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Well-being and job satisfaction of educators

in the Dr. Kenneth Kaunda District

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DECLARATION

I, **Yeyama Kumbi**, declare that this study entitled "Well-being and job satisfaction of educators in the Dr. Kenneth Kaunda District" for the Master's Degree in Human Resource Management in the Department of Industrial Psychology, School of Management Sciences, Faculty of Economic and Management Sciences, at the North West University, has not been submitted by me or anyone else for a Degree at this or any other University before, that this is my own work, and the materials consulted have been properly acknowledged.

SIGNATURE:



STUDENT NO: 21411557

DATE: 27 October 2017

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DEDICATION

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LIST OF ACRONYMS

ANA- Annual National Assessments

CAPS- Curriculum Assessment Policy Statement

CFA- Confirmatory Factor Analysis

DBE- Department of Basic Education

EFA- Exploratory Factor Analysis

GDP- Gross Domestic Product

GPAA- Government Pensions Administration Agency

HOD- Head of Department

IBM- International Business Machines

ITERP- Initial Teacher Education Research Project

JCM- Job Characteristics Model

JD-R- Job Demands-Resources model

KMO- Kaiser-Meyer-Olkin Measure

MBI- Maslach Burnout Inventory

MBI-GS- Maslach Burnout Inventory – General Survey

MSQ- Minnesota Satisfaction Questionnaire

NAPTOSA- National Professional Teachers' Organisation of South Africa

NEPI- National Education Policy Investigation

OLBI- Oldenburg Burnout Inventory

OECD- Organization for Economic Cooperation and Development

PhD- Doctor of Philosophy

PTSD- Post-Traumatic Stress Disorder

QWL- Quality of Work Life

SACE- South African Council for Educators

SADTU- South African Democratic Teachers Union

SAPS- South African Police Service

SEACMEQ- Southern and Eastern Africa Consortium for Monitoring Educational Quality

SPSS- Statistical Package for the Social Sciences

ABSTRACT

Subject: Well-being and job satisfaction of educators in the Dr. Kenneth Kaunda District.

Key words: well-being, job satisfaction, educators, burnout, work engagement, Dr. Kenneth Kaunda District, Oldenburg Burnout Inventory, Minnesota Satisfaction Questionnaire.

The well-being and job satisfaction of high school educators needs particular attention, as their role is to educate the nation. This study is aimed to investigate the well-being and job satisfaction of high school educators in *Under-Performing* and *Performing High schools*. A cross-sectional survey research design was followed with data collected from *Under-Performing* and *Performing High Schools* educators (N=310) in the Dr. Kenneth Kaunda District. The Oldenburg Burnout Inventory and the Minnesota Satisfaction Questionnaire have been administered for the purpose of this study. Exploratory Factor Analysis (EFA), Pearson's correlation analysis and Confirmatory Factor Analysis (CFA) were applied.

In line with the results that were obtained in this study, significant relationships exist between the following variables:

In both *Under-Performing* and *Performing High Schools* burnout was found to be negatively related to work engagement, burnout was found to be negatively related to job satisfaction, work engagement was found to be positively related to job satisfaction and a relationship between burnout, job satisfaction and work engagement was found to exist.

The study found that educators in *Performing High Schools* experience high job satisfaction levels and also experience work engagement, but experience moderate levels of burnout. Educators in *Under-Performing High Schools* experience work engagement and burnout, but experience moderate levels of job satisfaction.

As far as could be concluded, there have not been any studies conducted on the well-being and job satisfaction of educators in *Under-Performing* and *Performing High Schools* in the Dr. Kenneth Kaunda District. This study, therefore seeks to make a substantial contribution towards the body of knowledge surrounding the well-being and job satisfaction of educators in a South African context.

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This study aims to determine the well-being and job satisfaction of high school educators in the Dr. Kenneth Kaunda District.

This chapter introduces the problem statement, research questions, general and specific objectives, the research method and the division of chapters.

1.2 PROBLEM STATEMENT

The well-being and job satisfaction of educators needs to be investigated, from the perspective of their part in teaching the nation. For the purpose of this study, educator well-being is determined through the investigation of burnout and work engagement experienced by the participants in the study. Educators are not only teachers, but are rather role models to the current younger generation and generations to come, that is why it is essential to ensure that educators are satisfied with their jobs so they can be more effective (Bishay, 1996:147-154; De Vos, Van der Westhuizen, Mentz, & Ellis, 2012:56-68; Iwu, Gwija, Benedict, & Tenge, 2013: 838-850; Naidoo, Botha, & Bisschoff, 2013:177-190; Strydom, Nortjé, Beukes, Esterhuyse, & Van der Westhuizen, 2012:267-278). To determine how educators in the Dr. Kenneth Kaunda District feel about the diverse parts of their jobs, studies should be undertaken in order to quantify the educator's levels of job satisfaction. The well-being of the educators ought to be undertaken by determining if the educators encounter burnout or work engagement. Work engagement of educators is imperative as it mirrors the educators' enthusiasm, interest and eagerness for their job (Kirkpatrick, 2007:153; Van Beek, Hu, Schaufeli, Taris, & Schreurs, 2012:30-55). Burnout should be determined as it mirrors the emotional exhaustion, which is the consequence of stress, in individuals who are in contact with other individuals professionally (Betoret & Artiga, 2010:637-654; Montgomery & Rupp, 2005:458-486).

Teaching is an exceedingly emotionally draining occupation (Lambert, O'Donnell, Kusherman, & McCarthy, 2006:105-120; Martin, Dolmage, & Sharpe, 2012:1-3). Becker, Goetz, Morger, and Ranelluci (2014:15-26) express that the way educators feel about their

jobs will influence the learners in the classroom. This occupation has the most noticeable rate of turnover, when contrasted with different occupations (Minarik, Thornton, & Perreault, 2003:230-234; Shuck, Ghosh, Zigarmi, & Nimon, 2013:11-35; Wang & Bird, 2011:132). The high turnover rate of educators could be caused by low levels of job satisfaction and educators experiencing burnout rather than work engagement. If educators are suffering from exhaustion due to teaching large classes and long working hours, they would be expected to experience burnout, whereas if they have small classes and short working hours, they are expected to be more engaged and satisfied within their jobs. If educators are disengaged due to not being praised for doing a good job, they will be less satisfied within their job, compared to educators who are being appreciated and thus will be more satisfied with their job. If educators are satisfied with the pay for the amount of work they do, they will be more vigorous in their work, but if educators are not satisfied with their pay they will be prone to be less engaged. When educators are dedicated to their work due to having more chances for advancement on the job, they are expected to be dedicated to the work being done, whereas if an educator has no opportunity for advancement burnout will increase and work engagement and job satisfaction will decrease.

In order to explain the burnout, engagement and job satisfaction phenomena amongst educators, the Job Characteristics Model (JCM) will be utilised.



Figure 1.1. The Job Characteristics Model (Hackman & Oldham, 1975:161)

Hackman and Oldham's (1975:159-170) research on the JCM for job enrichment may help lead to the best approach for improving the educational setting in the schools of the Dr. Kenneth Kaunda District, through recommendations contributed through the study. The JCM is perceived as a vital worker inspiration theory for organizations (Konermann-van Hunsel, 2012:2-4; Ramlall, 2004:52-63).

According to Hackman and Oldham (1975:159-170; 1976:250-279) the model is subdivided into three aspects, namely the *core job dimensions*, the *critical psychological states* and the *personal and work outcomes*. The *core job dimensions* in the JCM are: skill variety, task identity, task significance, autonomy, and feedback; the *critical psychological states* are: experienced meaningfulness of work, experienced responsibility for outcomes or work, and knowledge of results; and the *personal and work outcomes* are: high internal work motivation, high quality work performance, high satisfaction with work, and low absenteeism and turnover. The core job dimensions of the model are further explained below.

Skill Variety: Any occupation needs a person who can utilize an extensive variety of skills and capacities for executing a job (Hackman & Oldham, 2005:151-170; Nahrgang, Morgeson, & Hofmann, 2011:71-94). Educational systems are consistently changing, for example equipment, innovation and changes in organizational structure (Draper & McMichael, 2003:67-81; Schaufeli, Bakker, & Van Rhenen, 2009:893-917). With the goal for educators to adjust to such changes they have to persistently secure and apply new skills. It is fundamental that management in schools in the Dr. Kenneth Kaunda District maintain skill variety in their employment outline or else the educators will lose individual enthusiasm for their work. This could conceivably prompt burnout, which will prompt an expansion in educator absenteeism and a decline in educator job satisfaction and engagement.

Task Identity: Hackman and Oldham (1975:159-170) characterize task identity as the degree to which employees accomplish their work with a noticeable end result. Employees feel more fulfilled within their occupation when they are responsible for the whole course of their work. Educators in the Dr. Kenneth Kaunda District require an opportunity to make their own choices, to be given individual acknowledgment for their accomplishments, to utilize their own techniques for doing their work and to utilize their own judgment. This will prompt an expansion in potential work engagement and job satisfaction.

Task Significance: Hackman and Oldham (1975:159-170) characterize this as how much the job influences other individual's lives. Numerous educators feel they have an effect on the well-being of others and to be "somebody" in the community. Educators give support, leadership and direction to their learners, which prompts educators to have an opportunity to do things for others and creates a sentiment of accomplishment in the job. In this way educators will discover meaningfulness and purpose, consequently feeling increasingly engaged (Bishay, 1996:147-154; Shuck & Wollard, 2010:89-110).

Autonomy: An occupation should give an individual autonomy and discretion to do the work and decide the strategies to be done to execute the job (Hackman & Oldham, 1975:159-170). For instance, a few schools are completely managed and overseen by educators - i.e., the schools do not have formal management and educators are expected to execute administrative duties. Numerous educators and groups, for example, educator unions, may contend that encroaching on educator autonomy in the classroom undermines the expertise of educators (Shuck & Herd, 2012:181). In this view, endeavours to micro-manage educator techniques or execution through prescriptive policies, greater managerial oversight, or strict curriculum prerequisites will undermine job satisfaction or the discernment that educators are talented experts who have earned a level of public trust in their capacities (Pitt-Catsouphes & Matz-Costa, 2008:215-229). Educators are in the best position to make their own decisions about a learner's education, they ought to be given as much autonomy as could reasonably be expected with regards to choosing instructional techniques, planning lessons, and giving learner support (Parker & Martin, 2009:68-75). In this view, more stringent controls, harder employment prerequisites, more administrative oversight, and more difficult educator assessment methodology will create an assortment of negative outcomes, including lower performance in learners or lower job satisfaction in educators (Dollard & Bakker, 2010:579-599; Fernet, Guay, Senécal, & Austin, 2012:514-525).

Feedback: This concept includes how much an individual knows about outcomes (Hackman & Oldham, 1975:159-170). Educators need to get particular and clear feedback on their job execution, since it creates a general knowledge on how their labour is contributing to or not adding to the achievement of the schools (Bakker & Bal, 2010:189-206). In this view, the educators will get the chance to make significant strides to enhance their efficiency levels. On the off-chance that feedback does not happen, low morale is developed while burnout may set in, and also sentiments of being miserable in their efforts or labour. Productivity will

normally decrease and absenteeism will escalate. A positive situation is required in the education sector. In the event that educators can experience work engagement and high job satisfaction, while not encountering burnout, they can be successful. Such energy and absence of cynicism should add to a positive organizational climate. In South Africa, especially in the Dr. Kenneth Kaunda District, there are issues that originate from the organizational climate in schools (Jackson & Rothman, 2006:75-95; North-West Department of Education, 2006:2; Van der Westhuizen, 2006; Vos, 2005:212). These issues incorporate educator low morale and a negative organizational climate (Imants & Van Zoelen, 1995:77- 86; Mentz, 2007:146-153; Zigarmi & Sinclair, 2001:270-278). A negative organizational climate can be detrimental to the effective running of schools and a positive workforce can cause either total success or total ruin in an organization (Lockwood, 2007:276).

Educators who are engaged, have high job satisfaction levels and are not encountering burnout, can be described as successful. Consequently, the results of their learners ought to be magnificent, driving their schools to be classified as *Performing*. Studies (Department of Basic Education, 2011:3; Shannon & Bylsma, 2006:130) demonstrate that *Performing High Schools* are schools that have solid bearing, focused leadership, great correspondence and participation, alignment with standardized curriculum, persistent educator training as well as are presented with great working conditions. *Under-Performing High schools* are schools that have low matriculation pass rates and the vast majority of these schools are in underprivileged areas, lacking funds and technology (Department of Basic Education, 2013:15; Seder, 2000:52). *Under-Performing High Schools* additionally experience overcrowding of learners in classrooms, thus it turns out to be difficult to train and successfully instruct the learners. As indicated by the South African Schools Act (2009:26) the aggregate limit a classroom can hold is 40 learners. *Under-Performing High Schools* also do not pursue standardized curriculum programmes to teach and instruct learners (Department of Education, 2011:31; Edwards, 2003:14; McMillan & Schumacher, 2010:102; Seder, 2000:98). The study will in this manner explore the well-being and job satisfaction of educators in *Under-Performing* and *Performing High Schools* in the Dr. Kenneth Kaunda District.

Engaged educators report elevated well-being and job satisfaction (Hastings & Agrawal, 2015:35). Educator's satisfaction with their occupation may emphatically impact the quality and steadiness of instruction given to learners. A few researchers contend that educators who

do not feel supported in their work might be less encouraged to do their best work in the classroom (Ashton & Webb, 1986:236; Loeb & Horng, 2010:66-69; Ostroff, 1992:963-974). The absence of burnout will enhance educator's energy to the job and therefore create more positive learner outcomes.

There is a scarcity of studies addressing burnout, work engagement and job satisfaction of educators. Studies on burnout and work engagement, work engagement and job satisfaction as well as burnout and job satisfaction will be discussed to articulate the problem regarding the well-being and job satisfaction of educators in this study.

Studies on burnout and work engagement on occupations other than teaching

In studies on employees other than teaching, burnout has also been studied in relation to work engagement. Bakker, Demerouti and Schaufeli (2005:661-689) directed research on burnout and work engagement among working couples in an assortment of occupations in South Africa. They found that the spouses' levels of burnout are positively related with their wives' levels of engagement. Gauche (2006:315-331) directed research in a South African university. The outcomes demonstrated that the relationship between the burnout constructs (exhaustion and cynicism) from one perspective, and between the engagement constructs (vigour and dedication) on the other, was positive. Another investigation by Sonn (2015) was executed on the relationship between burnout and work engagement among employees in the pharmaceutical industry in South Africa. Sonn's outcomes reasoned that the relationship between burnout and work engagement mirrored a negative relationship. This relationship will thus be explored in this study.

Studies on burnout and job satisfaction on occupations other than teaching

Studies on the relationship between burnout and job satisfaction, on occupations other than teaching, have also been explored. Brewer and Clippard (2002:93-101) conducted research on burnout and work engagement among student support services staff in Knoxville, Tennessee. Discoveries showed a significant negative relationship between burnout and work engagement. Makgala (2003:72-78) concentrated on the in the North-West Province, Mmabatho and Vryburg region. The study found that job satisfaction is positively related with burnout. This phenomenon can be explained by Leona, Halbesleben and Paustian-Underdahl's (2015:87-96) clarification that burnout and engagement belong to a continuum (from negative represented by burnout to positive represented by work engagement).

There are many studies that show the relationship between burnout and job satisfaction. There are various studies clarifying this relationship among health experts, particularly specialists and medical caretakers who work for emergency health organizations. The studies have demonstrated the negative relationship between burnout and job satisfaction of medical caretakers and specialists as well as other health experts (Kelleci, Gölbaşı, Doğan, Ata, & Koçak, 2011:144-152; Mertoğlu, 2013:176-181). Akpınar and Taş (2011:161-165) for instance, directed a study regarding burnout and job satisfaction among 191 emergency healthcare experts. The outcomes demonstrated that there is a weak negative relationship between burnout and job satisfaction. Rosales, Labrague, and Rosales (2013:1-10) led a study focused on nurses in government hospitals of Samar, Philippines. The study found that there is a positive relationship between burnout and job satisfaction.

Talachi and Gorji (2013:153-162) examined the relationship between burnout and job satisfaction of all staff in a Golestan Province industry, mine and trade organization. It was discovered that burnout had a negative relationship with job satisfaction. It can therefore not be expected that educators who suffer from burnout can enjoy high levels of job satisfaction.

Studies on job satisfaction and work engagement in occupations other than teaching

The relationship between job satisfaction and work engagement, on occupations other than teaching, have also been explored. Previous research uncovered that job satisfaction and work engagement are positively related (Abraham, 2012b:27-36; Wefald & Downey, 2009:99-111). Although some researchers debate viewing engagement as a new construct (Macey & Schneider, 2008:3-30; Newman & Harrison, 2008:31-35; Saks, 2008:40-43), a dominant number of researchers believe that job satisfaction and work engagement are distinct concepts (Alarcon & Lyons, 2011:463-480; Barnes & Collier, 2013:485-499; Wefald & Downey, 2009:91-111). Some researchers argue that the higher the level of job satisfaction, the higher the work engagement (Biswas & Bhatnagar, 2013:27-40; Caesens, Stinglhamber, & Luypaert, 2014:813-835; Høigaard, Giske, & Sundsli, 2012:347-357; Karatepe & Karadas, 2015:1254-1278; Moura, Orgambidez-Ramos, & Gonçalves, 2014:291-300). Masvaure, Ruggunan and Mahara (2014:488-499) investigated the relationship between work engagement and job satisfaction among employees of a diamond mining company in Zimbabwe. The study indicated positive relationships between job satisfaction and work engagement among the employees. Vokić and Hernaus (2015:1-13) studied the relationship between job satisfaction and work engagement of employees from a large-sized Croatian

organization. Results revealed positive relationships between work engagement and job satisfaction.

Biswas and Bhatnagar (2013:27-40) contend that from one perspective, engaged employees encounter a pleasurable enthusiastic state at work, and accordingly they are more happy with their job. Then again, work fulfilment may not generally bring about efficiency (Abraham, 2012a:27-37), while engagement is by all accounts a solid indicator of job performance (Chughtai & Buckley, 2011:684-705). Such contrasts are a consequence of the opposite nature of the constructs. While job satisfaction is an inactive and affective state, work engagement speaks to an active and content state (Abraham, 2012b:27-36; Alarcon & Lyons, 2011:463-480). Therefore, work engagement possibly could be improved through fulfilled employees (Abraham, 2012a:27-37, 2012b:27-36). Such a supposition suggests that job satisfaction is the antecedent of work engagement (Alarcon & Lyons, 2011:463-480; Barnes & Collier, 2013:485-499; Brunetto, Teo, Shacklock, & Farr-Wharton, 2012:428-441; Schaufeli & Bakker, 2004:293-315). As temporal precedence is a good predictor of cause-effect relationships, like Yalabik, Popaitoon, Chowne, and Rayton (2013:2799-2823) we believe that job satisfaction is the antecedent of work engagement. It can therefore be expected that educators who experience work engagement should enjoy high levels of job satisfaction.

Studies on burnout of educators

Several studies have been conducted on the burnout-related factors amongst educators teaching at different levels. Montgomery (2004:349-371) conducted research on burnout of primary school educators in the North-West Province. The study found that job resources were related to all three dimensions of burnout. Van Wyk (2004:152-157) concentrated on secondary school educators in the Goldfields region of the Free State Province. The study found that marital status, intentions of quitting, availability of equipment, knowledge and abilities had an effect on the level of burnout experienced by educators.

Khunwane (2006:191-205) conducted a study on the effects of educator burnout on the school curriculum: a case study of community junior secondary schools in the Southern region of Botswana. The study's findings revealed that the majority of educators indicated poor career opportunities in the teaching field, which caused advanced burnout. Clayford (2010:169) executed a study on burnout among educators in a juvenile rehabilitation centre,

an ex-model-C school, and public schools in South Africa. The findings revealed that the public school educators were significantly more burned out than the youth centre educators. Louw, George, and Esterhuyse (2011:1008-1014) conducted a study of burnout amongst urban secondary school educators in Namibia. The main findings of the study were that the educators experienced similar levels of emotional exhaustion when compared to educators in other countries, and teaching experience had the highest positive relationship with burnout. Azeem and Nazir (2015:51-64) conducted a study of burnout of university educators. The results indicated that the educators experienced high levels of emotional exhaustion and moderate levels of burnout.

Studies on burnout and work engagement of educators

In other studies, burnout has also been studied in relation to work engagement among educators. Previous studies have resulted in burnout being negatively related to work engagement (Demerouti, Bakker, De Jonge, Janssen, & Schaufeli, 2001:279-286; DeVries, Peters, & Hoogstraten, 2004:241-250; Duran, Extremera, & Rey, 2004:386-390; González-Romá & Bakker, 2002a:71-92; Hallberg & Schaufeli, 2006:119-127; Montgomery, Peeters, Schaufeli, & Den Ouden, 2003:195-211; Salanova, Grau, Cifre, & Llorens, 2000:575-590; Schaufeli & Bakker, 2004:293-315; Schaufeli, Martínez, Marque's-Pinto, Salanova, & Bakker, 2002:464-481; Schaufeli & Salanova, 2007:93; Xanthopoulou, Bakker, Demerouti, & Kantas, in press). Weinreich (2014) conducted a study on burnout and work engagement in elementary school educators in communities of Enschede, Oldenzaal, Losser and Dinkelland. The results in the study showed that burnout and work engagement are separate constructs and are negatively related. These studies therefore indicate the importance of the relationship between burnout and work engagement amongst educators.

Studies on burnout and job satisfaction of educators

The relationship of burnout and job satisfaction has also been explored amongst educators. Koustelios and Tsigilis (2005:189-203) examined the relationship between burnout and job satisfaction experienced by Greek physical education school-based educators. Job satisfaction was shown to be negatively related to burnout. Chenevey, Ewing, and Whittington (2008:12-22) executed a study on burnout and job satisfaction among agricultural education educators. A negative relationship between burnout and job satisfaction existed. Wei and Abdullah (2016: 47-50) conducted a study on burnout and job satisfaction among educators in a Chinese

independent secondary school. The findings showed that there is a negative relationship between burnout and job satisfaction. As burnout is shown to be negatively related to job satisfaction, educators who experience high levels of job satisfaction are not expected to suffer from burnout.

A study on job satisfaction and work engagement of educators

The relationship between job satisfaction and work engagement among educators has also been studied. Waigwa and Kwasira (2014:202-213) executed a study determining the relationship between job satisfaction and work engagement among educators in Nakuru North Sub-County. The study reported that job satisfaction has a positive relationship with work engagement. It can therefore be expected that educators with high job satisfaction can be expected to experience work engagement.

1.3 CHALLENGES FACING EDUCATORS IN THE DR. KENNETH KAUNDA DISTRICT

Several issues could have an influence on the experience of burnout, engagement and job satisfaction amongst educators in the Department of Basic Education (DBE) in the Dr. Kenneth Kaunda District. These issues include; non-implementation of workshop training and over-crowded classes (Nkosi, 2012:11; Walton, 2015:7), weak educator content on new curriculum (Moodley, 2013:163-171; Nkosi, 2012:11), 'dysfunctional' schools (NEPI, 1993:23-24; Wilkinson, 2015:18), educator resignation (Sello, 2015:9), low educator effort (Barber & Mourshed, 2007:22), educator absenteeism (Reddy, Prinsloo, Netshitangani, Moletsane, Juan, & Janse van Rensburg, 2010:226), educator pay systems (Armstrong, 2009:39; Gustafsson & Patel, 2008:45; Otieno, 2015:10; Van der Berg & Burger, 2010:158) and the Funza Lushaka bursary scheme (Arends & Arends, 2011:2-6; Badugela, 2012:113; Bowie, 2014:13; Deacon, 2012:125; Deacon, 2015:13; Hammond, 2015:8; Modisaotsile, 2012:89; Nkosi, 2015:14; Reed, 2014:24; Rusznyak & Bertram, 2013:89-101; Statistics South Africa, 2011:6; Taylor, 2014:11).

