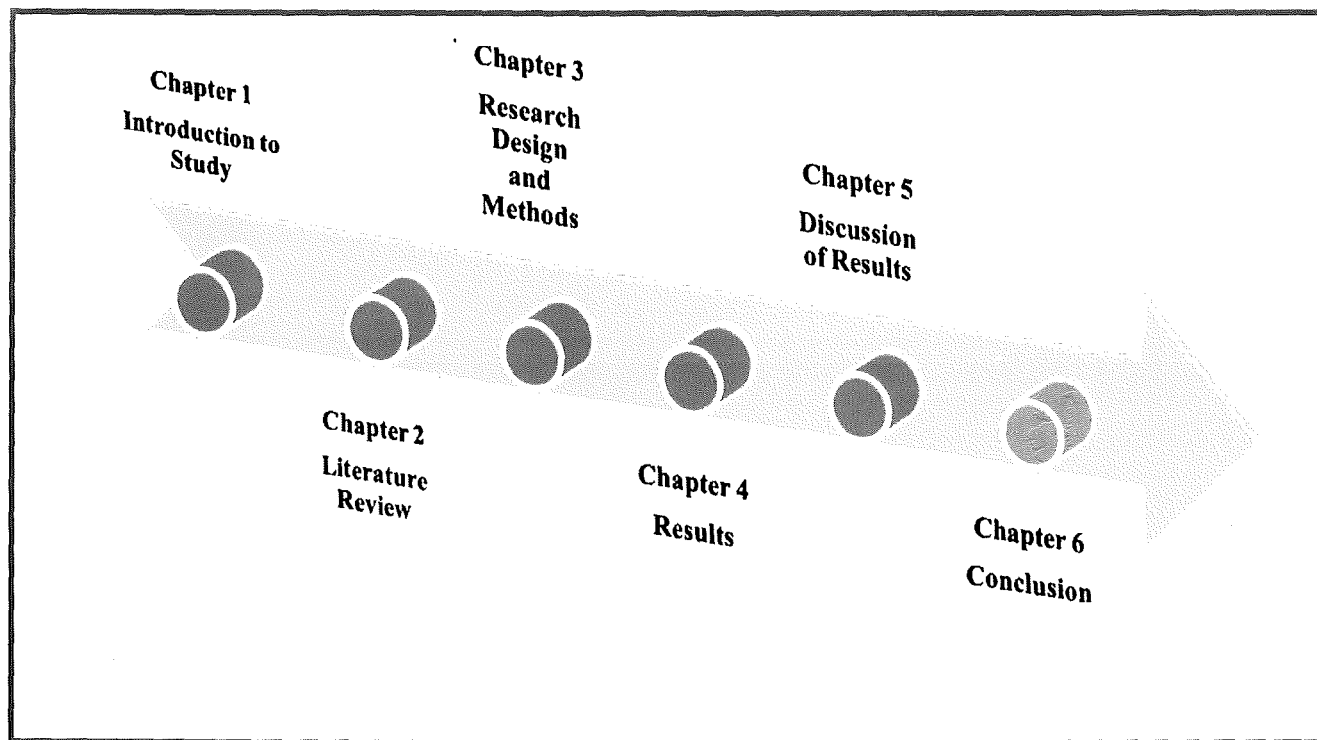


Figure 6-1: Chapter 6 in Context

6.1 INTRODUCTION

This chapter will summarise and draw conclusions from the study, particularly the literature review and the conclusions drawn from the empirical studies. Moreover, it will assist to make future recommendations about the research study.

6.2 OVERVIEW OF THE STUDY

The following section will discuss the purpose of the study, the main research objectives as well as the overview of the contents of the study.

6.2.1 The purpose of the study

The purpose of the study was to examine the relationship between remuneration (reward), wellbeing and service quality of school principals in the North-West Province.

6.2.2 Research objectives

The main research objective was:

- The purpose of the study was to examine the relationship between remuneration (reward), wellbeing and service quality of school principals in the North-West Province.

The research objectives for this study were:

- To determine the relationship between rewards and burnout of school principals in the North-West Province;
- To determine the relationship between rewards and work engagement of school principals in the North-West Province;
- To determine the relationship between rewards and service quality of school principals in the North-West Province;
- To determine the relationship between burnout and service quality of school principals in the North-West Province;
- To determine the relationship between work engagement and service quality of school principals in the North-West Province.

6.3 CONTENT OF THE STUDY

This section will focus on a brief outline of the chapters in the study on the relationship between remuneration (reward) wellbeing and service orientation (service quality) of school principals in the North-West Province .The chapters of this study are arranged in the following chronological order:

Chapter 1: Introduction

Chapter 1 introduced the topic of the study the relationship between remuneration (reward) wellbeing and service orientation (service quality) of school principals in the North-West Province. It outlined the problem statement and the purpose of the statement. It highlighted the general and the specific objectives of the study as well as definitions of key words.