Walton (2015:7) indicated that educators in the Dr. Kenneth Kaunda District felt it difficult to transfer the theory from workshops on particular lesson content into their classrooms. The reason behind this is, for the most part, a result of the few difficulties within the school environment. The educators gave a few explanations behind the non-execution and these

included, their classes were over-crowded and the way that they did not have sufficient time to finish the curriculum, in addition to preparing learners for the Annual National Assessments (ANA).

Several studies have been executed on weak educator content knowledge in the new curriculum (Moodley, 2013:163-171; Nkosi, 2012:11). The Curriculum Assessment Policy Statement (CAPS) is a new curriculum that was made known to educators in the year 2012. Few yet considerable changes were made to the syllabus without abandoning the curriculum (Moodley, 2013:163-171). Moodley (2013:163-171) adds that a syllabus alludes to the content matter of a specific subject and that there was perplexity in the Dr. Kenneth Kaunda District about what a curriculum was, as opposed to a syllabus. With little concentration on looking at enhancing the syllabus, the Department of Education continued looking at changing the curriculum. The outcome was that the entire system was flipped around too early and simultaneously lost quite a bit of what was successful in the old system (Nkosi, 2012:11). Educator unions, such as NAPTOSA and SADTU, have complained about the educators having poor content knowledge for the execution of the new curriculum in their classrooms (Nkosi, 2012:11). Nkosi (2012:11) affirmed that there has been perplexity in the execution of the new curriculum, chiefly in light of the fact that there has not been sufficient correspondence and arrangement for the new curriculum. The disarray has brought about hopelessness and frustration of educators. A study by Moodley (2013:163-171) found that educators have added strain to finish new work schedules and lesson preparation, which consequently expanded the workload which accompanies curriculum change.

Additionally, challenges incorporate various inequalities experienced by the South African education framework before 1994 (NEPI, 1993:23-24). These inequalities brought about the inadequacy of black schools, bringing about the schools evolving into “dysfunctional” schools. “Dysfunctional” schools are situated in the poor neighbourhoods, where the schools are not objective and mission orientated, have inadequate leadership and lack capital and resources as well as a bigger number of learners than normal in the classrooms (Gallie, Leithwood, Harris, & Strauss, 2010:6; Wolk, 1998:56). Studies (Green & O'Sullivan, 2009:17; Shipengrower & Conway, 1998:98) express that these schools are occupied by, for the most part, black learners who are not conversant with English. Wilkinson (2015:18) proclaimed that black learners living in poor neighbourhoods are going through hardships as a result of these "dysfunctional" schools. Wilkinson (2015:18) states that the Minister of

Basic Education, Angie Motshekga, clarified that 80% of the schools are as yet still dysfunctional and the dysfunction of the schools depends on their matric results and whether the schools perform beneath a pass rate of 70%.

As indicated by Sello (2015:9), in the year 2015 the Government Pensions Administration Agency (GPAA) recorded 4 600 resignations in South Africa. The resignations were caused by gossip that educators would not get their pension in full in the future and a large number of the educators resigned in order to retain their pension. The rest of the educators that remained in the system were more inclined to burnout, diminished satisfaction and decreased work engagement in view of the lack of educators (Sello, 2015:9). This issue specifically influenced learners, hence bringing about a lowered pass rate of learners in some schools.

Barber & Mourshed (2007:22-25), in their study on prosperous education systems, reasoned that the quality of a school system cannot surpass the quality of its teaching power. The report additionally expressed that low educator effort, which stands out among the most significant issues in South African schools, may be considerably greater than weak educator content knowledge to effectively teach the curriculum (Murphy, 2009:163).

Educator absenteeism was reported by Reddy et al. (2010:26). The report found that about 11% of teaching time had been lost because of educator absenteeism. Educator leave days are more common on Mondays and Fridays than any other day in the week, demonstrating the exploitation of leave days by educators.

Educator pay in respect to per capita GDP (Gross Domestic Product) in South Africa is strikingly high by international benchmarks (Pretorius, 2014:10). Educators in South Africa got a compensation increase of around 15% between the year 2007 and 2009, yet the educator output remained moderately low (Otieno, 2015:10). A few studies (Armstrong, 2009:90; Gustafsson & Patel, 2008:45; Van der Berg & Burger, 2010:158) recommended that educators ought to get more increases in their salary; in that way they will not be inclined to leave the profession in the middle of their career. An investigation by Van der Berg and Burger (2010:158) showed that educators earn pay that is fundamentally the same as that of public sector employees at an age of 22, however their earnings-age profile is significantly lower, prompting an extensive earnings gap showing up at later ages. By the age of 30 the income of public sector employees is 77% greater than educators, then by the age of 40 by 96% (Van der Berg & Burger, 2010:158).

Nkosi (2015:14) highlights that every year Funza Lushaka funds a fourth of the learners studying towards being educators. The funding allotment expanded from R109-million in 2007 to more than R940-million in 2014. Of the 14 500 bursaries granted in 2013, more than 3000 final-year learners graduated. Research by scholars (Arends & Arends, 2011:271; Badugela 2012:176; Department of Basic Education, 2011:10; Modisaotsile, 2012:89; Statistics South Africa, 2011:6), showed distressing quantities of new educators who are inadequately prepared to teach. A quantitative report by Hammond (2015:8), concluded that the universities do not yield quality educators. A report by the ITERP (Initial Teacher Education Research Project) concluded that educator courses have low entrance prerequisites compared to other professions (Bowie, 2014:13; Deacon, 2012:125; Deacon, 2015:13; Reed, 2014:224; Rusznyak & Bertram, 2013:89; Taylor, 2014:151). The studies revealed that learners are accepted with no reference to what propels them to want to become educators. In a few institutions, there is more concentration on the number of educators, instead of the value of the educators.

The level of job satisfaction is one of the fundamental factors that decide the organizational climate of an organization (Al-Shammari, 1992:30-32; Keuter, Byrne, Voell, & Larson, 2000:46-49). Up to one-third of educators leave the profession within the first five years of teaching (Ingersoll & Smith, 2004:28-40). Ingersoll and Smith (2004:28-40) likewise express that educators have diverse roles which are boring in the workplace, that is the reason it is important that educators feel fulfilled in implementing those different roles. The roles of instructors include: arranging and executing a scope of teaching programmes; providing a safe environment for learners; teaching learners according to the curriculum; observing, assessing and detailing progress of learners in key learning areas; implementing strategies to achieve learner outcomes; keeping up records of class participation and recording progress of learners; implementing learner management according to the school's strategic plan; participate in development as well as developing a professional portfolio (SACE, 2010:12-40).

Educator Post-Levels could also provide challenges with regard to actual staff teaching. For ease of reference, the Post-Levels of personnel in schools stand as follows-Educators and senior Educators: Post-level 1, Head of Department (HOD): Post-level 2, Principal: Post-level 3 and Senior Principal: Post-level 4 (Government Notices, 2016:41). As indicated by the Government Notices (2016:18-35), the fundamental obligations of educators and senior

educators are to participate in class teaching; the HOD's are, for the most part, in charge of the functioning of the school and developing additional curricular activities in order to guarantee that the education of the learners is advanced in an appropriate way. The principals are in charge of the administrative strategies and procedures of activities and functions of the schools, while the senior principals oversee that the school is managed efficiently according to legislation and regulations.

Studies (Bergman, Bergman, & Gravett, 2011:461-474; Lee, Dedrick, & Smith, 1991:190-208; Southern and Eastern Africa Consortium for Monitoring Educational Quality [SEACMEQ], 2011:4-7) demonstrate that the educator's job satisfaction is influenced by intrinsic and extrinsic factors. An example of intrinsic factors incorporate the control educators have in the classroom environment, recognition or responsibility, and examples of extrinsic factors include school security, compensation and administrative support.

In view of the challenges faced by educators provided, the following questions arise:

1.4 RESEARCH QUESTIONS

- Do high school educators in the Dr. Kenneth Kaunda District experience burnout?
- Do high school educators in the Dr. Kenneth Kaunda District experience work engagement?
- To what extent do high school educators in the Dr. Kenneth Kaunda District experience job satisfaction?
- Is there a relationship between burnout, work engagement and job satisfaction amongst educators in the Dr. Kenneth Kaunda District?

1.5 RESEARCH OBJECTIVES

1.5.1 General objective

The general objective of the study is to investigate the well-being and job satisfaction of high school educators in the Dr. Kenneth Kaunda District.

1.5.2 Specific objectives

The following are specific objectives of the research study:

- To determine burnout amongst high school educators in the Dr. Kenneth Kaunda District.
- To determine work engagement amongst high school educators in the Dr. Kenneth Kaunda District.
- To determine the levels of job satisfaction amongst high school educators in the Dr. Kenneth Kaunda District.
- To determine the relationship between burnout, work engagement and job satisfaction of high school educators in the Dr. Kenneth Kaunda District.

1.6 RESEARCH HYPOTHESES

In the view of the discussions above, the following hypotheses are developed:

Hypothesis 1

Burnout is negatively related to work engagement.

Hypothesis 2

Burnout is negatively related to job satisfaction.

Hypothesis 3

Work engagement is positively related to job satisfaction.

Hypothesis 4

There is a relationship between burnout, job satisfaction and work engagement.

Hypothesis 5

Educators in *Performing High Schools* of the Dr. Kenneth Kaunda District experience high job satisfaction levels.

Hypothesis 6

Educators in *Performing High Schools* of the Dr. Kenneth Kaunda District experience work engagement.

Hypothesis 7

Educators in *Performing High Schools* of the Dr. Kenneth Kaunda District do not experience burnout.

Hypothesis 8

Educators in *Under-Performing High Schools* of the Dr. Kenneth Kaunda District do not experience work engagement.

Hypothesis 9

Educators in *Under-Performing High Schools* of the Dr. Kenneth Kaunda District experience burnout.

Hypothesis 10

Educators in *Under-Performing High Schools* of the Dr. Kenneth Kaunda District experience low levels of job satisfaction.

The research method of this study is presented below.

1.7 RESEARCH METHOD

Research design

A quantitative approach will be utilised in this study. The approach offers the researcher a chance to analyse information utilizing statistics (Adam & Healy, 2000:27; Creswell, 2009:61; Mannay, 2010:91-111). The quantitative approach will involve the compiling of questionnaires and the acquiring of a sample from a suitable population.

Population

In this study the target population will consist of high school educators in the Dr. Kenneth Kaunda District. A population is a totality of all the items, subjects or individuals that comply with a group of specifications (Ralph, Birks, & Chapman, 2014:164; Polit & Hungler, 1999:137).

Sample

The sample for this study will consist of educators from seven out of seven *Under-Performing High Schools* and seven out of 17 *Performing High Schools*. A sample is a fragment of a population that represents the whole population (LoBiondo-Wood & Haber, 1998:250; Polit & Hungler, 1999:95; Savin-Baden & Major, 2013:81). The sample for this study will consist of educators from seven out of seven (100%) Under- Performing High Schools and seven out of 17 (41, 2%) Performing High Schools. Studies (Grinnel & Williams, 1990:139-176; Wertz, 2011:16-11) state that usually a 10% sample ought to be adequate for controlling sampling errors. More than 10% of the population will be represented in this study.

A purposive convenience sampling technique will be used in this study. Purposive convenience sampling is a non-probabilistic sampling technique applicable to qualitative or quantitative studies, in spite of the fact that it is most regularly utilized as a part of quantitative studies (Black, 2010:69). The explanation behind utilizing this sampling technique is that the subjects are easily available to the researcher.

Measuring instruments

Questionnaires will be used to measure the well-being and job satisfaction of the educators. A questionnaire is a strategy of gathering data on the subjects' learning, convictions or state of mind on specific topics (Polit & Hungler, 1997:67; Silverman, 2011:261). With the utilization of questionnaires, a great deal of data from an expansive number of subjects within a brief period can be assembled in an economical manner. Questionnaires enable the researcher to effortlessly and rapidly measure the outcomes utilizing software. Likewise, if a

questionnaire is inadequately planned and the language utilized as a part of the questionnaire is obscure, this could make the subjects misconstrue the questions.

In order to assess the burnout, work engagement and job satisfaction amongst the educators of the Dr. Kenneth Kaunda District, the Educator Well-being and Job Satisfaction Questionnaire (Annexure A) will consist of the Biographical Data Section, the Oldenburg Burnout Inventory (OLBI) (Demerouti, Bakker, Vardakou, & Kantas, 2003:296-307) and the Minnesota Satisfaction Questionnaire (MSQ) (Weis, Dais, England, & Lofquist, 1967:86-89).

The Biographical Data Section will consist of items which include: Job title; Post-Level; Gender, Age, Marital status, Race, Highest educational qualifications, Period of service in the Department of Education, Period of service in current school, Number of learners in class, Number of subjects taught in matric phase, Number of classes taught in matric phase, Number of subjects taught in phases other than matric and Number of classes taught in phases other than matric.

The OLBI (Demerouti, Bakker, Vardakou, & Kantas, 2003:296-307) has negative and positive items to evaluate burnout; these items are exhaustion and cynicism. The OLBI can be utilized to quantify the dimensions of burnout and work engagement at the same time and also the two dimensions of work engagement, which are vigour and dedication. Demerouti, Bakker, Vardakou, and Kantas (2003:296-307) developed the OLBI, which has questions on the two ends of the exhaustion-vigour and cynicism-dedication continua (Gonza'lez-Roma', Schaufeli, Bakker, & Lloret, 2006:165-174).

Schaufeli and Bakker (2010:10-24) characterize exhaustion, cynicism, vigour and dedication as the following: exhaustion is an aftereffect of long physical or mental strain that is caused by specific job demands, cynicism is removing or withdrawing oneself from his work, vigour is the elevated amounts of energy and mental adaptability during work, while dedication is a having a feeling of inspiration, enthusiasm and motivation during work. The MSQ will be used to gather data about the job satisfaction of the educators (Weis et al., 1967:93). The MSQ contains two distinct parts: intrinsic and extrinsic job satisfaction. The intrinsic satisfaction measures emotions about the tasks of the job and the extrinsic satisfaction measures emotions that are external to the job (Baylor, 2010:185; Spector, 1997:156).

Statistical analysis

The statistical analysis will be carried out with use of the Statistical Package for the Social Sciences (SPSS) programme (IBM Corp SPSS, 2015: version 22.0). The Cronbach alpha will be used to determine the validity of the instruments used (Clark & Watson, 1995:301-319; Tavakol & Dennick, 2011:447-458). The Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) will explore and confirm the construct validity of the instruments (Brown, 2006:10). The relationship between burnout, work engagement and job satisfaction will be done using the Pearson's correlation analysis (Sharma, 2012:354).

Research procedure

Written authorization to conduct the study will be obtained from the North-West University and consent will likewise be obtained from the Department of Basic Education. Furthermore, the researcher will speak to every one of the senior principals of the schools in the Dr. Kenneth Kaunda District face-to-face and request for authorization to conduct the study in their respective schools. Questionnaires will be utilized to gather the information.

Ethical considerations

The ethical principles recommended by Bryman and Bell (2007:59) will be followed when executing this study. The educators in the Dr. Kenneth Kaunda District will not be abused in any capacity conceivable and their dignity will be preserved. Permission will be obtained from the educators before the execution of the study (Annexure B and C); in that way their protection will be guaranteed. The data gathered will be treated confidentially; in this manner the autonomy of the educators will be ensured. Any type of deceit with respect to the aims and objectives of the study will be averted. Any conflict of interest that emerges from the study procedure will be recognized. There will be straightforwardness with regards to any type of correspondence with the study. The educators will be given a chance for inquiries and concerns about the study before participation. The alteration of findings, in a deceptive way, will be avoided. Permission from the Ethics Committee of the North-West University will also be sought (Annexure D).

The significance of the study is presented below.

1.8 SIGNIFICANCE OF THE STUDY

The aim of this study is to investigate the burnout, work engagement and job satisfaction amongst high school educators in the Dr. Kenneth Kaunda District. Findings ought to give knowledge on understanding the role of burnout on job satisfaction and work engagement in connection with demographic characteristics. The results of this study are vital as far as its contribution to reduce burnout and to expand job satisfaction of educators. Additionally, the findings would be useful for researchers in policy deliberation and endeavours to enhance educator and learner achievement.

Studies (Bishay, 1996:147-154; Maforah & Schulze, 2012:227-239) express that educators are some of the most essential experts in the nation. The improvement of work engagement and job satisfaction and the decline of burnout among educators should profit learners, educators, and, in addition, the Department of Basic Education. Recommendations suggested from the findings in this study, if actualized, ought to minimize experiences of burnout while enhancing work engagement and job satisfaction, in this way prompting *Under-Performing High Schools* to transform to *Performing High Schools*.

1.9 DIVISION OF CHAPTERS

Chapter 1 introduces the study to be executed.

Chapter 2 will address a review of the literature of the study.

Chapter 3 will provide the design followed in the study.

Chapter 4 will include the results and interpretation thereof.

Chapter 5 will provide conclusions, recommendations and limitations of the study.

1.10 CHAPTER SUMMARY

In this Chapter, the need to study the well-being and job satisfaction of high school educators in the Dr. Kenneth Kaunda District was articulated. In order to make sense of the causes and consequences of their expectations on burnout, engagement and job satisfaction, the JCM will be used. The research design was provided.

In this study, a quantitative approach will be followed, the survey method, and self-administered questionnaires used.

The questionnaires will include Biographical data, the OLBI and the MSQ. A sample will be drawn from the high school educators of the Dr. Kenneth Kaunda District (population). The SPSS will be used for capturing and analysing of data. The results will be presented in tables and graphs.

Furthermore, the significance of the study was highlighted, ethical considerations declared, and the plan of the study outlined.

In Chapter 2, a literature review related to burnout, job satisfaction and work engagement will be undertaken.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, literature on burnout, work engagement and job satisfaction is reviewed.

2.2 EDUCATOR WELL-BEING

Educators' well-being and job satisfaction are an essential connection in the chain of education reform, especially in South Africa where the system of education direly needs to be enhanced (Byrd-Blake, Afolayan, Hunt, Fabunmi, Pryor, & Leander, 2010:450-472). Be that as it may, the connection between burnout, job satisfaction and work engagement of educators has not yet received much research consideration in South Africa.

The literature review of phenomena on educators is vital because most methodologies directed at enhancing educator well-being and job satisfaction in South Africa appear to be deficient. A few methodologies succeed in specific schools, while some do not succeed in other schools (Gavish & Friedman, 2010:141-167; Skaalvik & Skaalvik, 2011:1059-1069). Educator's well-being and job satisfaction are of supreme importance, since learners' accomplishments are profoundly associated with educator well-being (Tynjälä & Heikkinen, 2011:11-35).

The knowledge of burnout has rapidly developed since the 1970s and is viewed as a significant issue (Van Horn, Taris, Schaufeli, & Schreurs, in press). At the point when educators encounter burnout, it lessens their personal satisfaction and furthermore negatively affects their family life (Connor, Morrison, Fishman, Ponitz, Glasney, Underwood, & Schatschneider, 2009:85-99; Hellesoy, Gronhaug, & Kvitastein, 2000:233-247; Kula, 2011), as well as of their learners. The level of educator job satisfaction has captivated research attention, therefore educator well-being and job satisfaction has turned out to be one of the motivations of this study (Curby, Rudasill, Edwards, & Perez-Edgar, 2011:175-188; Mahomed, 2004:7- 23; Sirgy, 2012). There are a couple of studies on the relationship of well-being to job satisfaction of educators, despite the fact that many were identified with the subjects of well-being to job satisfaction exclusively (Zahoor, 2015:181-184).

Burnout influences educators' achievement and dedication, which thus prompts a decrease in the quality of teaching and has a negative impact on educators' achievement (Akman, Taşkın, Özden, Çörtü, 2014: 807-815; Blandford, 2000:53). Burnout has assorted negative impacts on educators; these impacts include: exhaustion, poor interpersonal relationships with colleagues, low morale and less sensitivity towards challenges of learners, less tolerance of classroom disturbances and less classroom lesson planning (Demaray, Malecki, Rueger, Brown, & Summers, 2009:13-28; Lynch, 2016:49; Maslach & Jackson, 1986:257). These behaviours have motivated the development of literature on burnout, job satisfaction and work engagement of employees, including educators (Fernet, Guay, Senectal, & Austin, 2012:514-525).

Teaching is, to a great degree, a physical and emotional strenuous profession, since educators offer direct assistance to learners and indirect assistance to the society (Maslach, Jackson, & Leiter, 1996:398; McCormick, 2011:278-239). The educators are hence exposed to impractical expectations, such as being disciplinarians, while meeting a variety of learner needs (Baldwin, Lunceford, & Vanderlinden, 2005:39; Purvanova & Muros, 2010:168-185). Studies (Brouwers, Tomic, & Boluijt, 2011:17-39; Lackritz, 2004:713-729) bring up that the endeavour of educators attempting to accomplish these expectations may prompt burnout, which may bring about unending ailments. Consequently, these ailments prompt educators to become less productive in class, which encourages educators to leave the profession prematurely (Harrington & Hunt, 2010:585; Hogan & McKnight, 2007:83).

Studies on burnout, work engagement and job satisfaction will be discussed below. The first phenomenon to be discussed will be burnout, followed by work engagement and job satisfaction.

2.2.1 Burnout

Previous research on burnout will assist in explaining how burnout affects various occupations, including educators. Burnout is one of the most researched topics in occupational psychology and the results of previous studies have demonstrated employees continually experiencing exhaustion and having a cynical view towards work; employees who experience these feelings eventually encounter serious medical issues and a decline in work performance (Bakker, Demerouti, & Sanz-Vergel, 2014:389-411; Duyan, Aytaç, Akyıldız, & Laar, 2013:105-116). Studies (Bakker, Schaufeli, Sixma, Bosveld, & Van Dierendonck, 2000:425-441; Hakanen, Peeters, & Perhoniemi, 2011:8-30; Schaufeli,

Maassen, Bakker, & Sixma, 2011:248-267) indicate that burnout can be maintained over five, ten or fifteen years.

Studies demonstrate that most researchers share the opinion that burnout is a condition of exhaustion caused by taxing circumstances in the work environment (Pines, 1993:34; Tatalović-Vorkapić & Lončarić, 2013:431-445). Burnout has been defined in an assortment of ways. Ruotsalainen, Verbeek, Mariné, and Serra (2015:87-98) distinguished burnout as a sort of mental anxiety showed by frustration and fatigue, which prompts ineffectiveness during work. Burnout is likewise characterized as being emotionally exhausted and occurs among individuals who work with other individuals (Ajala, 2013:46-57; Maslach, Jackson, & Leiter, 1996:265). Gil-Monte (2005:192) and Wu, Li, Zhu, Lin, Chai, and Wang (2012:279-287) explain that burnout as an individual's reaction to stress in the workplace and the endeavour to manage that stress. Researchers explain that burnout as a construct that includes three factors, namely: diminished personal accomplishment, emotional exhaustion and depersonalization (Finney, Stergiopoulos, Hensel, Bonato, & Dewa, 2013; Maslach, Schaufeli, & Leiter, 2001:397-442). Emotional exhaustion is a feeling of being emotionally drained, diminished personal accomplishment is a sentiment of being antagonistic about your ability and accomplishment with respect to work, and depersonalization is building up a pessimistic attitude towards clients (Gascon, Leiter, Andrés, Santed, Pereira, Cunha, Albesa, Montero-Marín, García-Campayo, Martínez-Jarreta, 2013: 3120-3129; Maslach, et al., 2001:397-442).

Teaching is seen as an emotional profession and emotions are an essential part of educators' lives (Diener, 2012:590-579; Hargreaves, 1998:835-854; Sutton & Wheatley, 2003:332). Educators encounter a variety of emotions while teaching, particularly while passing on instruction to learners (Keller, Frenzel, Goetz, Pekrun, & Hensley, 2014:69-82; Nias, 1996:293-306). Emotions influence educator conduct, well-being, and instruction, which consequently influences learner achievement and conduct (Fredrickson, 1998:300-319; Frenzel, 2014:494-519).

Burnout, as suggested by researchers, is particularly caused by low job resources and high job demands (Alarcon, 2011:549-562; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001:499-512; Lee & Ashforth, 1996:123-133). Ahola (2007:364), in a study of Finnish workers, reported an increased level of depression, anxiety and alcohol abuse among burned-out employees. In a similar study, Hakanen and Schaufeli (2012:415-424), in a study of dentists,

found a positive relationship between burnout and life dissatisfaction and depression. In educator research, Barutçu and Serinkan (2013:318-322) executed a study on educators in Turkey and the results showed burnout being caused by poor working conditions and insufficient salary. In physical health studies, Kim, Ji and Kao (2011:258-268) found that burned-out social workers experienced physical health issues; these issues included sleep disorders, gastrointestinal and respiratory infections as well as headaches. Other studies found that burnout causes withdrawal behaviour. Different studies found that burnout causes employees to be withdrawn; examples include increased turnover and absenteeism (Envick, 2012:21-32; Hanisch, 1995:156-162; Maslach et al., 2001:397-422). In a study of nurses, Demerouti, Le Blanc, Bakker, Schaufeli, and Hox (2009:50-68) found that high job demands brought about increased burnout. Taking everything into account, employees who are worn-out by their work, encounter more health issues, and this impacts their behaviour at work altogether.

There are various sources and theories of burnout that help to explain the phenomenon of well-being and job satisfaction in the workplace.

Sources of burnout

Research by Leiter and Maslach (2005:241-250) points to six specific sources of burnout at work. These are: *lack of control, values conflict, insufficient reward, work overload, unfairness and breakdown of community*. These sources are reflected in various models, which are the *Cherniss' Process Model*, the *Golembiewski's Phase Model* and *Leiter's Process Model*. These process models of burnout are discussed below.

The Cherniss Process Model of burnout

Cherniss (1980:317) built up a model of burnout through the investigation of beginners in the workplace. The model proposes that work setting attributes blend with suffering experienced by employees (Akin, Demirci, Yildiz, Gediksiz, & Eroglu, 2012:87; Burke & Richardsen, 2000:327-368). For example, the school climate affects levels of educator burnout at work (Al-Qutop & Harrim, 2011:193-205; Stoll & Louis, 2007:28). A few solutions to enhance the school climate, which were implemented in *Under-Performing High Schools* in America, aided in reducing burnout and improving job satisfaction of educators (Baleghizadeh & Gordani, 2012:30-42; Kirkland, Villavicencio, & Fergus, 2016:4; Organization for Economic Cooperation and Development [OECD], 2009:7). These solutions, to name a few, included:

enhanced supported collaborations and communication among educators and learners; educators feeling acknowledged and recognized for their participation in assisting towards the schools' success; and progress assessments are ways that utilize proper standards and expectations.

The Golembiewski's Phase Model of burnout

Golembiewski, Munzenrider, and Carter (1983:461-481) report that there are different stages in burnout. Burnout advances from depersonalization to lack of accomplishment and thereupon to exhaustion (Burke, Ng, & Wolpin, 2011:7-22; Golembiewski, Munzenrider, & Carter, 1983:476). The quality of teaching is mostly influenced by emotional exhaustion (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008:702-715). In this way educators' burnout is an extremely important subject in the investigation of the well-being of educators (Çelik & Tabancalı, 2012:31-38; Chang, 2009:193-218).

The Leiter Process Model of burnout

Leiter (1989:15-22, 1991a:547-558, 1991b:123-144) recommended a model of burnout fixated on two suppositions. These suppositions are that burnout elements impact each other over time, and the three domains of the Maslach Burnout Inventory (MBI) are associated with working conditions and individual characteristics (Leiter, 1991b:128). Leiter's (1991b:123-144) study was intended to find out what effect the elements of burnout have on the other two elements of burnout and to decide the relationship burnout has with working conditions. Emotional exhaustion, in the model, happens first in the burnout procedure and consequently results in job stressors. At the point when employees are emotionally exhausted, the level of achievement in employees declines, as a result causing burnout (Degenais-Desmerais & Savoie, 2012:659-684; Leiter, 1991b:137).

2.2.2 Work engagement

Several studies have been done on the engagement phenomena. Work engagement is a well-researched subject and is exceptionally vital since employees who are engaged indicate greater levels of customer satisfaction and achieve more during work, bringing about more profit for the organization (Harter, Schmidt, & Hayes, 2002:268-279; Li, Tang, & Gong, 2011:763-776; Robinson & Perriman, 2004:76). Work engagement can affect work attitudes, since it includes emotional behavior (Rosso, Dekas, & Wrzesniewski, 2010:91-127). Studies (Saks, 2006:600-619; Schaufeli, 2013:287-297) confirmed that giving employees the chance

to take an interest in roles at work results in employees being committed to the organization.

Work engagement has been characterized as the enthusiasm an employee has towards the job (Erdem, 2010:511-537; Kirkpatrick, 2007:53). Kirkpatrick (2007:57) likewise uncovered that work engagement is identified with a positive practice applied by employees in an organization. Work engagement can be described as having a positive mentality related with vigour, dedication and absorption (Garg & Rastogi, 2009:42-51). Vigour is having elevated amounts of energy and drive throughout the course of work; dedication refers to having dignity and inspiration at work; and absorption alludes to being fascinated and absorbed in work (Jofreh, Yasini, Dehsorkhi, & Hayat, 2013:338-346). Studies (Bakker & Bal, 2010:189-206; Gonzalez-Roma, Schaufeli, Bakker, & Lloret, 2006:165-174) point to work engagement as a construct distinct from burnout.

There are varied studies (Hakanen, Bakker, & Schaufeli, 2006:495-513; Llorens, Bakker, Schaufeli, & Salanova, 2006:378-391; Schaufeli & Bakker, 2004:293-315) on the relationship between work engagement, job demands and job resources. Schaufeli and Bakker (2004a:293-315) led studies in various organizations (insurance, health and pension fund) and the outcomes were that job resources foretold work engagement, and work engagement foretold turnover intention. Bakker, Hakanen, Demerouti, and Xanthopoulou (2007:274-284) directed a study on Finnish educators and results showed that job resources, like supervision and recognition, worked as a pad on the negative impacts on job demands of educators on work engagement. At the point when educators are appreciated, vigour levels rise regardless of the increase of bad behaviour of learners (Zarafshan, Mohammadi, Ahmadi, & Aarsalani, 2013:20-27). It is comparable in organizations, that when employees are admired, their commitment increases, despite the fact that demands in the job are greater (Bakker et al., 2007:274-284; Xu, 2010:88-91). Consequently if employee appreciation is increased and the organizational climate is improved, the negative effects of job demands can decline.

A study by Hakanen, Bakker, and Schaufeli (2006:495-513) confirmed that work engagement controls the impacts of job resources on the commitment of employees, while Hakanen et al. (2006:495-513) found that when job resources increase, this brings about enhanced work engagement and organizational commitment. Llorens et al. (2006:378-391) discovered that there is a relationship between work engagement and task resources. If employees are engaged in their job, their task resources will increase and consequently work engagement will increase; this process is called positive gain spiral (Alfes, Shantz, Truss, & Soane, in

press; Llorens et al., 2006:378-391). Employees who encounter vigour and dedication are assisted by personal resources during their work processes, thus work engagement is elevated (Bledlow, Schmitt, Frese, & Kühnel, 2011:1246-1257; Llorens et al., 2006:378-391).

Andreassen, Ursin, and Eriksen (2007:615-629) investigated the relationship between work engagement and workaholism among employees working at a bank. The outcomes were that work engagement is positively related to the level of drive during work. The duration that the employees worked at the bank determined their level of work engagement (Andreassen et al., 2007:615-629). Studies (Kinnunen, Feldt, & Makikangas, 2008:114-127; Siegrist, Starke, Chandola, Godin, Marmot, Niedhammer, & Peter, 2004:1483-1499) confirmed that organizational support affects work engagement and absorption has a positive relationship with commitment in the workplace. Studies (Boyd, Bakker, Pignata, Winefield, Gillespie, & Stough, 2011:112-140; Kinnunen et al., 2008:114-127; Siegrist, 1996:27-41) additionally found a negative relationship between vigour and dedication. Work engagement clearly identifies with different sorts of work engagement state of mind. Engaged educators, therefore, are resilient, vigorous, enthusiastic and optimistic about the work and are very often immersed in that work. These constructs can be easier understood with the explanation of the sources and theories of work engagement.

Sources of work engagement

The sources of work engagement are reflected in various theories and models: *the Job Demands-Resources (JD-R) model* and *the Porter-Lawler Model*.

The Job Demands-Resources (JD-R) Model

The JD-R Model (Bakker & Demerouti, 2007:309-328; Demerouti et al., 2001:499-512) has two suppositions; one supposition is that job resources promote work engagement thus causing an increase in performance, the second supposition is that job resources are essential when there are high job demands. The JD-R Model features the duty of job resources and stresses the importance of attributes that drive employees to be more diligent in their work (Kawada, Otsuka, Inagaki, Wakayama, Katsumata, Li, & Li, 2011:115-118; Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002:71-92). Past studies have uncovered that the learning of educators is positively related to autonomy (Aloe, Amo, & Shanahan, 2014:101-126; Pearson & Moomaw, 2005:37-53; Porter, 1989:343-356).

The Porter-Lawler Model of Motivation

The Porter-Lawler Model of Motivation (Porter & Lawler, 1973:151-176) is a multivariate model and portrays the relationship between performance and attitudes on the job. Studies (Greenberg, 2011:271; Kanfer, Gilad, & Pritchard, 2008:148) clarify that the model has four suppositions: the first is that employees' conduct is controlled by environmental factors; the second supposition is that employees are constantly making behavioural decisions at work; the third is employees have different aims and objectives; and the fourth is that employees choose which behaviours to show and that the display of various behaviours have different results. Effort, performance and satisfaction are the components of this model (Porter & Lawler, 1968:269). Effort alludes to the level of vitality employees exercise at work, performance is an employee's accomplishment of labour that prompts the performance, satisfaction alludes to when an employee has performed ideally which prompts satisfaction and could also be reliant on the amount of rewards received (Porter & Lawler, 1968:269). The Porter-Lawler Model of Motivation also recommends that management in organizations re-assess their reward frameworks, which is vital in effectively managing employees (Mercer, Carpenter, & Wyman, 2010:169).

2.2.3 Job satisfaction

Over a couple of years, studies (Okpara, 2004:65-92; Shah, Jatoti, & Sahil, 2012:799-808) have been led on the measurements of job satisfaction from various occupations, including educators. A considerable measure of concentration has been on the dimensions of job satisfaction. An assortment of studies have confirmed that job satisfaction has a positive relationship with organizational commitment (Ho, Chang, Shih, & Liang, 2009:1-10). Job satisfaction is likewise affected by pay structures. Khan, Aslam, and Lodhi (2011:2162-3058) have uncovered that young employees are happy with their pay yet older employees are not, on the grounds that they feel that they are not paid according to their purpose in the work environment. Job satisfaction relies upon what an individual needs and what they can gain from the job (Castle, Engberg, & Anderson, 2007:191-211; Ho et al., 2009:1-10; Porter & Lawler, 1973:151-176). At the point when employees are experiencing job satisfaction, a positive environment in the workplace develops (Khan et al., 2011:2162-3058).

Job satisfaction is characterized in different ways, however most point to job satisfaction as multidimensional (Hulin & Judge, 2003:255-276; Koustelios & Tsigilis, 2015:189-203;

Mullins, 2005:1052-1058; Shouksmith, Pajo, & Jepson, 1990:355-364; Vidal, Valle, & Aragón, 2007:1272-1281). Job satisfaction is identified with how employees feel about elements of their work, regardless of whether positive or negative (Ommen, Driller, Köhler, Kowalski, Ernstmann, Neumann, Steffen, & Pfaff, 2009:1-9; Spector, 1997:46). Cases of these elements could be nature of the work, supervision, working conditions and pay (Indhumathi, 2011:115-124).

Indhumathi (2011:115-124) characterizes job satisfaction as doing a job that one enjoys, doing the job to the best of one's capacity and being paid for it. Studies (Aziri, 2008:46-52; Statt, 2004:78) allude to work fulfillment as the degree of satisfaction one has with the pay received. Mullins (2005:1052-1058) states that the relationship between job satisfaction and inspiration is not comparative. Job satisfaction is a state of mind and is identified with sentiments of achievement (George & Jones, 2008:78). Aziri (2008:46) also considers job satisfaction as an inclination one creates if the job fulfills one's material needs.

Job satisfaction of educators has been a common territory for research over the years. Gupta (1988) investigated various aspects that have an effect on effective teaching and discovered that job satisfaction and pay influenced successful teaching. Bruhn (1989:306-315) did a study on job satisfaction and stress incorporating all major professions and found that job satisfaction is essential for controlling stress and improving profession development. Naseema (1994) examined the relationship between job satisfaction and educator competence and observed that job satisfaction contributed to the competence of the educators.

Yezzi and Lester (2000:776-782) analyzed job satisfaction among educators and discovered that age and the necessity for accomplishment are predictors of job satisfaction. Jabnoun and Fook (2001:72-90) identified factors affecting educator's job satisfaction at specific secondary schools in Malaysia and discovered that demographic variables were the most notable.

Job demands and control affects well-being of employees in several ways. Examples are that poor job satisfaction and burnout is a consequence of high demands, and elevated job satisfaction is a result of elevated control, resulting in high job satisfaction and performance. Van Dick (2004:171-200) found that organizational identification predicts turnover intentions. Cetin (2006:78-88) conveyed a study, with a sample of 132 educators, to see whether there is a contrast between job satisfaction, occupational and organizational

commitment and found a significant relationship between job satisfaction and performance. Zhang and Zheng (2009:331-351) formed new knowledge on the relationship between job satisfaction and job performance and completed a study on employees from seven companies in China, with a sample size of 292. The study discovered that emotional commitment fills in as one of the systems through which job satisfaction impacts performance on the job. Indhumathi (2011) researched the job satisfaction and performance of 444 educators in high schools and it was discovered that there was a significant relationship between job satisfaction and performance and the educators varied remarkably in job satisfaction and performance.

Studies on the relationship between burnout and work engagement, burnout and job satisfaction and job satisfaction and work engagement will be discussed, to assist in addressing the well-being and job satisfaction of educators.

There are several sources that affect an individual's level of job satisfaction; these are indicated below.

Sources of job satisfaction

Sources of job satisfaction are *job content, supervisor, co-workers, organizational climate, recognition as well as rewards, pay and promotion*. These sources are reflected in various theories and models. The need-based theories of job satisfaction widely recognised are namely: *The Abraham Maslow's Hierarchy of Needs, The Herzberg et al.'s Two Factor Theory, The Affect Theory, The Dispositional Theory, The Equity Theory and the Job Characteristics Model*.

The Abraham Maslow's Hierarchy of Needs

As indicated by Maslow (1943:370-383), an individual has five essential needs: physiological, security, affiliation, esteem and self-actualization needs. Physiological needs are the requirement for pay, sustenance, lodging, clothing and furthermore pleasant working conditions; security needs incorporate the requirement for security from danger, professional stability, and reasonable treatment; affiliation needs are the need of being cherished, acknowledged and being part of something; esteem needs incorporate the requirement for respect and independence; and self-realization needs are the consciousness of one's abilities

(Al-Hussami, 2008:286-295). The self-actualisation need is extremely fundamental for educator advancement.

The Herzberg et al.'s Two Factor Theory

Herzberg, Mausner, and Snyderman (1959:85) had a desire for satisfying employees in the workplace; in the light of this desire the Two Factor theory was developed. Herzberg, Mausner, and Snyderman (1959:88) clarify these factor theories as: Satisfiers, which are factors that bring about the fulfilment of employees (eg., advancement and recognition) and hygiene factors which are factors that lead to the dissatisfaction of employees (eg., pay and working conditions). Studies (Schroder, 2008:255-246; Simon, 1997:176; Tims, Bakker, & Xanthopoulou, 2011:131-121) show that it is important that organizations work towards enhancing employee's job satisfaction and urging them to work towards the accomplishment of organizational objectives. Therefore, it is essential to apprehend how to successfully keep educators fulfilled in order to boost their enthusiasm for teaching.

The Affect Theory

Weiss and Cropanzano (1996:1-74) came up with the Affect Theory to indicate how state of mind can influence job satisfaction. The theory additionally clarifies how employees' reaction to situations may conceivably interrupt their performance on the job (Wegge, van Dick, Fisher, West, & Dawson, 2006:261-275). Ruth (2011:434-472) shows that the theory features positive and negative circumstances at work and how they have an impact on the employee's job satisfaction and dedication.

Educators persistently encounter demands, from parents, learners and management, which affect them emotionally (Cross & Hong, 2012:957-967; Sachs & Blackmore, 1998:265-279). Educators find it hard to manage their emotions successfully; this results in educators not having the capacity to effectively teach and communicate with learners (Lee & Yin, 2011:25-46).

The Dispositional Theory

The Dispositional Theory suggests that job satisfaction and personality are related and furthermore, employees are more disposed to a particular level of satisfaction which stays stable over time (Judge, Locke, & Durham, 1997:151-167). Studies (Feist & Feist, 2009:53;

Polk, 2006:23-29; Judge & Lanen, 2001:67-83; Judge & Klinger, 2007:393-413) on the Dispositional Theory have been executed and express that it is important that educators utilize appropriate teaching techniques or methods, because the teaching techniques used dictate the teaching value. Educator technique should suit their personality, which will prompt effective teaching and finally lead to job satisfaction.

The Equity Theory

Waster, Berscheid, and Waster (1973:151-176) modified the Equity Theory and demonstrated how an employee measures fairness in terms of the effort put into relationships and amount of output obtained from the relationship. Redmond (2010:197-212) proposes that the Equity Theory demonstrates what individuals class as reasonable and fair in contrast with other individuals. In view of the Adam's theory (Adam, 1963:422-436), Houseman, Hatfield and Miles (1987:232-241) recommend that if an employee sees injustice in the working environment, dissatisfaction will occur within the employees because of not having uniform input and output (Redmond, 2012:90). Input is what the employee contributes to the job, like time, skills, capacity, and output is what the employee benefits from the job, like pay, security and insurance (Redmond, 2010:67).

The Job Characteristics Model

The Job Characteristics Model (JCM) (Hackman & Oldham, 1975:159-170) is the anchor of this study and clarifies how five dimensions influence personal outcomes and work related outcomes; these include job satisfaction. These dimensions are skill variety, task identity, task significance, autonomy and feedback. Hackman and Oldham (1975:159-170) clarify these dimensions as: skills variety is the chance the organization provides for employees to utilize their skills; task identity is the degree that employees feel that they complete a task; task significance is the degree to which work greatly influences other employees; autonomy is the degree to which employees have independence at work and feedback is the extent of employees being enlightened on their performance. These dimensions impact three psychological states, which are meaningfulness at work, responsibility of outcomes and knowledge of results; which consequently lead to high internal work motivation, high quality work performance, high satisfaction with work, low absenteeism and turnover (Oldham & Hackman, 2010:463-479).

From an education perspective, the JCM may help with enhancing the education field (Pierce, Jussila & Cummings, 2009:477-496). Employees who encounter meaningfulness of work, responsibility of outcomes and knowledge of results in the working environment are more empowered, fulfilled and will produce quality work in contrast with the employees who do not encounter these psychological states. It is felt that by enhancing job dimensions of educators, this will prompt a superior working environment and improved job satisfaction, in this way prompting an enhanced learner achievement.

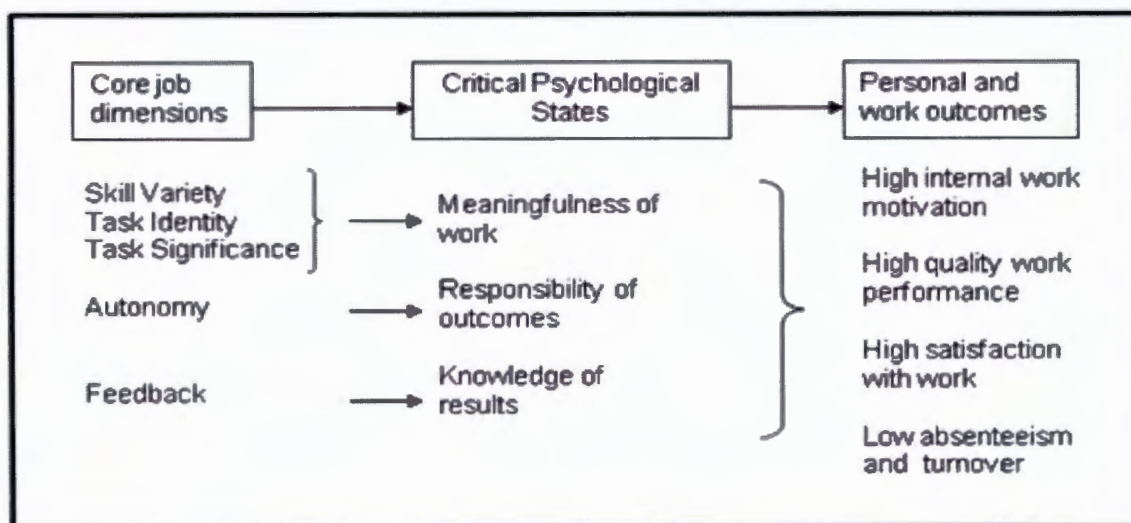


Figure 2.1: Job Characteristics Model (Hackman & Oldham, 1975:161)

2.3 RELATIONSHIPS BETWEEN CONCEPTS: BURNOUT, WORK ENGAGEMENT AND JOB SATISFACTION.

2.3.1 The relationship between burnout and work engagement

The relationship between burnout and work engagement has been researched among a variety of occupations, including educators. Schaufeli and Bakker (2004a:293-315) conducted a study which included different samples of employees from an insurance company, an occupational health and safety service, a pension fund company and home-care organizations. Schaufeli and Bakker (2004b:89-112) analyzed contrasts in burnout and engagement between the employees from the home-care organizations and the employees from the insurance, occupational health and safety services, and pension fund company employees. The results indicated that the Maslach Burnout Inventory-General Survey (MBI-GS) was not appropriate outside human services fields as a result of the diverse path coefficients between the human

and non-human fields. The investigation inferred that burnout and engagement did not measure similar constructs. This absence of awareness to the field may have driven researchers to confirm that if an employee is experiencing reduced personal accomplishment, this will not result in or have a contribution to the burnout state.

Burnout and work engagement relate in two competing theories. According to the Maslach and Leiter theory (1997:134-146) burnout and work engagement include three latent constructs; these are energy, involvement and efficacy. Energy transforms into emotional exhaustion, involvement to cynicism, and efficacy to diminished personal accomplishment (Alarcon, Eschleman, & Bowling, 2009:244-263). In this theory, work engagement is measured by low scores on the MBI, regardless of the version of the MBI (Albrecht, 2010:190-196). Research has rather demonstrated that the MBI does not measure work engagement and measures only the centre to low sides of the latent constructs (Duran, Extremera, & Rey, 2004:386-390; Gonzalez-Roma et al, 2006:165-174; Hakanen et al., 2006:495-513; Schaufeli & Bakker, 2004b:89-112; Schaufeli, Martinez, Marques, Salanova, & Bakker, 2002:464-481; Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002:71-92). The Maslach and Leiter theory developed by Schaufeli and Bakker (2004a:293-315) competes with other theories on the relationship between burnout and work engagement. The MBI only measures the low and not the full side of the latent constructs and the efficacy components of the theory of burnout and work engagement were removed after research that followed recommended that reduced personal accomplishment and absorption are not components. Schaufeli and colleagues (Schaufeli et al., 2002:464-481) have researched the relationship between burnout and work engagement. These studies demonstrated that burnout and engagement have a negative relationship. Studies (Cordes & Dougherty, 1993:621-656; Gonzalez-Roma et al., 2006:165-174; Shirom, 2003:135-164) agreed that efficacy is not a burnout component but a personality characteristic. Other research resulted in burnout and work engagement having two latent factors, which are energy and identification (Gonzalez-Roma et al., 2006:165-174; Schaufeli & Bakker, 2004b:89-112).