Chapter 2: Literature review

This chapter started with the background of all concepts and aspects that are related to the study. It focused on each concept of the study. It showed a reward model which showed how different aspects of the model relate to one another. Finally, this section displayed clear detailed diagrams of the different hypotheses that were to be tested in the study.

Chapter 3: Research method

This chapter covered the research design and methods used in the study. It gave a brief reflection of the research paradigm of the study. The chapter further and describe the strategy of enquiry, basic characteristics of quantitative research as well at the procedure of the research. More importantly, it covered the methods used to collect data and the instruments used to analyse data.

Chapter 4: Results

This chapter began with the biographical information that had been collected. It went further and covered the results pertaining to the instruments. Finally it discussed the different relationships of the study through the hypotheses.

Chapter 5: Discussion of results

In this chapter the empirical results outlined in Chapter 4 of this study were discussed and analysed. The five hypothesis of the research study were separately attended to. The results will either be accepted or rejected based on the evidence gathered from the study.

Chapter 6: Conclusions, limitations and recommendations

This chapter concluded the research findings of the relation between remuneration, wellbeing and service quality of school principals in the North-West Province. It will give an oversight of the limitations of the study and recommendations for further study in remuneration, wellbeing and service orientation of school principals in North-West Province.

6.4 CONCLUSION DRAWN FROM THE STUDY

The next section of this chapter will briefly give a conclusion that can be drawn from the literature and from the empirical results.

6.4.1 Conclusion from the literature

The following conclusion may be drawn from the literature:

- **The relationship between rewards and wellbeing.** From the research conducted there is a relationship between the two variables reward and wellbeing. The results of various studies have also revealed that insufficient reward (whether financial, institutional or social) increases people's vulnerability to burnout (Chappel & Norvik, 1992; Glicker, 1983; Maslanka, 1996; Seifert et al., 1991, as cited in Leiter & Maslach, 2008). Reward is also defined as financial and non-financial extrinsic rewards provided by the employer for the time, skills and effort made available by the employee in fulfilling job requirements aimed at achieving institutional objectives (Van der Westhuizen & Wessels, 2011). According to Dodge et al. (2012), stable wellbeing is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social or physical challenge. Reward can improve an individual's wellbeing and contribute to a greater impact on the motivation and commitment of the people. Reward will help improve quality service and enhance employment relationship and individual wellbeing. In conclusion: from the definition above it is quite significant that there is a relationship between reward and wellbeing.
- **The relationship between rewards and burnout.** It should also be noted that lack of recognition from the employer and external stakeholders devalues both quality service and

service orientation of the employees which is closely associated with feelings of inefficacy. Reward is actually a broader concept' as it refers not only to intrinsic rewards such as benefits, but also to extrinsic rewards such as achieving personal goals, autonomy and more challenging job opportunities (Grobler et al., 2006, p.350). According to Berg & Theron (cited in Nel et al., 2008), burnout refers to work overload, patterns of over-commitment and total exhaustion of physical and mental resources as a result of excessive striving to reach unrealistic work related goals. Van der Westhuizen et al. (2011) define burnout as a situation in which a person eventually becomes listless, ineffective, inefficient and unproductive due to a prolonged period of work overload which has negatively impacted on the physical and mental health of the employee. It should be noted that persons who are prone to burnout include those who are over-dedicated to achieving their goals since they do not live balanced lives, often casting aside their families and social involvement and focus on their work performance. Remuneration may impact both positively and negatively on the wellbeing of school principals, either as a source of motivation as well as a source of stress. This implies that, if rewards are insufficient, it may lead to exhaustion, which will create a callous or excessively detached response to various aspects of the job (Leiter & Maslach, 2008, p.498). Mental distance will lead the people to distance themselves from various aspects of job. Therefore, there is a strong relationship between exhaustion and cynicism. Various articles about reward and burnout have proven that there is significant relationship between rewards and burnout. Ivancevich et al. (2008) define burnout as a psychological process brought about by unrelieved work stresses that result in emotional exhaustion, depersonalisation and feeling decreased accomplishment. If rewards are insufficient, it may lead to exhaustion, which will create a callous or excessively detached response to various aspects of the job (Leiter and Maslach 2008, p.498).

- **The relationship between rewards and work engagement.** Rewards can be of many types, ranging from a feeling of personal satisfaction to public recognition and small tokens, all the way to substantial monetary payments and stock ownership (Schuler & Jackson, 2006). Recently researchers focused on the opposite site of burnout: three dimensions labelled job engagement, vigour or energy, dedication, absorption or efficacy. Engagement has been defined as an energetic state of involvement with personally fulfilling activities that enhances one's state of professionally efficacy (Leiter & Maslach, 2008). Work engagement is defined as a positive fulfilling, work-related state of mind that is characterised by vigour, dedication and absorption.