For the purpose of this study the Oldenburg Burnout Inventory (OLBI) (Demerouti, Bakker, Vardakou, & Kantas, 2003:296-307) is used as an instrument to address the burnout and work engagement of the educators. The primary purpose behind utilizing the OLBI in this study is because burnout is operationalized by exhaustion and cynicism, rejecting personal accomplishment (Demerouti, Moster, & Bakker, 2010:209-222). The OLBI comprises of

positive and negative items that assess the two measurements of burnout (Qiao & Schaufeli, 2011:87-111). The two measurements of burnout can be depicted by a continuum from cynicism to dedication and exhaustion to vigour (Qiao & Schaufeli, 2011:87-111). The reason for these two dimensions is that exhaustion and cynicism do not have similar antecedents (Demerouti et al., 2001:499-812; Demerouti et al., 2010:209-222). The OLBI, finally, can measure burnout in all professions, similar to the MBI-GS. As we have gathered, the OLBI can measure the whole continuum from vigour to exhaustion and dedication to cynicism, so we can safely say that the OLBI can measure both burnout and work engagement (Demerouti & Bakker, 2007:309-328).

A variety of professions were investigated to inspect their burnout and work engagement levels. The MBI-GS was utilized by Schaufeli et al. (2002:71-92) to investigate professions like human services, learners and management, to name a few. The investigations resulted in burnout and work engagement having a negative relationship. Studies have frequently indicated that burnout is related to job demands (Garden, 1987:545-560; Zapf, Seifert, Schmutte, Mertini, & Holz, 2001:527-545). Professions, like educators, experience high emotional labour (Zapf et al., 2001:527-545). Emotional labour is the emotions that employees display and need to manage at work (Grandey, 2000:95-110). Emotional labour was investigated in human service and non-human service professions; human service professions were shown to experience more burnout (Grandey, 2000:95-110).

Educators are one of the professions who experience the highest degree of work demands (Stoeber & Rennert, 2008:37-53). International research (European Commission, 2013:144; Kyriacou, 2001:28-35; Van Horn, Schaufeli, & Enzmann, 1999:91-108) demonstrates that inequity, low pay, limited promotion opportunities and chance for advancement are the highest causes of burnout.

2.3.2 The relationship between burnout and job satisfaction

The relationship between burnout and job satisfaction has also been researched. Job satisfaction and burnout are emotional work reactions and are linked behaviours, as when job satisfaction increases, burnout thus decreases (Faragher, Cass, & Cooper, 2005:105-112; Ozyurt, Hayran, & Sur, 2006:161-169). Studies (Brewer & Clippard, 2002:169-186; Dolan, 1987:3-12; Faragher et al., 2005:105-112; Ozyurt et al., 2006:161-169; Rocca & Konstanski, 2001:24-26; Sobreques, Cebriá, Segura, Rodríguez, García, & Juncosa 2003:227-233;

Tsigilis, Zachopoulou, & Grammatikopoulos, 2006:256-261) resulted in increased job satisfaction being related to decreased burnout.

Studies have been executed on various elements and how they relate to burnout and job satisfaction (Chiron, Michinov, Olivier-Chiron, Laffon, & Rusch, 2010:948-958; Gökçen, Zengin, Oktay, Alpak, Al, & Yıldırım, 2013:122-128; Lee & Ashforth, 1996:123-133; Sarros & Sarros, 1987:216-230; Schaufeli & Enzmann, 1998:199-215) and results indicated a negative relationship existed between burnout and job satisfaction. Be that as it may, few studies have concentrated on the relationship between the dimensions of burnout and job satisfaction (Anderson, 2008:6-15), although other studies (Bailey, 2006; Jiang, Xichao, & Yan, 2004:197-199; Manoni & Eisner, 2006:651-645) have researched the dimensions of burnout and overall job satisfaction.

Chenevey, Ewin, and Whittington (2008:12-22) led a study on burnout and job satisfaction of educators in Ohio and results showed the educators experiencing high job satisfaction and moderate burnout. Chenevey, Ewin, and Whittington (2008:12-22) clarify that because educators are exposed to a load of learners on a daily basis, have to have meetings with parents and managers, receive low pay and have to follow curriculum guidelines, educators are bound to experience burnout eventually. Studies (Mena & Bailey, 2007:55-65; Rovero, 2004:3204) found that educators with low supervision resulted in emotional exhaustion.

Burnout is seen to be negatively related to job satisfaction. Ahmadian, Farshbaf, and Vafaeia (2015:1235-1241) explored the relationship between burnout and job satisfaction of educators in Shabestar City and results indicated that burnout and job satisfaction have a relationship with the nature of the job and working conditions. The job dissatisfaction of the educators, to name a few, resulted from poor feedback, lack of appreciation, poor relations with co-workers and lack of autonomy. In a learner study, Greenberg (2004:246-255) found a negative relationship between burnout and job satisfaction, yet Sari (2004:291-306) did not find a significant relationship between job satisfaction and burnout. In Sari's study the women's personal accomplishment was higher than the men's, but the men's depersonalization was higher compared to the women.

Uberry (2006:643-647) also researched on the relationship between burnout and job satisfaction and found a negative relationship between the constructs. Arddeem and co-operators (2008:188-201) examined burnout and work engagement in a hospital in Turkey

and found that burnout was prevalent in nurses and their job satisfaction low. Blandford and Grundy (2000:21-32) trust that helping individuals, developing change and advancing development have vital ramifications on educators and principals at work (Maslach, 1982:89-93; Ratlif, 1988:147-154). Elements that cause increased burnout and low work engagement in educators and principals are: collaborations with learners and co-workers, professional difficulties, inadequate working conditions, over-crowded classes and a shortage of resources (Jones, 1993:234-237; Oshagbemi, 2000:124-136; Verdugo & Greenberg, 1997:38-67). Dressel (1982:406-523) concurs that burnout is mainly caused by poor working conditions, resulting in educators feeling discouraged (Blandford, 2000:21-32). Cunningham (1983:37-51) suggests that in order to reduce burnout, work life programmes need to be developed and implemented.

The Quality of Work Life (QWL) of educators is affected by mental distress and low morale (Hart, 1994:109-132). QWL can be characterized as the fulfilment an employee produces from their job, enabling them to improve their own lives through their workplace (Drobnic, Behan, & Prag, 2010:205-225). In a study, the work life of South African staff was investigated; the outcomes demonstrated that organizational performance causes an enhancement in overall work life and the organization will thus compete optimally in the external environment (Mokgele, 2005:122-137).

Females have generally been underestimated for their input in organizations and in the community (Abramovitz, 1988:114-117). A discourse on contrasting burnout or work engagement of men and women is examined below. Sangganjanavanich and Balkin (2013:67-79) implemented a study on the burnout and job satisfaction of educators in Texas; results indicated no remarkable relationship between age and gender of the educators in regard to their level of burnout and job satisfaction. Jurik & Gregory (1984:551-566) found that gender is not a determinant of job satisfaction. The study also found women were satisfied as a result of the job position and that job satisfaction was not established merely on gender. The results of a study by Hodson (1989:385-399) showed women experiencing more job satisfaction when not compared to their male co-workers. Crowley (2013:163-171) found that men feel more honourable and dignified at work as compared to females and men have jobs that provide them with more autonomy and fulfilment in contrast with women; all factors that promote job satisfaction.

2.3.3 The relationship between job satisfaction and work engagement

The relationship between job satisfaction and work engagement has also been previously researched. Job satisfaction is dissimilar to work engagement in diverse ways. One way is that job satisfaction has distinct levels and is a component of influence towards the job (Brief, 1998:55; Chughtai & Buckley, 2008:47-71; Spector, 1997:145), while work engagement is simply the content of the job (Maslach & Goldberg, 1998:63-74).

Educators that experience work engagement can easily adapt to changes and issues, they are energetic and always exert optimum effort in the job (Simbula & Guglielmi, 2013:117-125). Additionally, engaged employees are excited about their work and are positively consumed by work (Schaufeli et al., 2002:467). Engaged employees yield positive results and present high commitment and performance (Hakanen, Schaufeli, & Ahola, 2008:224-241; Schaufeli & Bakker, 2004a:293-315; Simbula & Guglielmi, 2013:117-125). Employees who are engaged exhibit high pro-activeness and improved well-being (Bakker & Bal, 2010:189-206; Salanova & Schaufeli, 2008:116-131; Shimazu et al., 2012:316-321). According to some researchers (Alarcon & Lyons, 2011:463-480; Schaufeli, Bakker, & Van Rhenen, 2008) work engagement and job satisfaction are under-explored. It is expected that dedicated employees encounter high-ranking job satisfaction; educators that are satisfied will therefore be more committed to the job. Satisfied educators are therefore more committed.

Work engagement is positively related to job demands (Saks, 2006:615), whereas job satisfaction is negatively related with job demands (Macklin, Smith, & Dollard, 2006:21). Therefore, high job demands, if not over-powering, encourage work engagement, and high job demands lead to decreased job satisfaction (Macklin, Smith, & Dollard, 2006:130-143). A study on the relationship between job satisfaction and work engagement of university learners was executed and results indicated that job satisfaction and work engagement were two separate constructs (Wefald & Downey, 2009:91-111).

Waigwa and Kwasir (2014:335-341) executed an investigation on determining the relationship between job satisfaction and work engagement among educators in Nakuru North Sub-County, in Kenya and a positive relationship was found. As educators are satisfied with their work then, it implies that their engagement results in positive outcomes. Mauno, Kinnunen, Makikangas, and Natti (2005:209-237) analysed the relationship between job satisfaction and work engagement among 736 Finnish hospital employees and results

indicated a positive relationship. Satisfied educators are therefore needed in order to be engaged.

2.4 CHAPTER SUMMARY

In this Chapter, literature on burnout, work engagement and job satisfaction was reviewed. Educator well-being has been found to be characterised by challenges, the outcomes of which may lead to burnout, work engagement or job satisfaction.

The sources and determinants of burnout were discussed and models were also used for the purpose. The Cherniss Process Model explains how the work setting interacts with distress of an employee, the Golembiewski's Phase Model explains phases within the burnout construct and the Leiter Process Model explains how the components of burnout influence one another over time. The sources and determinants of engagement were also discussed and models were used for the purpose. The JD-R Model explains that job resources (feedback, autonomy and social support) lead to work engagement and higher performance and the Porter-Lawyer Model of Motivation describes the relationship between job performance and job attitudes. The sources and determinants of job satisfaction were discussed and models were also used for the purpose. Several widely recognized need-based theories and models for job satisfaction were included. The Maslow's Hierarchy of Needs explains that a person has five fundamental needs, which include physiological, security, affiliation, esteem and self-actualisation needs. The Herzberg et al.'s Two Factor Theory explains the need for fulfilment of employees and how it connects to their satisfaction, the Affect Theory explains how emotions and moods influence job satisfaction, the Dispositional Theory explains that job satisfaction is closely related to personality, the Equity Theory explains how an employee perceives fairness in regard to social relationships and the JCM, as the anchor model for this study, explains five key job characteristics; these are skill variety, task identity, task significance, autonomy and feedback.

Studies on the relationship between burnout and work engagement, burnout and job satisfaction as well as job satisfaction and work engagement were discussed. Previous research concluded that burnout and work engagement have a negative relationship, while burnout and job satisfaction, as well as job satisfaction and work engagement have a positive relationship.

In chapter 3, the research methodology followed in the study is discussed.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, the research methodology followed in the study will be discussed.

3.2 RESEARCH DESIGN

The purpose of this study is to determine the well-being and job satisfaction of high school educators in the Dr. Kenneth Kaunda District. In this study, a quantitative approach was followed as it helps with testing connections as well as inspecting circumstances and end results among variables (Brown, Carducci, & Kuby, 2014:52; Burns & Groove, 1993:77).

A qualitative approach was not utilized as a part of this study on the grounds that the amount of data makes translation and examination too tedious and costly, while the quantitative approach is less tedious (Creswell, 2013a:216; Gall, Gall, & Borg, 2007:37). As questionnaires utilized for the survey can be distributed to a vast sample inside a brief timeframe, the researcher does not constantly need to be present when the participants are responding to the questionnaires (Davis & Craven, 2016:141; Gall et al, 2007:38). However, in this study, the researcher will always be present to ensure that any queries are addressed at the time. Such activity helps with expanding the quantity of usable questionnaires. The reliability and validity of a quantitative method can also easily be tested (Denzin & Lincoln, 2011:169; Kerlinger, 1978:242). Utilizing a quantitative method made it workable for the researcher to utilize SPSS (Statistical Package for the Social Sciences), which encouraged the examination of substantial quantitative information, subsequently making the participants' responses effortlessly measured and institutionalized (Dill, 2015:128-135; Spector, 1997:188).

A descriptive study was chosen, as it gave an exact portrayal of the characteristics, for instance conduct, opinions, capacities, convictions and knowledge of the participants (Burns & Groove, 1993:29; Emerson, Fretz, & Shaw, 2011:17). This design gives a multifaceted way to deal with the collection of data; for instance, a survey can give measurements around an event, while additionally illustrating how individuals encountered that event; and it gives the ability to observe the phenomenon in a totally normal and unaltered regular habitat

(Johnson & Christensen, 2013:147). This design was chosen to meet the objectives of the study, namely to determine the well-being and job satisfaction of high school educators in *Under-Performing* and *Performing High Schools* in the Dr. Kenneth Kaunda District.

The population and sample in the study is discussed below.

3.3 POPULATION AND SAMPLE

In order to determine the well-being and job satisfaction of high school educators in the Dr. Kenneth Kaunda District, the study focused on high schools classified as *Under-Performing* and *Performing*. These schools form the population of the study. As from the year 2016, the distinguishing factor between the two groups is the Matric pass rate; with *Performing High Schools* obtaining an average pass rate of more than 70%, while the *Under-Performing High Schools* obtain an average pass rate of less than 70% (North West Department of Education, 2016:4).

The sampling method used in this study was a purposive convenience sample, which involves non-probability sampling. A non-probability sample is sampling that excludes a random selection of participants (Harvey & Alston, 2011:140-151; Trochim, 2006:9). The reason for using this approach is that the sample (*Under-Performing* and *Performing High Schools* educators) were readily and effortlessly available at their respective schools for participation (Hennink, Hutter, & Bailey, 2010:97; Polit & Hungler, 1993:56). This sampling strategy was noticeably appropriate for this study.

The researcher received a list of *Under-Performing* and *Performing High Schools* from the Department of Education Statistics Department. The list consisted of seven *Under-Performing High Schools* and 17 *Performing High Schools*. In order to determine the well-being and job satisfaction of the participants in the 14 schools participating in the study, the researcher selected seven *Performing High Schools* to match the seven *Under-Performing High Schools*.

Studies (Grinnel & Williams, 1990:148; Miles, Huberman, & Saldaña, 2013:176) state that a 10% sample ought to be adequate for controlling sampling errors, which is the reason for selecting a sample of 14 schools. A total number of 301 (N=301) educators participated in the study. All of the educators approached to participate in the study completed the questionnaires. On the off-chance that a study has a big sample size, there will be an increase

in the reliability of the study and the danger of an ambiguous outcome will diminish (Paris & Winn, 2013:221). If a study has a sample size of 300 or more, the study is seen as fitting for factor analysis (Pallant, 2001:115; Saldaña, 2015:110). Therefore this sample satisfied this principle.

The data collection in this study is discussed below.

3.4 DATA COLLECTION

The consent for the conduct of the study was granted by the Ethics Committee at the North-West University (Annexure D). Authorization to permit the conduct of the study was received from the Director in the Department of Education of the Dr. Kenneth Kaunda District, and also every one of the principals of the schools. Participant's consent was obtained before the completion of the questionnaires. The participants were also informed about the purpose of the study and their rights to voluntarily agree or disagree to take part in the study.

In this study, data was collected through self-administered questionnaires and personally distributed to the educators (Polit & Hungler, 1993:148; Woods-Giscombé, 2010:668-683) by the researcher for completion. The researcher arranged a meeting with the educators in the schools' board rooms and made a presentation before the questionnaires could be completed. The participants could withdraw from the study at any stage, they were also given the assurance of anonymity. This action offered them certainty to answer the questionnaire honestly. The participants additionally had a chance to answer the questionnaire at their own particular advantageous time, giving them opportunity to think before giving answers. Instructions on how to respond formed part of the questionnaire.

In this study, sources of measurement error were minimised, like data collection bias, which in turn assisted in ensuring the reliability of the study (Creswell, 2013b:221). The researcher was the only one to manage the questionnaires and standardising conditions, such as exhibiting equal personal attributes to the respondents e.g., friendliness and support (Thatcher, 2010:122-152).

The physical environment where the information was gathered was regarded to be relaxing and private (Twycross & Shields, 2004:36-38). Consistency in controlling and managing the questionnaires was guaranteed (Lobiondo-Wood & Haber, 2013:48). The questions were

detailed in straightforward language for lucidity and simplicity of comprehension. Clear directions were given to the participants.

The measuring instruments used in this study are discussed below.

3.5 MEASURING INSTRUMENTS

In this study, questionnaires were chosen to collect data (Boeije, 2010:109). A questionnaire is an organized system for gathering essential information (Bell, 1999:196; Corbin & Strauss, 2008:228). Questionnaires were chosen in light of the fact that they guarantee a high response rate (Denzin, 2010:12). The questionnaires required less time and effort to complete and they offered the likelihood of secrecy, since participant's names were not required on the questionnaires (Goodall, 2008:210). Apart from the advantages that have been stated above, questionnaires also have their disadvantages; for example, there is the question of validity and accuracy (Janesick, 2011:140-144). The educators might not have reflected their true opinions but might answer what they think will please the researcher or the principal of the school, important data may therefore have been lost through the procedure of the educators completing the survey.

The Educator Well-being and Job Satisfaction Questionnaire consisted of Sections A (Biographical Data), B (Oldenburg Burnout Inventory [OLBI]) and C (Minnesota Satisfaction Questionnaire [MSQ]).

The Biographical Data was aimed at gaining demographic and workload data such as Job title, Post-Level, Gender, Age, Marital status, Race, Highest educational qualification, Period of service in the Department of Education, Period of service in current school, Number of learners in the class, Number of subjects taught in matric phase, Number of classes taught in matric phase, Number of subjects taught in phases other than matric and Number of classes taught in phases other than matric.

In order to determine the well-being of the participants, the burnout and work engagement of the participants was measured using the OLBI (Campos, Carlotto, & Maroco, 2012:709-718; Demerouti, 1999:114). The OLBI measures two variables of burnout: exhaustion and cynicism. This measuring instrument can also be used as an alternative to assess work engagement (Demerouti & Bakker, 2008:65-78). This instrument has initially been created to assess burnout, but includes both positively and negatively phrased items, and hence it can be

utilized to survey work engagement too (Demerouti, Mostert, & Bakker, 2010:209-222; Gonza 'lez-Roma, Schaufeli, Bakker, & Lloret, 2006:165-174; Maslach & Leiter, 2008:418-512). The OLBI also measures two variables of work engagement: exhaustion-vigour and cynicism-dedication (Demerouti & Bakker, 2008:65-78; Demerouti, Mostert, & Bakker, 2010:209-222; Salmela-Aro & Upadyaya, 2014b:137-151). The OLBI has 20 items and uses a 6-point Likert type scale, where 1=strongly disagree and 6=strongly agree. In this study, the MSQ was used to determine the job satisfaction of the educators (Weis, Dais, England, & Lofquist, 1967:86-89). Even though this survey measures 20 different aspects of the work environment, for the purposes of this study, the MSQ measured four variables of job satisfaction: nature of work, supervision, working conditions and rewards (Kuncham, 2008).

This measure was chosen because it is the most widely used burnout measure and is viewed as an alternative to the Maslach Burnout Inventory (MBI) (Demerouti & Bakker, 2007:309-312; Demerouti, Mostert, & Bakker, 2010:209-222; Maslach & Jackson, 1981:99-113; Salmela-Aro & Upadyaya, 2014a:60-68).

For this study, the OLBI measure was used in light of the fact that the MBI initially saw the idea of burnout to occur only in people who do 'people' work, for example, nurses (Schaufeli, Enzmann, & Girault, 1993:199-215; Wang, Chow, Hofkens, & Salmela-Aro, 2015:57-65). The OLBI is not adapted towards a specific profession. Furthermore, the OLBI measure describes exhaustion to incorporate physical and cognitive viewpoints, which extends this measure to the population who perform physical and administrative undertakings (Campos, Zucoloto, Bonafé, Jordani, & Marôco, 2011:1875-1883). In regards to reliability, the OLBI showed a coefficient alpha value for both exhaustion and disengagement at .85 (Demerouti & Bakker, 2007:309-312). In addition, studies have reported strong convergent and discriminate validity (Demerouti, Bakker, Vardakou, & Kantas, 2003:296-307; Salanova, Schaufeli, Martinez, & Bresó, 2010:53-70). Another reason for selecting the OLBI to measure the well-being of the participants, is that it includes both negatively and positively worded items, so that both ends of the scale are represented (Demerouti, Mostert, & Bakker, 2010: 209-222).

In this study, the job satisfaction of the educators is measured using the MSQ. The MSQ is aimed at determining how satisfied the participants are within their jobs. This study is utilized to quantify an individual's fulfilment with twenty distinct aspects of the work environment (Rothmann, 2008:11-16). The MSQ is the second most popular measure of job satisfaction

(Weiss, Dawis, English, & Lofquist, 1967:86-89). The MSQ covers items such as advancement, co-workers, compensation, supervision, human relations, recognition, responsibility, company policies, security, ability utilisation, authority, supervision, moral values, variety and working conditions (Weiss, Dawis, English, & Lofquist, 1967:86-89). The MSQ consists of 20 items and uses a 6-point Likert-type response format where 1=strongly disagree and 6=strongly agree. The MSQ comprises two distinct components: intrinsic and extrinsic job satisfaction (Petty, Brewer, & Brown, 2005:57-73). Intrinsic job satisfaction measures feelings about the nature of tasks at work (Weiss, Dawis, English, & Lofquist, 1967:86-89), for example, 'The freedom to use my own judgement' and extrinsic job satisfaction measures feelings about situational job aspects which are external to the job, for example, 'My pay and the amount of work I do'.

The MSQ is obtained in long or short form. The short form was used in this study, as it utilizes a similar format as the long form but contains only 20 items and just measures intrinsic and extrinsic satisfaction (Kuncham, 2008). Both long and short forms can be used to measure general job satisfaction (Weiss, Dawis, English, & Lofquist, 1967:88).

The main reason for the use of the MSQ is because it is a self-reporting measure, suitable for educators of all school teaching levels that can be individually administrated. The statements within the questionnaire are also more applicable to educators, thus making it more relatable, as well as easily understandable for the educators to respond effectively.

In addition to the Educator Well-being and Job Satisfaction Questionnaire, one question was asked to all principals in order to determine 'what resources, equipment, assistance or sponsorship the schools receive from any external organization'. The question was asked face-to-face with the principals of both the *Under-Performing* and *Performing High Schools* in the Dr. Kenneth Kaunda District. Each of the measuring instruments will now be discussed below.

3.6 DATA ANALYSIS

The data was captured and analysed using the Statistical Package for the Social Sciences (SPSS) (IBM Corp SPSS, 2015: version 22.0). The data will be presented in the form of tables and graphs. The reliability of the instruments used in this study were tested using Cronbach's Alpha (Johnson & Christensen, 2013:172). Exploration and confirmation of construct validity of the instruments using Exploratory Factor Analysis (EFA) and

Confirmatory Factor Analysis (CFA) respectively (Brown, 2015:10) was executed and an assessment of the relationship between burnout, work engagement and job satisfaction was done using the Pearson's correlation analysis (Sharma, 2012:254).

3.7 ETHICAL CONSIDERATIONS

The managing of research requires expertise, diligence, honesty and integrity (Economic and Social Science Research Council, 2010:2-4; Jones, 2000:147-161). Wash (2009:175) explains that honesty and integrity is actualized in order to perceive and secure the rights of human subjects and to render the study ethical. The rights to privacy and anonymity were observed in this study (Akaranga & Ongong'a, 2013:8-22). The participants' names were not disclosed, resulting in anonymity and confidentiality being maintained throughout the study (Fouka & Mantzorou, 2011:3-14; Goldstein, 1997:369-395).

The moral rule of self-determination was likewise maintained. The participants were dealt with as autonomous agents by educating them about the study and enabling them to voluntarily take an interest or not (Shah, 2011:205-207). Information was given about the researcher in case of further inquiries or grievances, and ultimately honesty was maintained and there was no modification of information or data (Brink, 1996:117; Mugenda, 2011:18). The University Ethics Committee was approached for approval of the study. The research was subjected to Turnitin in order to determine plagiarism (Annexure E) and a declaration made (Annexure F). The report was also subjected to language editing (Annexure G). A declaration for submission is also attached (Annexure H).

3.8 CHAPTER SUMMARY

In this Chapter, details of how the study was conducted were provided. A quantitative approach was followed. The study was conducted using the survey method amongst seven *Under-Performing High Schools* and seven *Performing High Schools*. A purposive convenience sample was used. A total of 301(N=301) educators in the Dr. Kenneth Kaunda District subsequently participated in the study. The survey was conducted using the Educator Well-being and Job Satisfaction Questionnaire, consisting of the Biographical Data, the OLBI and the MSQ. The OLBI and the MSQ were used to determine the well-being and job satisfaction of the participants.

The data capturing and analysis were done using the SPSS. The reliability of the study was guaranteed by limiting measurement errors. The researcher being the only one managing the questionnaires, ensured that the conditions are standardized and ensured consistency. Clear guidelines were given to the participants. Ethical considerations were also guaranteed by ensuring that the rights of the participants were protected, which included: confidentiality and anonymity. Permission to conduct the study were sought and ethical clearance was granted by the Ethics Committee of the North-West University.

In Chapter 4, the results and the interpretation of the results will be discussed.

CHAPTER 4

RESULTS

4.1 INTRODUCTION

In this chapter the results of the study are presented and analysed.

4.2. RESULTS

In presenting the results obtained from the study and the analysis thereof, tables and graphs are used.

4.2.1 Biographical data

The Biographical Data of participants in *Under-Performing* and *Performing High Schools* of the Dr. Kenneth Kaunda District is presented in the graphs below, whereby a comparison of *Under-Performing* and *Performing High Schools* is made in order to determine the well-being and job satisfaction of educators.

A representation of the sample size of *Under-Performing* and *Performing High Schools* is presented in Figure 4.1 below.

Sample size: Under-Performing and Performing High Schools

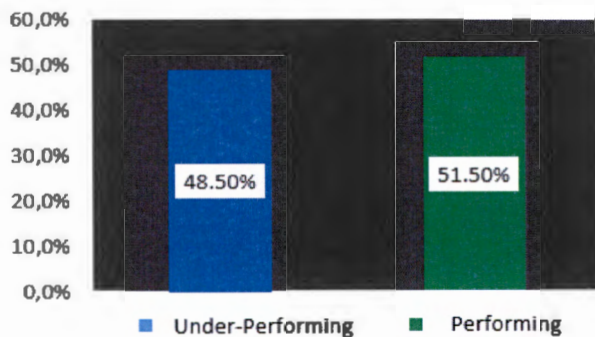


Figure 4.1: Sample size

Figure 4.1 shows that *Under-Performing High Schools* made **48.50%** of the sample, while *Performing High Schools* made **51.50%**.

The job titles of participants in the study are presented in Figure 4.2 below.

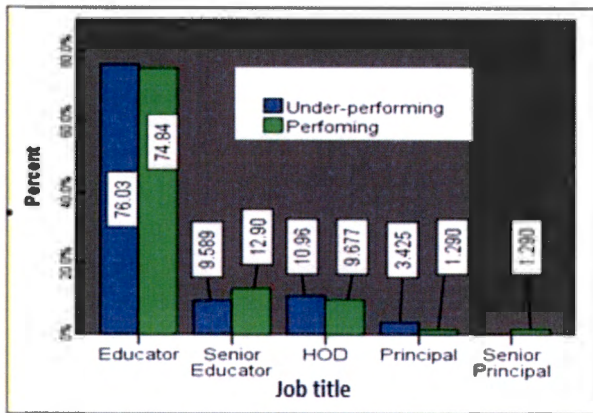


Figure 4.2: Job title

For the purposes of this study, it should be noted that the educator and senior educator facilitate the teaching of the learners and will be regarded as ‘instructors’, while the HOD, principal and senior principal facilitate the management of the schools and are regarded as ‘management’; the management rarely teach. Figure 4.2 shows that both *Under-Performing* and *Performing High Schools* consist of more instructors (85.62%, 87.74%, respectively) than management (14.39%, 12.26, respectively).

The Post-Levels of participants in the study are presented in Figure 4.3 below.

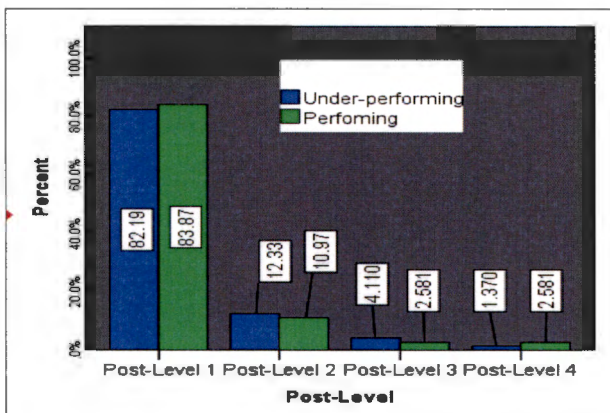


Figure 4.3: Post-Level

Figure 4.3 shows that in both *Under-Performing* and *Performing High Schools*, the majority of the participants are in Post-level 1 (82.19%, 83.87% respectively) and fewer are in Post-Level 4 (1.37%, 2.58% respectively).

The gender of participants in the study is presented in Figure 4.4 below.

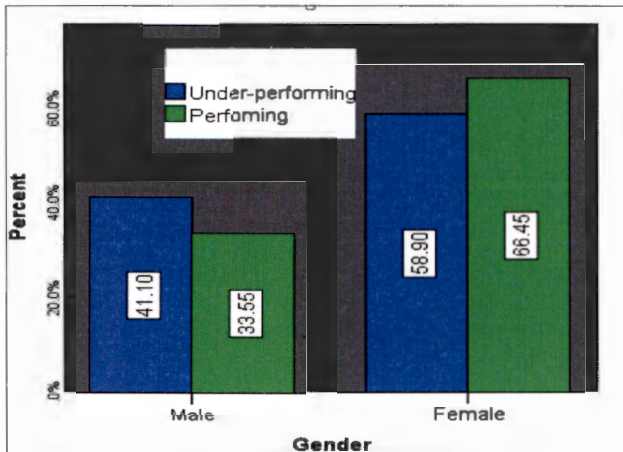


Figure 4.4: Gender

Figure 4.4 shows that most of the participants in both *Under-Performing* and *Performing High Schools* are female (58.90%, 66.45%, respectively) and males are fewer (41.10%, 33.55%, respectively).

The ages of participants in this study are presented in Figure 4.5 below.

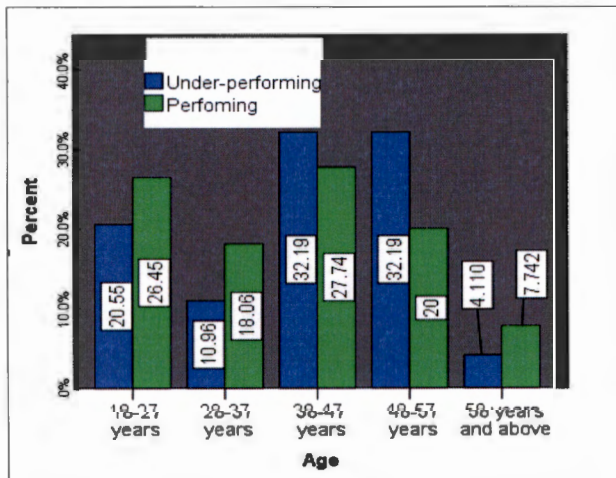


Figure 4.5: Age

Figure 4.5 shows that in *Under-Performing High Schools*, most (64.38%) participants fall in the age range of 38-57 years and fewer (4.11%) are in the age range of 58 years and above, while in *Performing High Schools*, most (27.74%) participants fall in the age range of 38-47 years, and fewer (7.74%) are in the age range of 58 years and above.

The marital status of participants in the study is presented in Figure 4.6 below.

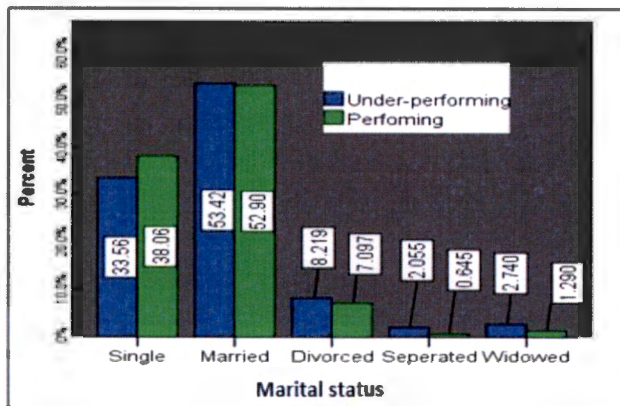


Figure 4.6: Marital status

Figure 4.6 shows that most of the participants in both *Under-Performing High Schools* are married (53.42%, 52.90%, respectively) and a few are separated and widowed (4.80%, 1.94%, respectively).

The races of participants in the study are presented in Figure 4.7 below.

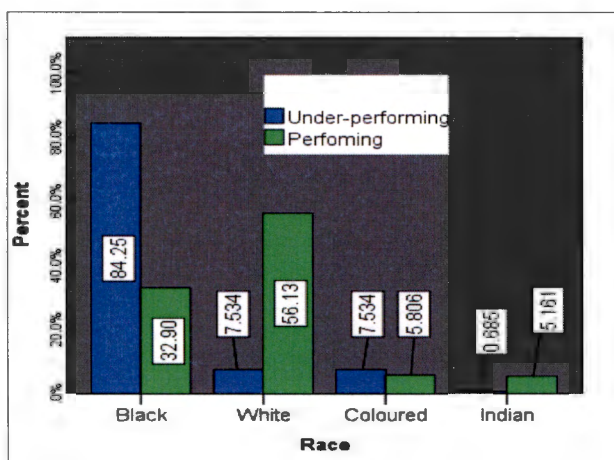


Figure 4.7: Race

Figure 4.7 shows that in *Under-Performing High Schools*, most (84.25%) of the participants are Black and very few (0.69%) are Indian, while in *Performing High Schools*, most (56.13%) participants are White and fewer (5.16%) are Indian.

The highest educational qualifications of the participants in the study are presented in Figure 4.8 below.

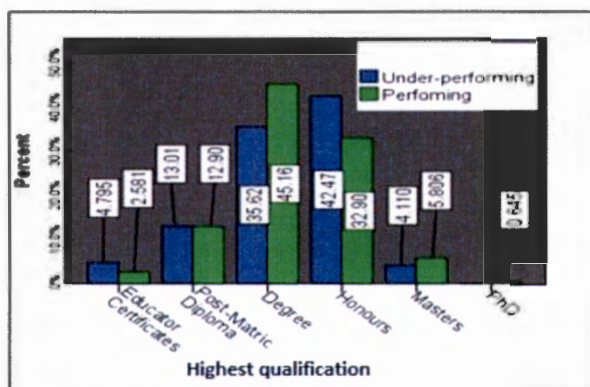


Figure 4.8: Highest educational qualification

For the purpose of this study, it should be noted that participants with certificates and diplomas will be regarded as ‘participants without degrees’, while the participants with degrees, Honours, Masters and PhD’s are regarded as ‘graduates’. Figure 4.8 shows that in both *Under-Performing* and *Performing High Schools*, most participants are graduates (82.20%, 84.51%, respectively) and fewer are participants without degrees (17.81%, 15.48%, respectively).

The participants’ period of service in the Department of Education in this study is presented in Figure 4.8 below.

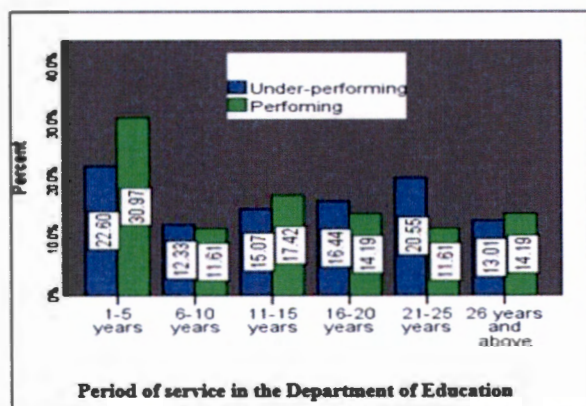


Figure 4.9: Period of service in the Department of Education

Figure 4.9 shows that the greatest number of participants in *Under-Performing* and *Performing High Schools* have 5 or less years of experience (22.60%, 30.97%, respectively) and fewer (12.33%) participants in *Under-performing High Schools* have 6-10 years’

experience, while fewer in *Performing High schools* have 6-10 (11.61%) and 21-25 years (11.61%) experience.

The participants' period of service in their current school is presented in Figure 4.10 below.

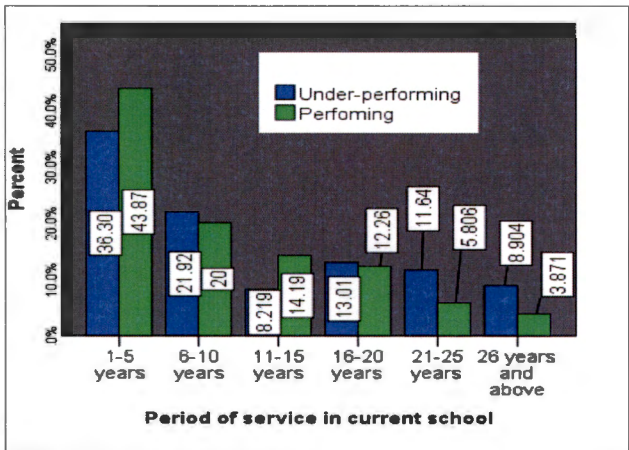


Figure 4.10: Period of service in current school

Figure 4.10 shows that the greatest number of participants in both *Under-Performing* and *Performing High Schools* have 5 or less years' service (36.30%, 43.87%, respectively) in their current school and fewer (8.22%) participants in *Under-Performing High Schools* have 11-15 years' service, while fewer (3.87%) participants in *Performing High Schools* have 26 and above years' service.

The participants' number of learners in class is presented in Figure 4.11 below.

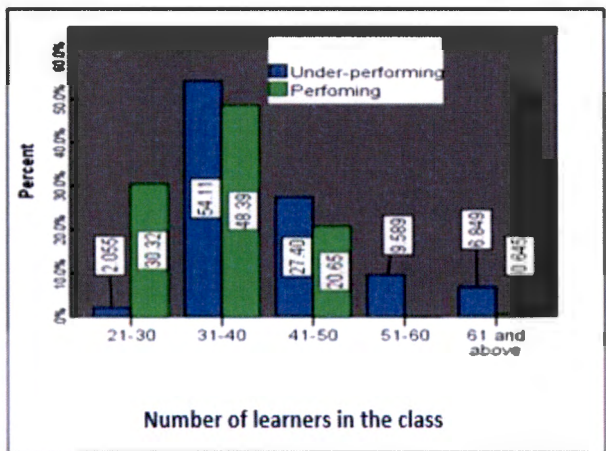


Figure 4.11: Number of learners in the class

Figure 4.11 shows that most (54.11%) of the participants in *Under-Performing High Schools* have 31-40 learners in class, a few (2.06%) participants have 21-30 learners in a class and some (6.85%) participants have 61 and above, while most (48.39%) of the participants in *Performing High Schools* have 31-40 learners in class, no participants have 51-60 learners in a class and very few (0.65%) participants have 61 and above.

The participants' number of subjects taught in matric phase is presented in Figure 4.12 below.

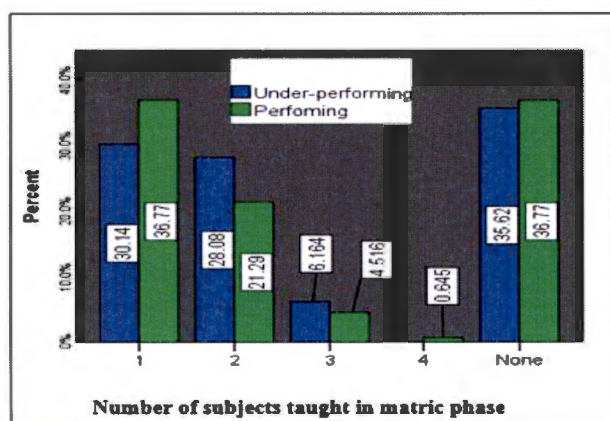


Figure 4.12: Number of subjects taught in matric phase

Figure 4.12 shows that in both *Under-Performing* and *Performing High Schools*, most of the participants teach 2 or less subjects (58.22%, 58.06%, respectively) in matric and just over a third (35.62%, 36.77%, respectively) do not teach matric subjects.

The participants' number of classes taught in matric is presented in Figure 4.13 below.

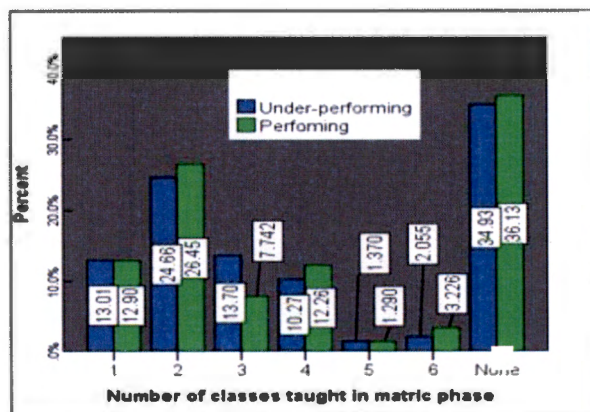


Figure 4.13: Number of classes taught in matric phase

Figure 4.13 shows that in both *Under-Performing* and *Performing High Schools*, most of the participants teach 2 or less classes (37.67%, 39.35%, respectively) in matric and just over a third (34.93%, 36.13%, respectively) do not teach matric classes.

The participants' number of subjects in phases other than matric is presented in Figure 4.14 below.

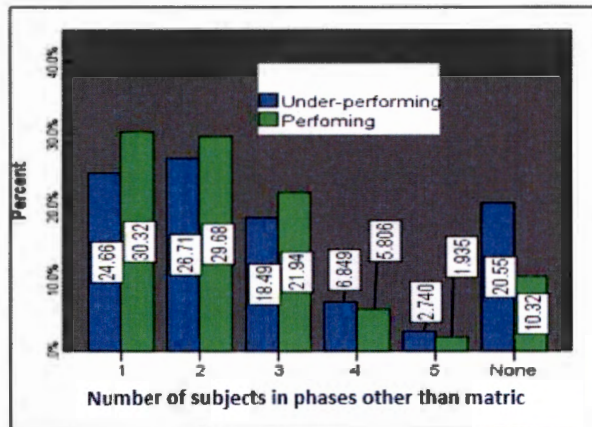


Figure 4.14: Number of subjects taught in phases other than matric

Figure 4.14 shows that in both *Under-Performing* and *Performing High Schools*, most of the participants teach 2 or less subjects (51.37%, 60.00%, respectively) in phases other than matric and just over a third (20.55%, 10.32%, respectively) teach matric subjects only. In this study, some educators teach phases other than matric and phases in matric, thus making the teachers' workload substantial and negatively influencing learners' performance at school. Substantial workload can cause burnout, decreased job satisfaction and work engagement and negative effects on the body (Gwambombo, 2013).

The participants' number of classes taught in phases other than matric is presented in Figure 4.15 below.

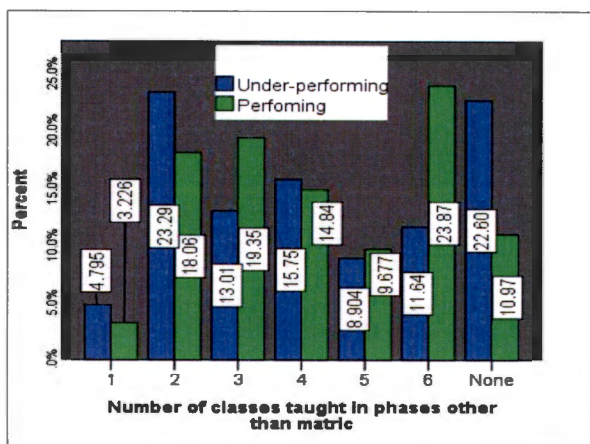


Figure 4.15: Number of classes taught in phases other than matric

Figure 4.15 shows that in *Under-Performing High Schools*, most (52.05%) of the participants teach 2-4 classes in phases other than matric and less than a third (22.60%) teach matric classes only, while in *Performing High Schools* most (61.28%) of the participants teach 2-3 and 6 classes in phases other than matric and less than a third (10.97%) do not teach non-matric classes.

4.2.1.1. Biographical data summary

Results indicate that *Under-Performing High Schools* have more instructors than management; Post-level 1 than Post-level 2, 3, and 4 participants; females than males; participants aged 38-57 years than ages 18-27, 28-37 and 58 years and above; married than single, divorced, separated and widowed participants; Black than White, Coloured and Indian participants; graduates than participants without degrees; participants with 5 or less years' experience than participants with 6-10, 11-15, 16-20, 21-25 and 26 years of experience and above; participants with 5 or less years' in their current school than 6-10, 11-15, 16-20, 21-25 and 26 years and above of experience; participants with 31-40 learners in class than 21-30, 41-50, 51-60 and 61 and above learners; participants who teach 2 or less subjects in matric phase than participants who teach 3, 4 and no subjects in matric; participants who teach 2 or less classes in matric phase than participants who teach 3, 4, 5, 6 or no classes in matric; participants who teach 2 or less subjects in phases other than matric than participants who teach 3, 4, 5 or less subjects; and participants who teach 2-4 classes in phases other than matric than participants who teach 1, 5, 6 or no classes.

Results also indicate that *Performing High Schools* have more instructors than management; Post-level 1 than Post-level 2, 3, and 4 participants; females than males; participants aged 38-47 than ages 18-27, 28-37, 48-57 and 58 years and above; married than single, divorced, separated and widowed participants; White than Black, Coloured and Indian participants; graduates than participants without degrees; participants with 5 or less years' experience than participants with 6-10, 11-15, 16-20, 21-25 and 26 years of experience and above; participants with 5 or less years' experience in their current school than 6-10, 11-15, 16-20, 21-25 and 26 years and above of experience; participants with 31-40 learners in class than 21-30, 41-50, 51-60 and 61 and above learners; participants who teach 2 or less subjects in matric phase than participants who teach 3, 4 and no subjects in matric; participants who teach 2 or less classes in matric phase than participants who teach 3, 4, 5, 6 or no classes in matric; participants who teach 2 or less subjects in phases other than matric than participants who teach 3, 4, 5 or less subjects; and participants who teach 2-3 and 6 classes in phases other than matric than participants who teach 1, 4, 5 or no classes.

The reliability of the instruments, the Oldenburg Burnout Inventory (OLBI) and the Minnesota Satisfaction Questionnaire (MSQ), will be examined below.

4.2.2 Reliability of instruments

In this study the OLBI and the MSQ were used as instruments to determine the well-being and job satisfaction, respectively, of the participants. The purpose of this section is to confirm the reliability of the items and construct validity of the instruments used in this study. In addition, there is need for dimension reduction because each instrument has many items which may result in cumbersome results.

The ratios of observations-to-variables for the *Under-Performing High Schools* are as follows: burnout and work engagement is 14.6:1 each and job satisfaction is 7.3:1. A variable is any characteristic, number, or quantity that can be measured or counted (Statistics Canada, 2012). The ratios of observations-to-variables for the *Performing High Schools* are as follows: burnout and work engagement is 15.5:1 each and job satisfaction is 7.75:1. The observation-to-variable ratios in this study are sufficient for factor analysis based on the guidance of Ho (2013:336), who explains that an observation-to-variable ratio of 5:1 is acceptable and 10:1 is regarded as more acceptable. The analysis of the construct validity, reliability analysis and dimension reduction of the *Under-Performing* and *Performing High*

Schools in the study will be presented in tables below, starting with *Under-Performing High Schools*.