According to Schaufeli et al.(, as cited in Bakker, 2012), the three dimensions of work engagement were defined as follows: vigour, which refers to high levels of energy and mental resilience while working; dedication as a sense of significance, enthusiasm, inspiration and pride; and absorption, which is characterised by being fully concentrated and happily engrossed in one's work. Therefore, from the above definitions it shows that there is a significant positive and negative relationship between reward and work engagement. This may be substantiated by the fact that, if workers are rewarded well, they will be highly engaged in their work, be motivated and serve the organisation with pride. However, vigour and dedication were found to have a negative relationship with effort-reward imbalances (Kinnunen, et al., 2008), which is a state of emotional distress caused by an imbalance between the amount of effort one puts forth and the gain o rewards such as money, esteem and status. Based on all current studies and by considering the relationship between all of the findings, one can normally find out that a valid compensation package, which includes financial rewards, causes higher efficiency and performance in an organisation.

- **The relationship between rewards and service quality.** Moreover, poor quality often results from lack of leadership, care or courtesy in every organisation. The rewards systems inspire the staff to provide their highest attempts towards assigned tasks (Gohari et al. 2013, p.580). Working to their customer's satisfaction it is vital that an organisation should work on identifying the motivators that nurtures the workforce performance and make appropriate and enough suggestions for their employees. Sigh (2007) views compensation as a system of rewards that motivates employees to perform. This implies that, if employees are remunerated/rewarded well in the organisation, it will increase their work engagement, which will eventually increase production. The more the employees are satisfied, the more quality service will be provided by the employees. Attractive benefits will be able to attract and retain competent employees that will be able to assist the organisation to produce and provide the quality services that is envisaged by the client.
- **The relationship between burnout and service quality.** From the research done on burnout and service quality it was concluded that there is negative relationship between the two variables. Ivancevich et al. (2008) define burnout as a psychological process brought about by unrelieved

work stress that results in emotional exhaustion, depersonalisation and feeling decreased accomplishment. A very important idea implicit in this conceptualisation of burnout relates to job involvement. Job burnout occurs when a person believes they cannot or will not continue to do the job (Grobler et al., 2006, p.395). It can be concluded that there is a negative relationship between burnout and service orientation. Demotivated employees' cannot produce quality service that is expected by the clients and the organisation.

- **With regard to the relationship between work engagement and service orientation** the result has shown that there is a positive relationship between the two variables. Work engagement as a dimension of wellbeing is defined by Schaufeli et al. (2002); and Schaufeli and Bakker,(2010), both cited in Schulz et al. (2012) as a positive , fulfilling, work-related state of mind that is characterised by two dimensions: vigour and dedication. Employees with high vigour experience their work as stimulating and energetic and as something to which they really want to devote time and effort. Dedication refers to being strongly involved in one's work and is characterised by feelings of significance, pride, enthusiasm, inspiration and finding the work meaningful and challenging (Schaufeli et.al., 2002, cited in Schulz et al., 2012).It should be noted that there is no absolute consistency or homogeneity in service delivery, and that consistency of the service can only be within boundaries. From the above definitions it is clear that there is a relation between work engagement and service quality. If an employee is full of vigour and dedication they will be committed to their work and provide service quality that is envisaged by the organisation and its client.

6.4.2 Conclusion from statistical analysis

From the analysis conducted in this study the following conclusion was drawn:

- There is a significant relation between Rewards and the burnout dimensions of exhaustion and professional efficacy. The relationship between rewards and exhaustion was negative. The relationship between rewards and professional efficacy was positive.
- There is a statically significant relationship between Rewards and Work engagement. The relationship was positive.
- There is a significant positive relationship between rewards and service quality.

- There is no significant relationship between burnout and service quality.
- There is no significant relationship between work engagement and service quality.

6.5 LIMITATIONS

The next section will be focusing on the limitations of the study.

6.5.1 Limitations as result of research design

This study is a cross-sectional study; therefore, it will only focus at a certain point in time on a relationship between remuneration (reward), wellbeing and service quality of school principals in the North-West Province. The study has some methodological limitations and shortcomings too, for example the casual inferences and conclusions about casual directions underlying the results cannot actually be drawn due to the cross-sectional design of the study. Moreover, the measurement of the construct could be more vigorous with the infusion of pre-existing scale items.