4.2.2.1 A factor analysis of the OLBI on burnout for Under-Performing High Schools

The OLBI on burnout for the *Under-Performing High Schools* will be analysed below.

The reliability of the OLBI on burnout for *Under-Performing High Schools* is presented in Table 4.1.

Table 4.1: The reliability of the OLBI on burnout: Under-Performing High Schools

Cronbach's Alpha	N of Items
.910	10

Table 4.1 shows that the data are 91% percent reliable which can be regarded as excellent (> 0.75) (Leung, 2001:84).

The sampling adequacy and the factorability of the correlation matrix of the OLBI on burnout for *Under-Performing High Schools* is presented in Table 4.2 below.

Table 4.2: The determination of sampling adequacy and factorability of the correlation matrix (Under-Performing High Schools: OLBI on burnout)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure (KMO) of Sampling Adequacy.		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	761.207
	Df	45
	Sig.	.000

The KMO (Kaiser-Meyer-Olkin Measure) of 0.92 is greater than the benchmark of 0.7 indicating sufficient items for each factor (Leech, Barrett, & Morgan, 2014:73). A significant p-value ($0.00 < 0.05$) of the Bartlett's test of sphericity implies that the correlation matrix is factorable (Leech et al., 2014:73).

The determination of the number of factors to extract is presented in Table 4.3.

Table 4.3: The determination of the number of factors to extract (*Under-Performing High Schools: OLBI on burnout*)

Component	Total Variance Explained		
	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.555	55.547	55.547
2	.887	8.872	64.419
3	.745	7.450	71.869
i	i	i	i
10	.230	2.305	100.000

Table 4.3 shows that the proportion of the variance explained by the two burnout factors is acceptable because, at 64.42%, it is more than 50% (Meyers, Gamst, & Guarino, 2012:663). As a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from the variable (Fabrigar, Wegener, MacCallum, & Strahan, 1999:272-299; Pett, Lackey, & Sullivan, 2003:75; Shapiro, Lasarev, & McCauley, 2002:578-585). The two constructs of the OLBI on burnout are therefore reflected in Table 4.3. The number of extractable factors suggested by Exploratory Factor Analysis (EFA) are also true for Confirmatory Factor Analysis (CFA). The burnout for *Under-Performing High Schools* in the study is therefore defined by two factor solution whose factors, as in OLBI, are named “exhaustion (burnout-factor1.1) and cynicism (burnout-factor 1.2)” in this study and is used as such in a subsequent analysis.

The initial burnout factor solution is presented in Table 4.4.

Table 4.4: The initial burnout factor solution of the OLBI on burnout for Under-Performing High Schools

Item ID	Item Description	Exhaustion	Cynicism
		(burnout-factor1.1)	(burnout-factor1.2)
1 B	I feel tired when I get up in the morning and I have to face another day at work	0.707	0.154
5 B	It happens more and more that I talk about my job in a negative way	0.718	0.217
7 B	I need more time to feel better after work on a day than I did in the past	0.61	0.561
8 B	Lately, I tend to think less about my job; I do it almost mechanically	0.742	0.087
11 B	I feel emotionally drained by my work	0.817	0.133
18 B	I experience my work as a real challenge	0.705	0.477
13 B	Over time, I have lost personal interest in my work	0.846	0.274
6 B	I sometimes really hate the tasks I have to do in my job	0.799	0.091
9 B	I usually feel worn-out and tired after my work	0.799	0.2
14 B	I have become less enthusiastic about my work	0.677	0.355

It can be noticed from Table 4.4 that all items' initial factor solution load significantly on exhaustion (burnout-factor1.1) (Leech et al., 2014:73). Factor rotation is therefore necessary to ease the interpretation of results.

The rotated factor solution of the OLBI on burnout is presented in Table 4.5

Table 4.5: The Equamax¹ rotated factor solution of the OLBI on burnout for Under-Performing High Schools.

Item ID	Item Description	Exhaustion	Cynicism
		(burnout factor 1.1)	(burnout factor 1.2)
1 B	I feel tired when I get up in the morning and I have to face another day at work	0.661	0.295
5 B	It happens more and more that I talk about my job in a negative way	0.707	0.251
8 B	Lately, I tend to think less about my job; I do it almost mechanically	0.649	0.37
11 B	I feel emotionally drained by my work	0.736	0.377
13 B	Over time, I have lost personal interest in my work	0.844	0.281
14 B	I have become less enthusiastic about my work	0.756	0.115
6 B	I sometimes really hate the tasks I have to do in my job	0.59	0.547
7 B	I need more time to feel better after work on a day than I did in the past	0.158	0.813
18 B	I experience my work as a real challenge	0.285	0.802
9 B	I usually feel worn-out and tired after my work	0.525	0.635

¹ Other rotation methods, Varimax, Oblimin, Promax and Quartimax were also considered but Equamax yielded a solution that is most easy to interpret.

It can be noticed from Table 4.5 that the items are distributed across the two factors and the Equamax rotated solution satisfies the rule of thumb of having at least three significant items per factor (Meyers et al., 2012:663). The two burnout factors are used in a subsequent analysis.

The OLBI on burnout for *Under-Performing High Schools* is indicated in Table 4.6.

Table 4.6: The OLBI on burnout for Under-Performing High Schools

	Exhaustion (burnout-factor1.1)
1 B	I feel tired when I get up in the morning and I have to face another day at work
5 B	It happens more and more that I talk about my job in a negative way
7 B	Lately, I tend to think less about my job; I do it almost mechanically
8 B	I feel emotionally drained by my work
11 B	Over time, I have lost personal interest in my work
18 B	I have become less enthusiastic about my work
13 B	I sometimes really hate the tasks I have to do in my job
	Cynicism (burnout-factor1.2)
6 B	I need more time to feel better after work on a day than I did in the past
9 B	I experience my work as a real challenge
14 B	I usually feel worn-out and tired after my work

A factor analysis of the OLBI on burnout for *Performing High Schools* is presented below.

4.2.2.2 A factor analysis of the OLBI on burnout for Performing High Schools

The OLBI on burnout for the *Performing High Schools* will be analysed below.

The reliability of the OLBI on burnout for *Performing High Schools* is presented in Table 4.7.

Table 4.7: The reliability of the OLBI on burnout: Performing High Schools

Cronbach's Alpha	N of Items
.895	19

Table 4.7 shows that the data are 89.5% percent reliable which can be regarded as excellent (> 0.75) (Leung, 2001:84).

The sampling adequacy and factorability of the correlation matrix of the OLBI on burnout for *Performing High Schools* is presented in Table 4.8.

Table 4.8: The determination of sampling adequacy and factorability of the correlation matrix (*Performing High Schools: OLBI on burnout*)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.916
Bartlett's Test of Sphericity	Approx. Chi-Square	712.292
	df	45
	Sig.	.000

The KMO of 0.92 is greater than the benchmark of 0.7 indicating sufficient items for each factor (Leech et al., 2014:73). A significant p-value ($0.00 < 0.05$) of the Bartlett's test of sphericity implies that the correlation matrix is factorable (Leech et al., 2014:73).

The determination of the number of factors to extract is presented in Table 4.9.

Table 4.9: The determination of the number of factors to extract (*Performing High Schools: OLBI on burnout*)

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.189	51.893	51.893
2	1.078	10.777	62.669
3	.686	6.863	69.532
4	.411	4.111	73.643
5	.300	3.000	76.643
6	.259	2.590	79.233
7	.228	2.281	81.514
8	.200	2.000	83.514
9	.180	1.800	85.314
10	.273	2.731	100.000

The variance explained by the two factors is acceptable because, at 62.67%, it is more than 50% (Meyers et al., 2012:663). As a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from the variable (Fabrigar et al., 1999:272-299; Pett et al., 2003:75; Shapiro et al., 2002:578-585). The two constructs of the OLBI on burnout are therefore reflected in Table 4.9. The number of extractable factors suggested by EFA are also true for CFA. The burnout for *Performing High Schools* in the study is therefore defined by a two factor solution whose factors, as in OLBI, are named “exhaustion (burnout-factor2.1)” and “cynicism (burnout-factor2.2)” in this study and is used as such in a subsequent analysis.

Table 4.10 presents the initial burnout factor solution.

Table 4.10: The initial burnout factor solution of the OLBI on burnout for Performing High Schools.

Item ID	Item Description	Exhaustion	Cynicism
		(burnout-factor2.1)	(burnout-factor2.2)
1 B	I feel tired when I get up in the morning and I have to face another day at work	0.82	0.02
5 B	It happens more and more that I talk about my job in a negative way	0.724	0.122
6 B	I need more time to feel better after work on a day than I did in the past	0.737	0.382
7 B	Lately, I tend to think less about my job; I do it almost mechanically	0.771	0.106
8 B	I feel emotionally drained by my work	0.837	0.186
9 B	I experience my work as a real challenge	0.61	0.461
11 B	Over time, I have lost personal interest in my work	0.581	0.623
13 B	I sometimes really hate the tasks I have to do in my job	0.595	0.307
14 B	I usually feel worn-out and tired after my work	0.772	0.268
18 B	I have become less enthusiastic about my work	0.704	0.322

Table 4.10 shows that most of the items are loading significantly on exhaustion (burnout-factor2.1). Only Item 11B is loading on cynicism (burnout-factor2.2) ($0.623 > 0.581$). The initial solution violates the rule-of-thumb of having at least three significant items per factor (Meyers et al., 2012:663). As such, this study considers factor rotation in order to improve interpretability of the factor solution.

The rotated factor solution of the OLBI on burnout is presented in Table 4.11.

Table 4.11: The Equamax² rotated factor solution of the OLBI on burnout for Performing High Schools.

Item ID	Item Description	Exhaustion	Cynicism
		(burnout-factor2.1)	(burnout-factor2.2)
1 B	I feel tired when I get up in the morning and I have to face another day at work	0.624	0.533
5 B	It happens more and more that I talk about my job in a negative way	0.458	0.574
6 B	I need more time to feel better after work on a day than I did in the past	0.804	0.208
7 B	Lately, I tend to think less about my job; I do it almost mechanically	0.503	0.594
8 B	I feel emotionally drained by my work	0.747	0.42
9 B	I experience my work as a real challenge	0.761	0.065
11 B	Over time, I have lost personal interest in my work	0.016	0.852
13 B	I sometimes really hate the tasks I have to do in my job	0.237	0.626
14 B	I usually feel worn-out and tired after my work	0.753	0.316
18 B	I have become less enthusiastic about my work	0.309	0.71

² Other rotation methods, Varimax, Oblimin, Promax and Quartimax were also considered but Equamax yielded a solution that is most easy to interpret.

It can be noticed from Table 4.11 that the items are equally distributed across the two factors. As such, the rotated solution satisfies the rule of thumb of having at least three significant items per factor (Meyers et al., 2012:663).

The OLBI on burnout for *Performing High Schools* is indicated in Table 4.12.

Table 4.12: The OLBI on burnout for Performing High Schools

Exhaustion (burnout-factor2.1)	
1 B	I feel tired when I get up in the morning and I have to face another day at work
7 B	Lately, I tend to think less about my job; I do it almost mechanically
8 B	I feel emotionally drained by my work
9 B	I experience my work as a real challenge
14 B	I usually feel worn-out and tired after my work
Cynicism (burnout-factor2.2)	
5 B	It happens more and more that I talk about my job in a negative way
6 B	I need more time to feel better after work on a day than I did in the past
11 B	Over time, I have lost personal interest in my work
13 B	I sometimes really hate the tasks I have to do in my job
18 B	I have become less enthusiastic about my work

The regression factor scores for exhaustion (burnout-factor2.1) and cynicism (burnout-factor2.2) are used as input in a subsequent analysis.

A factor analysis of the OLBI on work engagement for the schools under study, starting with *Under-Performing High Schools*, will be presented below.

4.2.2.3 A factor analysis of the OLBI on work engagement for Under-Performing High Schools

The OLBI on work engagement for the *Under-Performing High Schools* will be analysed below.

The reliability of the OLBI on work engagement is presented in Table 4.13.

Table 4.13: The reliability of the OLBI on work engagement: Under-Performing High Schools

Cronbach's Alpha	N of Items
.903	10

Table 4.13 shows that the data are 90.3% percent reliable which can be regarded as excellent (> 0.75) (Leung, 2001:84).

The sampling adequacy and factorability of the correlation matrix of the OLBI on work engagement for *Under-Performing High Schools* is presented in Table 4.14.

Table 4.14: The determination of sampling adequacy and factorability of the correlation matrix (Under-Performing High Schools: OLBI on work engagement)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.837
Bartlett's Test of Sphericity	Approx. Chi-Square	1005.204
	df	45
	Sig.	.000

The KMO of 0.84 is greater than the benchmark of 0.7 indicating sufficient items for each factor (Leech et al., 2014:73). A significant p-value ($0.00 < 0.05$) of the Bartlett's test of sphericity implies that the correlation matrix is factorable (Leech et al., 2014:73).

The determination of the number of factors to extract is presented in Table 4.15.

Table 4.15: The determination of the number of factors to extract (Under-Performing High Schools: OLBI on work engagement)

Total Variance Explained			
Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.422	54.225	54.225
2	1.499	14.989	69.214
3	.747	7.473	76.687
⋮	⋮	⋮	⋮
10	.089	.894	100.000

The variance explained by the two factors is acceptable because, at 69.21%, it is more than 50% (Meyers et al., 2012:663). As a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from the variable (Fabrigar et al., 1999:272-299; Pett et al. 2003:75; Shapiro et al., 2002:578-585). The two constructs of the OLBI on work engagement are therefore reflected in Table 4.15. The number of extractable factors suggested by EFA are also true for CFA. The engagement for *Under-Performing High Schools* in the study is therefore defined by a two factor solution whose factors, as in OLBI,

are named “vigour (work engagement-factor1.1)” and “dedication (work engagement-factor1.2)” in this study and is used as such in a subsequent analysis.

Table 4.16 presents the initial factor solution.

Table 4.16: The initial factor solution of the OLBI on work engagement for Under-Performing High schools.

Item ID	Item Description	Vigour	Dedication
		(engagement-factor1.1)	(engagement-factor1.2)
2 E	I always find new and interesting aspects in my job	0.71	0.384
3 E	I can cope with the pressure of my job very well	0.584	0.689
4 E	I find my job to be full of meaning and purpose	0.714	0.462
10 E	I usually have enough energy for leisure activities after work	0.644	0.197
12 E	I can usually manage my work load well	0.658	0.28
15 E	I like my job so much that I cannot imagine another occupation for myself	0.7	0.363
16 E	I feel more and more engaged in my work	0.803	0.295
17 E	My job inspires me	0.818	0.311
19 E	I'm enthusiastic about my job	0.829	0.351
20 E	I usually feel energised when I work	0.854	0.327

Table 4.16 shows that most of the items are loading significantly on vigour (engagement-factor1.1). Only Item 3E is loading on dedication (engagement-factor1.2) ($0.689 > 0.584$). The initial solution violates the rule-of-thumb of having at least three significant items per factor (Meyers et al., 2012:663). As such, this study considers factor rotation in order to improve interpretability of the factor solution.

The rotated factor solution of the OLBI on work engagement is presented in Table 4.17.

Table 4.17: The Equamax³ rotated factor solution of the OLBI on work engagement for Under-Performing High Schools.

Item ID	Item Description	Vigour	Dedication
		(work engagement-factor1.1)	(work engagement-factor1.2)
2 E	I always find new and interesting aspects in my job	0.31	0.745
3 E	I can cope with the pressure of my job very well	0.019	0.903
4 E	I find my job to be full of meaning and purpose	0.264	0.808
10 E	I usually have enough energy for leisure activities after work	0.376	0.558
12 E	I can usually manage my work load well	0.334	0.632
15 E	I like my job so much that I cannot imagine another occupation for myself	0.772	0.159
16 E	I feel more and more engaged in my work	0.81	0.276
17 E	My job inspires me	0.831	0.273
19 E	I'm enthusiastic about my job	0.865	0.249
20 E	I usually feel energised when I work	0.87	0.284

The rotated solution satisfies the rule of thumb of having at least three significant items per factor (Meyers et al., 2012:663).

The OLBI on work engagement for Under-Performing High Schools are indicated in Table 4.18.

Table 4.18: The OLBI on work engagement for Under-Performing High Schools

Vigour (engagement-factor1.1)	
2 E	I always find new and interesting aspects in my job
3 E	I can cope with the pressure of my job very well
4 E	I find my job to be full of meaning and purpose
10 E	I usually have enough energy for leisure activities after work
12 E	I can usually manage my work load well
Dedication (engagement-factor1.2)	
15 E	I like my job so much that I cannot imagine another occupation for myself
16 E	I feel more and more engaged in my work
17 E	My job inspires me
19 E	I'm enthusiastic about my job
20 E	I usually feel energised when I work

³ Other rotation methods, Varimax, Oblimin, Promax and Quartimax were also considered but Equamax yielded a solution that is most easy to interpret.

The regression factor scores for vigour (work engagement-factor1.1) and dedication (work engagement-factor1.2) will be used as input in a subsequent analysis.

A factor analysis of the OLBI on work engagement for *Performing High Schools* will be presented below.

4.2.2.4 A factor analysis of the OLBI on work engagement for Performing High Schools

The OLBI on work engagement for the *Performing High Schools* will be analysed below.

The reliability of the OLBI on work engagement is presented in Table 4.19.

Table 4.19: The reliability of the OLBI on burnout: Performing High Schools

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	10

Table 4.19 shows that the data are 86.7% percent reliable which can be regarded as excellent (> 0.75) (Leung, 2001:84).

The sampling adequacy and factorability of the correlation matrix of the OLBI on work engagement of the *Performing High Schools* is presented in Table 4.20.

Table 4.20: The determination of sampling adequacy and factorability of the correlation matrix (Performing High Schools: OLBI on work engagement)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.868
Bartlett's Test of Sphericity	Approx. Chi-Square	643.066
	df	45
	Sig.	.000

The KMO of 0.868 is greater than the benchmark of 0.7 indicating sufficient items for each factor (Leech et al., 2014:73). A significant p-value ($0.00 < 0.05$) of the Bartlett's test of sphericity implies that the correlation matrix is factorable (Leech et al., 2014:73).

The determination of the number of factors to extract is presented in Table 4.21.

Table 4.21: The determination of the number of factors to extract (*Performing High Schools: OLBI on work engagement*)

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	4.705	47.051	47.051
2	1.229	12.291	59.342
3	.837	8.369	67.711
⋮	⋮	⋮	⋮
10	.234	2.344	100.000

The variance explained by the two factors is acceptable because, at 59.34%, it is more than 50% (Meyers et al., 2012:663). As a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from the variable (Fabrigar et al., 1999:272-299; Pett et al., 2003:75; Shapiro et al., 2002:578-585). The two constructs of the OLBI on work engagement are therefore reflected in Table 4.21. The number of extractable factors suggested by EFA are also true for CFA. The engagement for *Performing High Schools* in the study is therefore defined by a two factor solution whose factors, as in OLBI, are named “vigour (work engagement-factor2.1)” and “dedication (work engagement-factor2.2)” in this study and is used as such in a subsequent analysis.

Table 4.22 presents the initial factor solution.

Table 4.22: The initial factor solution of the OLBI on work engagement for *Performing High Schools*.

Item ID	Item Description	Vigour	Dedication
		(engagement-Factor2.1)	(Engagement-Factor2.2)
2 E	I always find new and interesting aspects in my job	0.763	0.072
3 E	I can cope with the pressure of my job very well	0.666	0.215
4 E	I find my job to be full of meaning and purpose	0.705	0.139
10 E	I usually have enough energy for leisure activities after work	0.524	0.612
12 E	I can usually manage my work load well	0.481	0.685
15 E	I like my job so much that I cannot imagine another occupation for myself	0.643	0.081
16 E	I feel more and more engaged in my work	0.698	0.135
17 E	My job inspires me	0.818	0.33
19 E	I'm enthusiastic about my job	0.723	0.348
20 E	I usually feel energised when I work	0.764	0.244

Table 4.22 indicates that most of the items are loading significantly on vigour (engagement-factor2.1). Only Item 10E and Item 12E are loading on dedication (engagement-factor2.2) ($0.612 > 0.524$; $0.685 > 0.481$). The initial solution violates the rule-of-thumb of having at least three significant items per factor (Meyers et al., 2012:663). As such, this study considers factor rotation in order to improve interpretability of the factor solution.

The rotated factor solution of the OLBI on work engagement is presented in Table 4.23.

Table 4.23: The Equamax⁴ rotated factor solution of the OLBI on work engagement for Performing High Schools.

Item ID	Item Description	Vigour	Dedication
		(work engagement-factor2.1)	(work engagement-factor2.2)
2 E	I always find new and interesting aspects in my job	0.627	0.44
3 E	I can cope with the pressure of my job very well	0.473	0.516
4 E	I find my job to be full of meaning and purpose	0.681	0.227
10 E	I usually have enough energy for leisure activities after work	0.154	0.791
12 E	I can usually manage my work load well	0.08	0.833
15 E	I like my job so much that I cannot imagine another occupation for myself	0.519	0.388
16 E	I feel more and more engaged in my work	0.673	0.227
17 E	My job inspires me	0.874	0.117
19 E	I'm enthusiastic about my job	0.801	0.055
20 E	I usually feel energised when I work	0.785	0.165

Table 4.23 indicates that the rotated solution satisfies the rule of thumb of having at least three significant items per factor and is interpretable as opposed to the initial factor solution (Meyers et al., 2012:663).

The OLBI on work engagement for *Performing High Schools* are indicated in Table 4.24.

⁴ Other rotation methods, Varimax, Oblimin, Promax and Quartimax were also considered but Equamax yielded a solution that is most easy to interpret.

Table 4.24: *The OLBI on work engagement for Performing High Schools*

	Vigour (engagement-factor2.1)
3 E	I can cope with the pressure of my job very well
10 E	I usually have enough energy for leisure activities after work
12 E	I can usually manage my work load well
	Dedication (engagement-factor2.2)
2 E	I always find new and interesting aspects in my job
4 E	I find my job to be full of meaning and purpose
15 E	I like my job so much that I cannot imagine another occupation for myself
16 E	I feel more and more engaged in my work
17 E	My job inspires me
19 E	I'm enthusiastic about my job
20 E	I usually feel energised when I work

The regression factor scores for vigour (work engagement-factor2.1) and dedication (work engagement-factor2.2) will be used as input in a subsequent analysis.

A factor analysis of the MSQ for the schools under study, starting with *Under-Performing High Schools*, will be presented below.

4.2.2.5 A factor analysis of the MSQ for Under-Performing High Schools

The MSQ for the *Under-Performing High Schools* will be analysed in tables and figures below.

The reliability of the MSQ is presented in Table 4.25.

Table 4.25: *The reliability of the MSQ: Under-Performing High Schools*

Cronbach's Alpha	N of Items
.933	20

Table 4.25 shows that the data are 93.3% percent reliable which can be regarded as excellent (>0.75) (Leung, 2001:84).

The sampling adequacy and factorability of the correlation matrix of the MSQ for *Under-Performing High Schools* is presented in Table 4.26.

Table 4.26: The determination of sampling adequacy and factorability of the correlation matrix (Under-Performing High Schools: MSQ)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.892
Bartlett's Test of Sphericity	Approx. Chi-Square	1767.929
	df	190
	Sig.	.000

The KMO of 0.89 is greater than the benchmark of 0.7 indicating sufficient items for each factor (Leech et al., 2014:73). A significant p-value ($0.00 < 0.05$) of the Bartlett's test of sphericity implies that the correlation matrix is factorable (Leech et al., 2014:73).

The determination of the number of factors to extract is presented in Table 4.27.