6.5.2 Limitations as result of the sample size and characteristics

The feasibility study was not concluded in all schools in the Province. Only 300 schools were targeted in all four districts of the North-West Province. Furthermore, given the poor return or response from the respondents (155 out of 300, which amounts to 51% of the total responses), this makes the researcher cautious in generalising the findings of the study. Moreover, I believe that a subject like the relationship between remuneration (reward), wellbeing and service quality and of school principals in the North-West Province is a rarely studied context and it could have involved other provinces and more participants to get a better generalisation of the study. Moreover, few female respondents (34.2%) participated compared to 65.8% of their male counterpart. In terms of ethnicity 26% of whites respondents participated in the study compared to 94% of non-whites, which make generalisation of the study difficult.

6.5.3 Limitations as result of the data collection method

The study uses self-assessment as the method of data collection. This means that there are perceptions of the participants in the study. Only questionnaires were used to collect the data; other methods such as observation and interviewing could have been used to come up with another perspective of the outcome obtained. The time frame for data collection inhibited more data collection to reach the number of targeted respondents across the Province. Another limitation in data collections is that the majority of respondents had a computer literacy challenge. Out of 155 questionnaires submitted only one was completed and returned electronically. About 500 questionnaires were issued manually and electronically, but 345 were not returned.

6.5.4 Limitations as result of sampling method

Though random sampling was conducted among school principals in the North-West Province, the participants' findings relating to reward, wellbeing and service quality of school principals cannot be transferred or linked to others beyond the study sample.

6.6 RECOMMENDATIONS FOR FUTURE RESEARCH

This study has implications for future research. Larger studies using longitudinal data representing all the principals in the country are needed to provide additional evidence in support of our main findings. It should be noted that the study findings are relevant to all levels of management ranging from line, middle and top management in various sectors of government. It could also be extended to social partners such as trade unions and the business sector. Moreover, the study could explore several areas of research that can make more valuable contributions to reward, wellbeing and service quality of school principal in the North-West Province. The study can be used to develop a new reward model to be used by the Department of Basic Education and trade unions in the ELRC.

In future researchers should look at the relationship between three dimensions of work engagement and five dimensions of service quality. Moreover, they should also look at the relationship between the three dimension of burnout and the five dimensions of service quality. Apart from the variables future researches should look at other factors that contribute to the principals to quit the system.

Finally, the study could be used by academics and researchers to find more about this topic as well as related studies. Dealing with the limitations of the current studies, as well as to acquire more insight, researchers should widen their scope by looking beyond the borders of North-West Province and extend their research to the other eight provinces of South Africa. This will allow a more in-depth study about the relationship between concepts.

6.7 THE EFFECT OF THE STUDY ON ORGANISATION

It should be stated that, for every organisation to succeed and compete fairly in the global market, a healthy personnel and competitive reward are critical and fundamental. It is of vital importance for the organisation to look after their employees to curb the ideal of brain drain. To recruit highly competent personnel the organisation should reconsider their reward model and benchmark with their competitors. Researchers revealed that many organisations, particularly in the public sectors, fail to address the needs of their employees, hence this causes them to be victims of burnout and eventually quit the system. In the Department of Education it is quite evident that thousands of educators, including principals, quit the system on a monthly basis; hence there is shortage of skilled personnel in the schools due to remuneration received by the employees.

Therefore, if the organisation takes into account the relationship between reward, wellbeing and service quality, it will reduce the high turnover of employees in the organisation and improve quality service. The Department of Education should not focus on the end product which are the results at the end of academic year, but also take into account the wellbeing of the employees and reward them fairly for the service they render.

6.8 PRACTICAL APPLICATIONS OF THE OUTCOME OF THE STUDY

This study was used to determine whether there is relationship between reward, wellbeing and service quality of school principals in the North-West Province. This does not happen only in the public service, but in other cooperatives globally as well. Therefore, it is paramount that organisations closely look at the impact of burnout on the service quality and the impact of reward on the wellbeing of employees and their service quality. There is a significant relationship between

reward and work engagement. Employees who are experiencing vigour and dedication are more satisfied with their work and their co-workers; therefore it is possible that positive interaction among themselves will lead to employees to experience vigour and dedication. Employees that are experiencing work engagement help to improve the organisation and reduce high turnover and increase productivity. This study will be key to assist human resource development in the organisation in developing strategies on how to address key critical issues in their various organisations. Moreover, this study will shed the light to HR on how to curb the high turnover of skilled personnel in various departments.

6.9 CLOSING REMARKS

“It is a law of life that problems arise when conditions are there for their solution” Walter Sisulu.

This is the first study to be conducted to determine the relation between rewards, wellbeing and service quality of school principals in the North-West Province. Empirically, it is quite significant that for every problem there is a solution. This implies that any challenge emanating in the working environment could be addressed by all stakeholders. High staff turnover will be reduced through collective efforts by all stakeholders. This study revealed how important the relationship between these variables is.

In conclusion, the issue of quitting the system by the school principal is not a new phenomenon in the North-West Province; it is also a national phenomenon. Among other factors that contribute to this phenomenon are poor remuneration, working environment and limited career growth.

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