Table 4.27: The determination of the number of factors to extract (Under-Performing High Schools: MSQ)

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	8.976	44.882	44.882
2	1.743	8.715	53.597
3	1.263	6.314	59.911
4	1.141	5.706	65.617
5	.969	4.845	70.462
⋮	⋮	⋮	⋮
20	.132	.660	100.000

The variance explained by the four factors is acceptable because, at 65.62%, it is more than 50% (Meyers et al., 2012:663). As a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from the variable (Fabrigar et al., 1999:272-299; Pett et al., 2003:75; Shapiro et al., 2002:578-585). The four constructs of the MSQ are therefore reflected in Table 4.27. The number of extractable factors suggested by EFA are also true for CFA. The job satisfaction for Under-Performing High Schools in the study is therefore defined by a four factor solution whose factors, as in MSQ, are named "nature of work (job satisfaction-factor1.1)", "supervision (job satisfaction-factor1.2)", "working conditions (job satisfaction-factor1.3)" and "rewards (job satisfaction-factor1.4)" in this study and is used as such in a subsequent analysis.

Table 4.28 presents the initial factor solution.

Table 4.28: *The initial factor solution of the MSQ for Under-Performing High Schools.*

Item ID	Item Description	Nature of work	Supervision	Working Conditions	Rewards
		(satisfaction-factor1.1)	(satisfaction-factor1.2)	(satisfaction-factor1.3)	(satisfaction-factor1.4)
S1	Being able to keep busy all the time	0.681	0.056	0.154	0.1
S2	The chance to work alone on the job	0.694	0.052	0.099	0.24
S3	The chance to do different things from time to time	0.72	0.316	0.063	0.233
S4	The chance to be 'somebody' in the community	0.593	0.413	0.025	0.135
S5	The way my boss handles his/her workers	0.662	0.043	0.075	0.405
S6	The competence of my supervisor in making decisions	0.745	0.07	0.125	0.467
S7	Being able to do things that don't go against my conscience	0.486	0.332	0.304	0.515
S8	The way my job provides for steady employment	0.429	0.231	0.626	0.071
S9	The chance to do things for other people	0.719	0.249	0.115	0.014
S10	The chance to tell people what to do	0.625	0.474	0.296	0.014
S11	The chance to do something that makes use of my abilities	0.676	0.471	0.042	0.222
S12	The way company policies are put into practice	0.721	0.118	0.227	0.119
S13	The pay and the amount of work I do	0.506	0.573	0.33	0.13
S14	The chances for advancement on this job	0.675	0.4	0.21	0.303
S15	The freedom to use my own judgement	0.736	0.155	0.307	0.277
S16	The chance to try my own methods of doing the job	0.779	0.11	0.242	0.099
S17	The working conditions	0.699	0.258	0.346	0.13
S18	The way my co-workers get along with each other	0.674	0.266	0.285	0.269
S19	The praise I get for doing a good job	0.709	0.311	0.108	0.01
S20	The feeling of accomplishment I get from the job	0.745	0.126	0.216	0.029

Table 4.28 shows that most of the items are loading significantly on the nature of work (satisfaction-factor1.1). If this solution is interpreted, supervision (satisfaction-factor1.2), working conditions (satisfaction-factor1.3) and rewards (satisfaction-factor1.4) will have one item loading on each. As such, the initial solution violates the rule-of-thumb of having at least three significant items per factor (Meyers et al., 2012:663). Factor rotation is considered as a measure that can improve interpretability of the factor solution.

Figure 4.16 presents the absolute factor loadings of rotated factor solution of the MSQ.

Item ID	Item Discription	Nature of work	Supervision	Working conditions	Rewards
		(Job satisfaction -Factor1.1)	(Job satisfaction -Factor1.2)	(Job satisfaction -Factor1.3)	(Job satisfaction -Factor1.4)
S1	Bieng able to keep busy all the time	0.431	0.197	0.429	0.304
S2	The chance to work alone on the job	0.504	0.213	0.469	0.179
S3	The chance to do different things from time to time	0.705	0.155	0.314	0.238
S4	The chance to be 'somebody' in the community	0.673	0.138	0.11	0.239
S5	The way my boss handles his/her workers	0.136	0.396	0.219	0.622
S6	The competence of my supervisor in making decisions	0.127	0.427	0.275	0.77
S7	Bieng able to do things that don't go against my conscience	0.228	0.019	0.007	0.807
S8	The way my job provides for steady employment	0.347	0.339	0.436	0.457
S9	The chance to do things for other people	0.57	0.365	0.155	0.333
S10	The chance to tell people what to do	0.701	0.363	0.11	0.261
S11	The chance to do something that makes use of my abilities	0.799	0.152	0.148	0.215
S12	The way company policies are put into practice	0.279	0.411	0.257	0.284
S13	The pay and the amount of work I do	0.116	0.211	0.795	0.145
S14	The chances for advancement on this job	0.189	0.281	0.795	0.074
S15	The freedom to use my own judgement	0.447	0.401	0.413	0.05
S16	The chance to try my own methods of doing the job	0.415	0.6	0.367	0.141
S17	The working conditions	0.179	0.344	0.258	0.201
S18	The way my co-workers get along with each other	0.09	0.22	0.223	0.319
S19	The praise I get for doing a good job	0.152	0.406	0.585	0.285
S20	The feeling of accomplishment I get from the job	0.297	0.27	0.563	0.374

Figure 4.16: The Equamax⁵ rotated factor solution of the MSQ for Under-Performing High Schools.

In Figure 4.16 the items are distributed across the four factors; nature of work (job satisfaction- factor1.1), supervision (job satisfaction-factor1.2), working conditions (job satisfaction- factor1.3) and rewards (job satisfaction-factor1.4). All factors have three significant items loading on them. As such, the rotated solution satisfies the rule of thumb of having at least three significant items per factor and is interpretable as opposed to the initial factor solution (Meyers et al., 2012:663).

The MSQ for *Under-Performing High Schools* are indicated in Table 4.29.

⁵ Other rotation methods, Varimax, Oblimin, Promax and Quartimax were also considered but Equamax yielded a solution that is most easy to interpret.

Table 4.29: *The MSQ for Under-Performing High Schools*

Nature of work (job satisfaction-factor1.1)	
S1	Being able to keep busy all the time
S2	The chance to work alone on the job
S3	The chance to do different things from time to time
S4	The chance to be 'somebody' in the community
S9	The chance to do things for other people
S10	The chance to tell people what to do
S11	The chance to do something that makes use of my abilities
Supervision (job satisfaction-factor1.2)	
S5	The way my boss handles his/her workers
S6	The competence of my supervisor in making decisions
S7	Being able to do things that don't go against my conscience
S8	The way my job provides for steady employment
Working conditions (job satisfaction-factor1.3)	
S12	The way company policies are put into practice
S15	The freedom to use my own judgement
S16	The chance to try my own methods of doing the job
S17	The working conditions
S18	The way my co-workers get along with each other
Rewards (job satisfaction-factor1.4)	
S13	The pay and the amount of work I do
S14	The chances for advancement on this job
S19	The praise I get for doing a good job
S20	The feeling of accomplishment I get from the job

The regression factor scores for nature of work (job satisfaction -factor1.1), supervision (job satisfaction -factor1.2), working conditions (job satisfaction -factor1.3) and rewards (job satisfaction -factor1.4) will be used as input in a subsequent analysis.

A factor analysis of the MSQ for *Performing High Schools* is presented below.

4.2.2.6 A factor analysis of the MSQ for Performing High Schools

The MSQ for the *Performing High Schools* will be analysed in tables and figures below.

The reliability of the MSQ is presented in Table 4.30.

Table 4.30: *The Reliability of the MSQ: Performing High Schools*

Cronbach's Alpha	N of Items
.922	20

Table 4.30 shows that the data are 92.2% percent reliable which can be regarded as excellent (>0.75) (Leung, 2001:84).

The sampling adequacy and factorability of the correlation matrix of the MSQ for Under-Performing High Schools is presented in Table 4.31.

Table 4.31: *The determination of sampling adequacy and factorability of the correlation matrix (Performing High Schools: MSQ)*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.886
Bartlett's Test of Sphericity	Approx. Chi-Square	1671.296
	df	190
	Sig.	.000

The KMO of 0.89 is greater than the benchmark of 0.7 indicating sufficient items for each factor (Leech et al., 2014:73). A significant p-value ($0.00 < 0.05$) of the Bartlett's test of sphericity implies that the correlation matrix is factorable (Leech et al., 2014:73).

The determination of the number of factors to extract is presented in Table 4.32.

Table 4.32: *The determination of the number of factors to extract (Performing High Schools: MSQ)*

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	8.151	40.753	40.753
2	2.018	10.091	50.844
3	1.473	7.365	58.209
4	1.186	5.932	64.142
5	.936	4.678	68.819
⋮	⋮	⋮	⋮
20	.153	.767	100.000

The variance explained by the four factors is acceptable because, at 64.14%, it is more than 50% (Meyers et al., 2012:663). As a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from the variable (Fabriga et al., 1999:272-299;

Pett et al., 2003:75; Shapiro et al., 2002:578-585). The four constructs of the MSQ are therefore reflected in Table 4.32. The number of extractable factors suggested by EFA are also true for CFA. The job satisfaction for Performing High Schools in the study is therefore defined by a four factor solution whose factors, as in MSQ, are named “nature of the work (job satisfaction-factor2.1)”, “supervision (job satisfaction-factor2.2)”, “working conditions (job satisfaction-factor2.3)” and “rewards (factor2.4)” in this study and is used as such in a subsequent analysis.

Table 4.33 presents the initial factor solution.

Table 4.33: *The initial factor solution of the MSQ for Performing High Schools.*

Item ID	Item Description	Nature of the work	Supervision	Working conditions	Rewards
		(satisfaction-factor2.1)	(satisfaction-factor2.2)	(satisfaction-factor2.3)	(satisfaction-factor2.4)
S1	Being able to keep busy all the time	0.461	0.513	0.105	0.27
S2	The chance to work alone on the job	0.477	0.648	0.234	0.199
S3	The chance to do different things from time to time	0.646	0.393	0.111	0.365
S4	The chance to be 'somebody' in the community	0.587	0.307	0.117	0.177
S5	The way my boss handles his/her workers	0.666	0.177	0.527	0.056
S6	The competence of my supervisor in making decisions	0.656	0.122	0.586	0.046
S7	Being able to do things that don't go against my conscience	0.581	0.027	0.499	0.063
S8	The way my job provides for steady employment	0.559	0.23	0.204	0.365
S9	The chance to do things for other people	0.647	0.413	0.086	0.272
S10	The chance to tell people what to do	0.622	0.255	0.149	0.449
S11	The chance to do something that makes use of my abilities	0.742	0.272	0.066	0.249
S12	The way company policies are put into practice	0.695	0.267	0.005	0.122
S13	The pay and the amount of work I do	0.612	0.435	0.261	0.178
S14	The chances for advancement on this job	0.642	0.297	0.366	0.05
S15	The freedom to use my own judgement	0.729	0.281	0.215	0.278
S16	The chance to try my own methods of doing the job	0.687	0.181	0.239	0.298
S17	The working conditions	0.676	0.376	0.209	0.19
S18	The way my co-workers get along with each other	0.565	0.12	0.255	0.298
S19	The praise I get for doing a good job	0.68	0.228	0.069	0.182
S20	The feeling of accomplishment I get from the job	0.745	0.099	0.127	0.237

Table 4.33 shows that most of the items are loading significantly on the satisfaction-factor1.1. If this solution is interpreted, satisfaction-factor2.2 will have only two items and, satisfaction-factor2.3 and satisfaction-factor2.4 will not have items loading on them. As such, the initial solution violates the rule-of-thumb of having at least three significant items per factor

(Meyers et al., 2012:663). Factor rotation is considered as a measure than can improve interpretability of the factor solution.

Figure 4.17 presents the absolute factor loadings for the rotated factor solution of the MSQ.

Item ID	Item Description	nature of the work	supervision	working conditions	rewards
		(job satisfaction -factor2.1)	(job satisfaction -factor2.2)	(job satisfaction -factor2.3)	(job satisfaction -factor2.4)
S1	Being able to keep busy all the time	0.029	0.105	0.157	0.723
S2	The chance to work alone on the job	0.014	-0.035	0.263	0.82
S3	The chance to do different things from time to time	0.224	0.236	0.135	0.77
S4	The chance to be 'somebody' in the community	0.225	0.175	0.235	0.589
S5	The way my boss handles his/her workers	0.222	0.806	0.231	0.067
S6	The competence of my supervisor in making decisions	0.15	0.836	0.251	0.083
S7	Being able to do things that don't go against my conscience	0.095	0.713	0.228	0.146
S8	The way my job provides for steady employment	0.026	0.315	0.642	0.168
S9	The chance to do things for other people	0.034	0.248	0.663	0.41
S10	The chance to tell people what to do	0.22	0.033	0.749	0.255
S11	The chance to do something that makes use of my abilities	0.189	0.31	0.65	0.37
S12	The way company policies are put into practice	0.545	0.37	0.364	0.052
S13	The pay and the amount of work I do	0.777	0.211	0.028	0.118
S14	The chances for advancement on this job	0.736	0.062	0.27	0.135
S15	The freedom to use my own judgement	0.67	0.173	0.505	0.031
S16	The chance to try my own methods of doing the job	0.594	0.11	0.529	0.078
S17	The working conditions	0.751	0.277	0.067	0.18
S18	The way my co-workers get along with each other	0.299	0.578	-0.001	0.253
S19	The praise I get for doing a good job	0.587	0.364	0.119	0.247
S20	The feeling of accomplishment I get from the job	0.581	0.336	0.144	0.409

Figure 4.17: The Equamax⁶ rotated factor solution of the MSQ for Performing High Schools.

In Figure 4.17 the items are distributed across the four factors: nature of work (job satisfaction- factor2.1), supervision (job satisfaction-factor2.2), working conditions (job satisfaction- factor2.3) and rewards (job satisfaction-factor2.4). All factors have three significant items loading on them. As such, the rotated solution satisfies the rule of thumb of having at least three significant items per factor and is interpretable as opposed to the initial factor solution (Meyers et al., 2012:663).

The MSQ for *Performing High Schools* are indicated in Table 4.34.

⁶Other rotation methods, Varimax, Oblimin, Promax and Quartimax were also considered but Equamax yielded a solution that is most easy to interpret.

Table 4.34: *The MSQ for Performing High Schools*

Nature of the work (job satisfaction-factor2.1)	
S1	Being able to keep busy all the time
S2	The chance to work alone on the job
S3	The chance to do different things from time to time
S4	The chance to be 'somebody' in the community
Supervision (job satisfaction-factor2.2)	
S5	The way my boss handles his/her workers
S6	The competence of my supervisor in making decisions
S7	Being able to do things that don't go against my conscience
S18	The way my co-workers get along with each other
Working conditions (job satisfaction-factor2.3)	
S8	The way my job provides for steady employment
S9	The chance to do things for other people
S10	The chance to tell people what to do
S11	The chance to do something that makes use of my abilities
Rewards (job satisfaction-factor2.4)	
S12	The way company policies are put into practice
S13	The pay and the amount of work I do
S14	The chances for advancement on this job
S15	The freedom to use my own judgement
S16	The chance to try my own methods of doing the job
S17	The working conditions
S19	The praise I get for doing a good job
S20	The feeling of accomplishment I get from the job

The regression factor scores for nature of work (job satisfaction-factor 2.1), supervision (job satisfaction-factor 2.2), working conditions (job satisfaction- factor 2.3) and rewards (job satisfaction -factor2.4) will be used as input in a subsequent analysis.

A summary of the reliability tests and factor analysis results are presented below.

4.2.2.7 A summary of reliability tests and factor analysis results

All reliability analyses results, using Cronbach's alpha, confirmed that both the OLBI (for burnout and work engagement) and the MSQ (for job satisfaction) are reliable. The study used exploratory factor analysis to explore possible factors lead to burnout, work engagement and job satisfaction in *Under-Performing* and *Performing High Schools*.

The OLBI on burnout is factored into two constructs: exhaustion and cynicism. Participants in both *Under-Performing* and *Performing High Schools* experience exhaustion (feel tired and emotionally drained) and cynicism (need more time to feel better after work).

The OLBI on work engagement is factored into two constructs: vigour and dedication. Participants in both *Under-Performing* and *Performing High Schools* experience vigour (coping with pressure and having energy for leisure activities) and dedication (find the job to be energising and full of meaning).

The MSQ is factored into four constructs: nature of work, supervision, working conditions and rewards. With regard to nature of work of participants, both *Under-Performing* and *Performing High Schools* have the chance to be somebody in the community and to work alone on the job. Supervision: both are satisfied with the way the boss and supervisor handles workers. Working conditions in *Under-Performing High Schools*: participants are provided with steady employment and the chance to tell people what to do. Working conditions in *Performing High Schools*: participants are satisfied with the way company policies are put into practice and the chance to try own methods of doing the job. Rewards: both *Under-Performing* and *Performing High Schools* experience praise and accomplishment for doing a good job.

The results of the hypotheses of the study are presented below.

4.2.3 Hypotheses results

The results of the hypotheses of the study will be presented in tables below. All Pearson correlation coefficients are interpreted based on the following criteria which are adopted from Weinberg and Abramowitz (2016:152):

$r \geq \pm 0.5$ are considered strong

$0.3 \leq r < 0.5$ are considered moderate

$0.1 \leq r < 0.3$ are considered weak

The * and the ** in the Pearson correlation tables and the path diagrams below indicate that the relationships are significant up to 5% and 1%, respectively.

4.2.3.1 Hypothesis 1; Burnout is negatively related to work engagement.

The relationship between burnout and work engagement in *Under-Performing High Schools* is presented in Table 4.35 below.

Table 4.35 The Pearson Correlation between burnout and work engagement in Under-Performing High Schools

	Vigour (engagement-factor1.1)	Dedication (engagement-factor1.2)
Exhaustion (burnout-factor1.1)	-.538**	-.216**
	p-value=0.00	p-value=0.009
Cynicism (Burnout-factor1.2)	-.276**	-.196*
	p-value=0.001	p-value=0.018

Table 4.35 shows that there is a strong, negative relationship between exhaustion and vigour (-0.54; p-value=0.00) in *Under-Performing High Schools*. A weak, negative relationship between exhaustion and dedication (-0.22; p-value=0.01) also exists. There are also weak, negative relationships between cynicism and the following factors: vigour (-0.28; p-value=0.00) and dedication (-0.20; p-value=0.02). All these relationships are statistically significant up to the 5% level of significance. Hypothesis 1 is therefore accepted for *Under-Performing High Schools*.

The relationships are indicated in the path diagram (Figure 4.18) below.

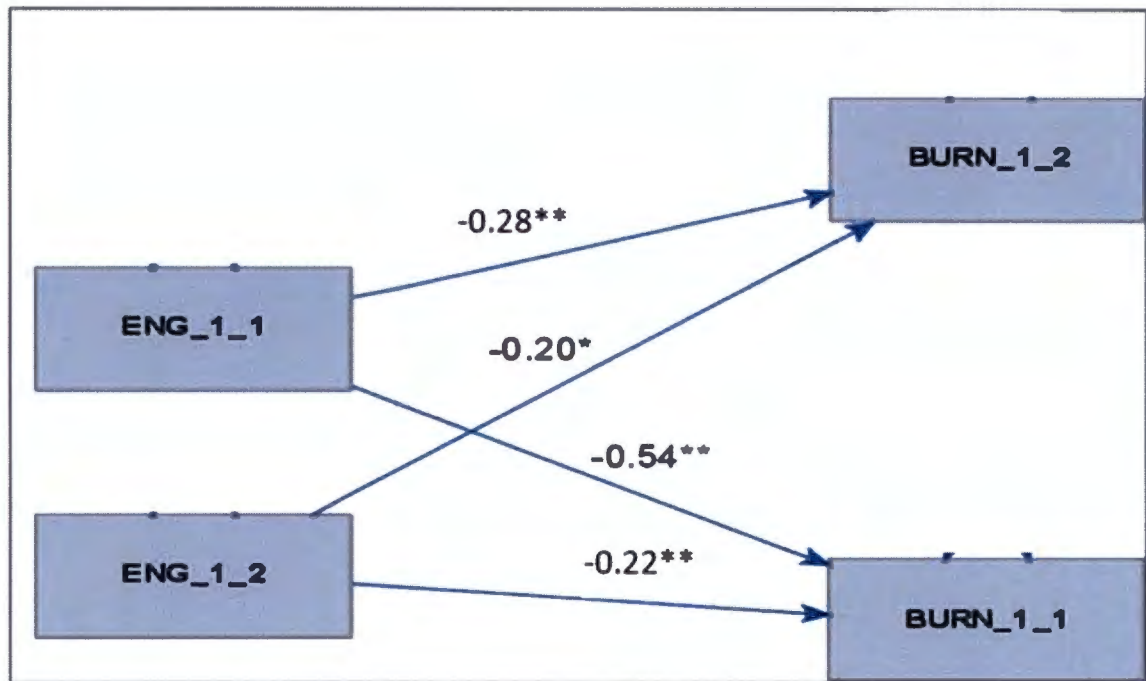


Figure 4.18: A path diagram showing the relationships between burnout factors and work engagement factors in Under-Performing High Schools.

*=Significant up to 5%

**=Significant up to 1%

The relationship between burnout and work engagement in *Performing High Schools* is presented in Table 4.36 below.

Table 4.36: The Pearson Correlation between burnout and work engagement in *Performing High Schools*

	Vigour (engagement-factor2.1)	Dedication (engagement-factor2.2)
Exhaustion (burnout-factor2.1)	-.236**	-.208**
	p-value=0.003	p-value=0.009
Cynicism (burnout -factor2.2)	-.564**	-.151
	p-value=0.00	p-value=0.060

Table 4.36 shows that there is a strong, negative relationship between cynicism and vigour (-0.54; p-value=0.00) in *Performing High Schools*. Also there are weak, negative relationships between exhaustion and the following variables: vigour (-0.24; p-value=0.00) and dedication (-0.21; p-value=0.01). All three relationships are statistically significant up to the 5% level of significance. Hypothesis 1 is therefore accepted for *Performing High Schools*.

The significant correlations are indicated in the path diagram (Figure 4.19) below.

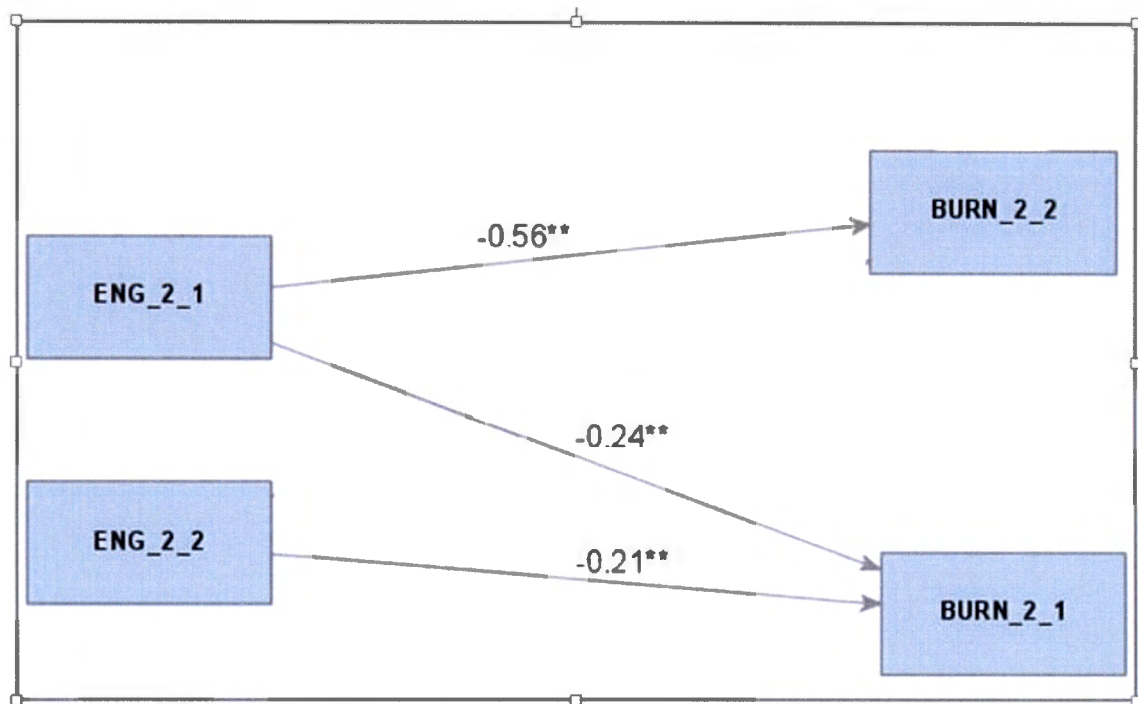


Figure 4.19: A path diagram showing the relationships between burnout factors and work engagement factors in Performing High Schools

*=Significant up to 5%

**=Significant up to 1%

The negative relationship between cynicism and dedication (-0.15; p-value=0.06) is not included in the path diagram because it is not statistically significant up to the 5% level of significance.

The negative relationship between burnout and work engagement (Hypothesis 1) therefore applies to both categories of schools.

Hypothesis 2 is presented below.

4.2.3.2 Hypothesis 2; Burnout is negatively related to job satisfaction.

The relationship between burnout and job satisfaction in *Under-Performing High Schools* is presented in Table 4.37 below.

Table 4.37: The Pearson Correlation between burnout and job satisfaction in *Under-Performing High Schools*

	Exhaustion (burnout-factor1.1)	Cynicism (burnout-factor1.2)
Nature of work (satisfaction-factor1.1)	-.206**	.006
	p-value= 0.013	p-value = 0.943
Supervision (satisfaction-factor1.2)	-.036	.149
	p-value = 0.665	p-value = 0.072
Working conditions (satisfaction-factor1.3)	-.504**	-.247**
	p-value = 0.00	p-value = 0.003
Rewards (satisfaction-factor1.4)	-.172*	-.097
	p-value = 0.038	p-value = 0.246

Table 4.37 shows that there are weak, negative relationships between nature of work and exhaustion (-0.21; p-value=0.01) and rewards and exhaustion (-0.17; p-value=0.04). There is also a weak, negative relationship between working conditions and cynicism (-0.25; p-value=0.00). Also, a strong, negative relationship between working conditions and exhaustion (-0.50; p-value=0.00) also exists. All these relationships are statistically significant up to the 5% level of significance. Hypothesis 2 is therefore partially accepted for *Under-Performing High Schools*.

The significant relationships are indicated in the path diagram (Figure 4.20) below.

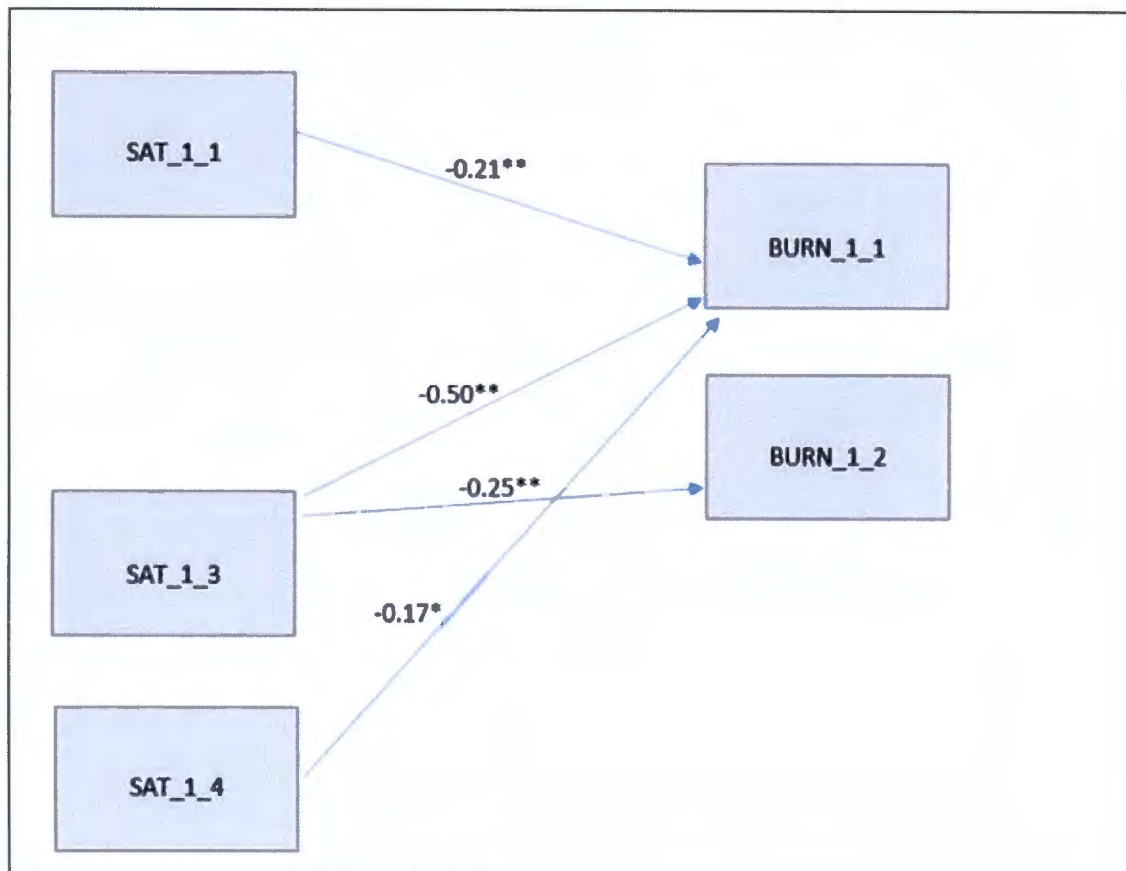


Figure 4.20: A path diagram showing the relationships between burnout and job satisfaction factors in Under-Performing High Schools

*=Significant up to 5%

**=Significant up to 1%

The positive relationships between nature of work and cynicism (0.01; p-value=0.94), as well as supervision and cynicism (0.15; p-value=0.07) are not included in the path diagram above because they are not statistically significant up to the 5% level of significance. The negative relationships between rewards and cynicism (-0.10; p-value=0.25), as well as supervision and exhaustion (-0.04; p-value=0.67) are not included in the path diagram because they are not statistically significant up to the 5% level of significance.

The relationship between burnout and job satisfaction in *Performing High Schools* is presented in Table 4.38 below.

Table 4.38: The Pearson Correlation between burnout and job satisfaction in Performing High Schools

	Exhaustion (burnout -factor2.1)	Cynicism (burnout-factor2.2)
Nature of work (satisfaction-factor2.1)	-.350**	-.342**
	p-value=0.00	p-value=0.00
Supervision (satisfaction-factor2.2)	.03	-.15
	p-value=0.750	p-value=0.060
Working conditions (satisfaction-factor2.3)	.218**	-.219**
	p-value=0.010	p-value=0.010
Rewards (satisfaction-factor2.4)	-.169*	-.196*
	p-value=0.040	p-value=0.020

Table 4.38 shows that there is a moderate, negative relationship between nature of work and the following variables: exhaustion (-0.35; p-value=0.00) and cynicism (-0.34; p-value=0.00). There is a weak, positive relationship between working conditions and exhaustion (0.22; p-value=0.01) and a weak, negative relationship between working conditions and cynicism (-0.22; p-value=0.01). A weak, negative relationship between rewards and the following: exhaustion (-0.17; p-value=0.04) and cynicism (-0.20; p-value=0.02) also exists. All these relationships are significant up to the 5% level of significance. Hypothesis 2 is therefore partially accepted for *Performing High Schools*.

The relationships are indicated in the path diagram (Figure 4.21) below.

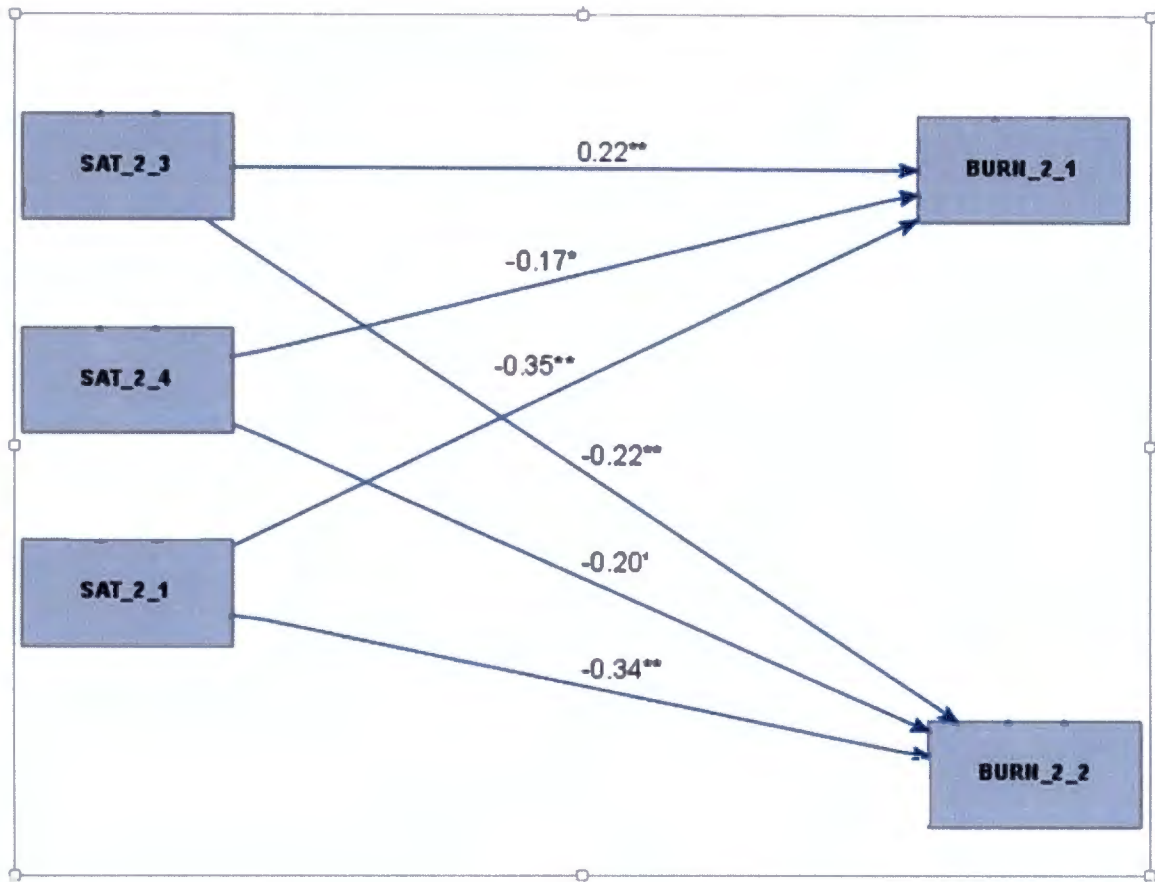


Figure 4.21: A path diagram showing the relationships between burnout and job satisfaction factors in Performing High Schools

*=Significant up to 5%

**=Significant up to 1%

The positive relationship between supervision and exhaustion (0.03; p-value=0.75) is not included in the path diagram because it is not statistically significant up to the 5% level of significance. The negative relationship between supervision and cynicism (-0.15; p-value=0.06) is not included in the path diagram because it is not statistically significant up to the 5% level of significance.

The negative relationship between burnout and job satisfaction (Hypothesis 2) is partially accepted for both categories of schools.

Hypothesis 3 is presented below.

4.2.3.3 Hypothesis 3; Work engagement is positively related to job satisfaction.

The relationship between work engagement and job satisfaction in *Under-Performing High Schools* is presented in Table 4.39 below.

Table 4.39: The Pearson Correlation between work engagement and job satisfaction in Under-Performing High Schools

	Nature of work (satisfaction-factor1.1)	Supervision (satisfaction-factor1.2)	Working conditions (satisfaction-factor1.3)	Rewards (satisfaction-factor1.4)
Vigour (engagement-factor1.1)	.229**	.284**	.544**	.304**
	p-value = 0.005	p-value = 0.001	p-value = 0.00	p-value = 0.00
Dedication (engagement-factor1.2)	.268**	-.209**	.213**	.224**
	p-value = 0.001	p-value = 0.011	p-value = 0.010	p-value = 0.006

Table 4.39 shows that there are weak, positive relationships between vigour and the following variables: nature of work (0.23; p-value=0.01) and supervision (0.28; p-value=0.00). In addition, there is a moderate, positive relationship between vigour and rewards (0.30; p-value 0.00). A strong, positive relationship between vigour and working conditions (0.54; p-value=0.00) also exists. All these relationships are significant up to the 5% level of significance.

Table 4.39 also shows that there are moderate, weak positive relationships between dedication and the following variables: nature of work (0.27; p-value=0.00), working conditions (0.21; p-value=0.01) and rewards (0.22; p-value=0.01). There is a moderate, weak negative relationship between dedication and supervision (-0.21; p-value=0.01). All these relationships are significant up to the 5% level of significance. Hypothesis 3 is therefore partially accepted for *Under-Performing High Schools*.

The relationships are indicated in the following path diagram (Figure 4.22) below.

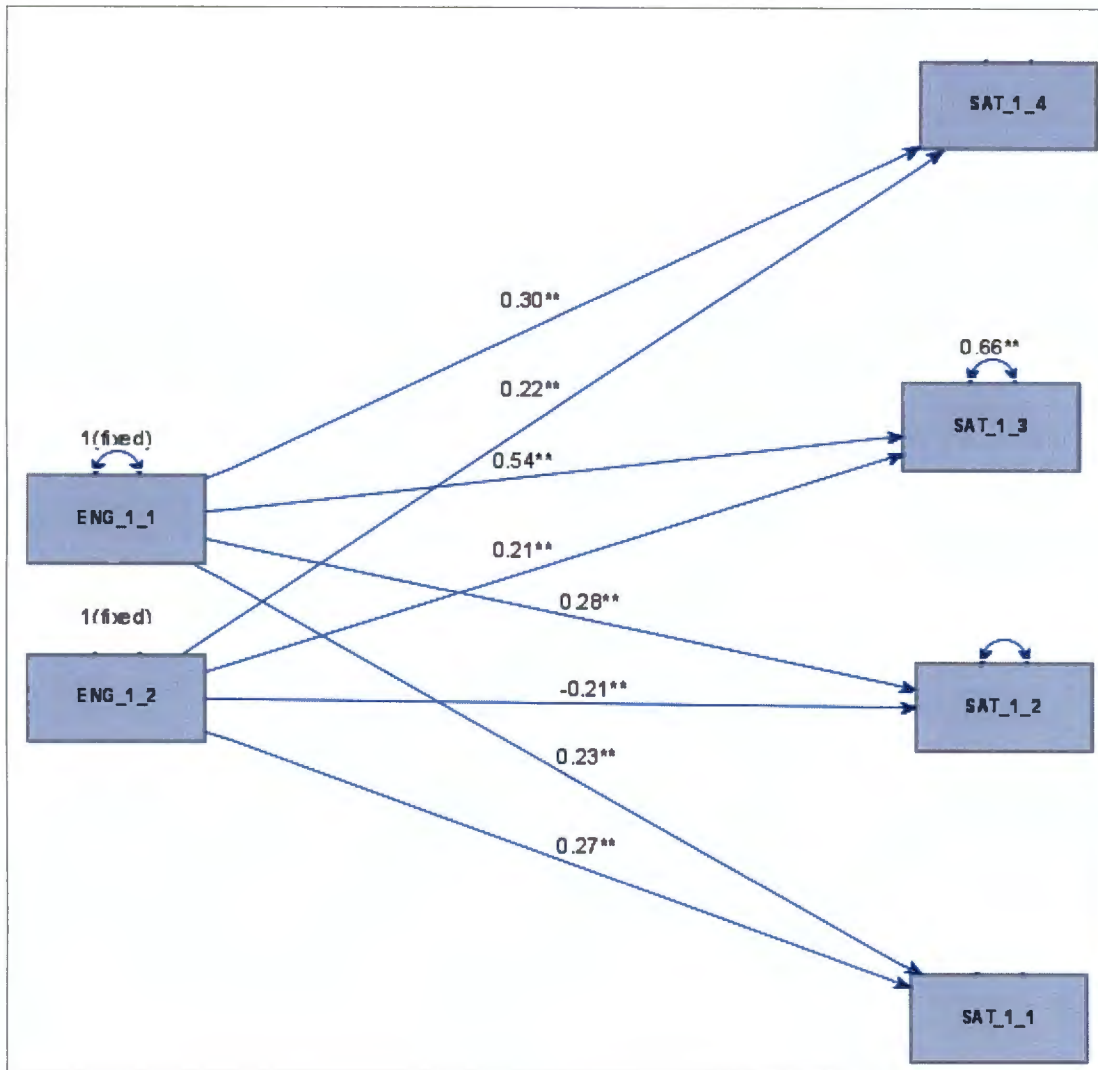


Figure 4.22: A path diagram showing the relationships between work engagement factors and job satisfaction factors in Under-Performing High Schools

*=Significant up to 5%

**=Significant up to 1%

The relationship between work engagement and job satisfaction in *Performing High Schools* is presented in Table 4.40 below.

Table 4.40: The Pearson Correlation between work engagement and job satisfaction in Performing High Schools

	Nature of work (satisfaction-factor2.1)	Supervision (satisfaction-factor2.2)	Working conditions (satisfaction-factor2.3)	Rewards (satisfaction-factor2.4)
Vigour (engagement-factor2.1)	.381**	.253**	.14	.443**
	p-value =0.00	p-value =0.00	p-value =0.080	p-value =0.00
Dedication (engagement-factor2.2)	.330**	-.01	.175*	.264**
	p-value =0.00	p-value =0.920	p-value =0.030	p-value =0.002

Table 4.40 shows that there are moderate, positive relationships between vigour and the following variables: nature of work (0.38; p-value=0.00) and rewards (0.44; p-value=0.00). A weak, positive relationship between vigour and supervision (0.25; p-value=0.00) also exists. All these relationships are significant up to the 5% level of significance.

Table 4.40 also shows that there is a moderate, positive relationship between dedication and nature of work (0.33; p-value=0.00). There are weak, positive relationships between dedication and the following variables: working conditions (0.18; p-value=0.03) and rewards (0.26; p-value=0.00). All these relationships are significant up to the 5% level of significance. Hypothesis 3 is therefore partially accepted for *Performing High Schools*.

The significant relationships are indicated in the following path diagram (Figure 4.23) below.

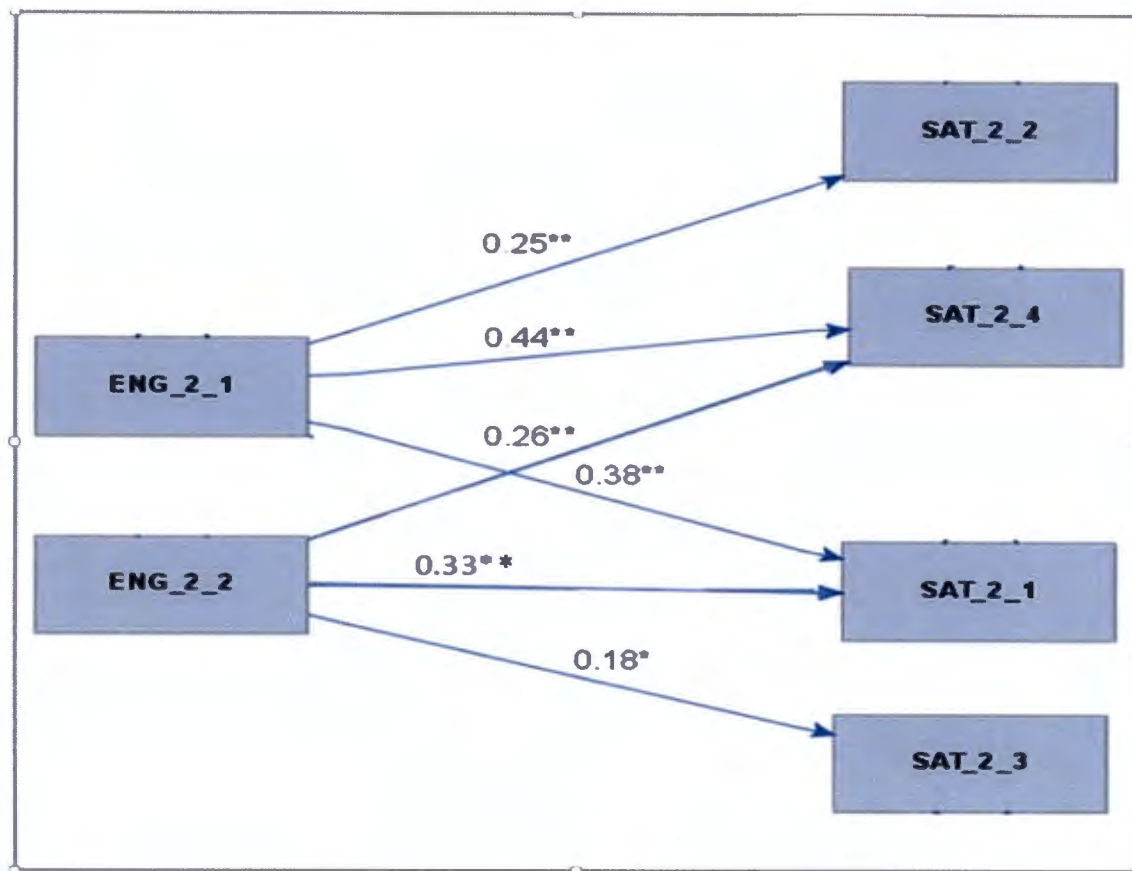


Figure 4.23: A path diagram showing the relationships between work engagement factors and job satisfaction factors in Performing High Schools

*=Significant up to 5%

**=Significant up to 1%

The negative relationship between dedication and supervision (-0.01; p-value=0.92) is not included in the path diagram because it is not statistically significant up to the 5% level of significance. The positive relationship between vigour and working conditions (0.14; p-value=0.08) is not included in the path diagram because it is not statistically significant up to the 5% level of significance.

The negative relationship between work engagement and job satisfaction (Hypothesis 3) is partially accepted for both categories of schools.

Hypothesis 4 is presented below.

4.2.3.4 Hypothesis 4; There is a relationship between burnout, job satisfaction and work engagement.

The relationship between burnout, job satisfaction and work engagement in *Under-Performing High Schools* is presented in Table 4.41 below.

Table 4.41: The Pearson Correlation between burnout, work engagement and job satisfaction factors in Under-Performing High Schools

	Vigour (engagement-factor1.1)	Dedication (engagement-factor1.2)
Exhaustion (burnout-factor1.1)	-.538**	-.216**
	p-value=0.00	p-value=0.009
Cynicism (burnout-factor1.2)	-.276**	-.196*
	p-value=0.001	p-value=0.018
	Exhaustion (burnout- factor1.1)	Cynicism (burnout-factor1.2)
Nature of work (satisfaction-factor1.1)	-.206**	.006
	p-value= 0.013	p-value = 0.943
Supervision (satisfaction-factor1.2)	-.036	.149
	p-value = 0.665	p-value = 0.072
Working conditions (satisfaction-factor1.3)	-.504**	-.247**
	p-value = 0.000	p-value = 0.003
Rewards (satisfaction-factor1.4)	-.172*	-.097
	p-value = 0.038	p-value = 0.246
	Vigour (engagement-factor1.1)	Dedication (engagement-factor1.2)
Nature of work (satisfaction-factor1.1)	.229**	.268**
	p-value = 0.005	p-value = 0.001
Supervision (satisfaction-factor1.2)	.284**	-.209**
	p-value = 0.001	p-value = 0.011
Working conditions (satisfaction-factor1.3)	.544**	.213**
	p-value = 0.000	p-value = 0.010
Rewards (Satisfaction-Factor1.4)	.304**	.224**
	p-value = 0.000	p-value = 0.006

Table 4.41 indicates that in *Under-Performing High Schools*, there is a negative relationship between burnout and work engagement; a negative relationship between burnout and job satisfaction, with the exception of the positive relationships between nature of work and cynicism (0.01) and supervision and cynicism (0.15); a positive relationship between job

satisfaction and work engagement, with the exception of the negative relationship between dedication and supervision (-0.21). There is indeed a relationship between burnout, job satisfaction and work engagement in *Under-Performing High Schools*. Hypothesis 4 is therefore accepted for *Under-Performing High Schools*.

The relationships are indicated in the following path diagram (Figure 4.24) below.

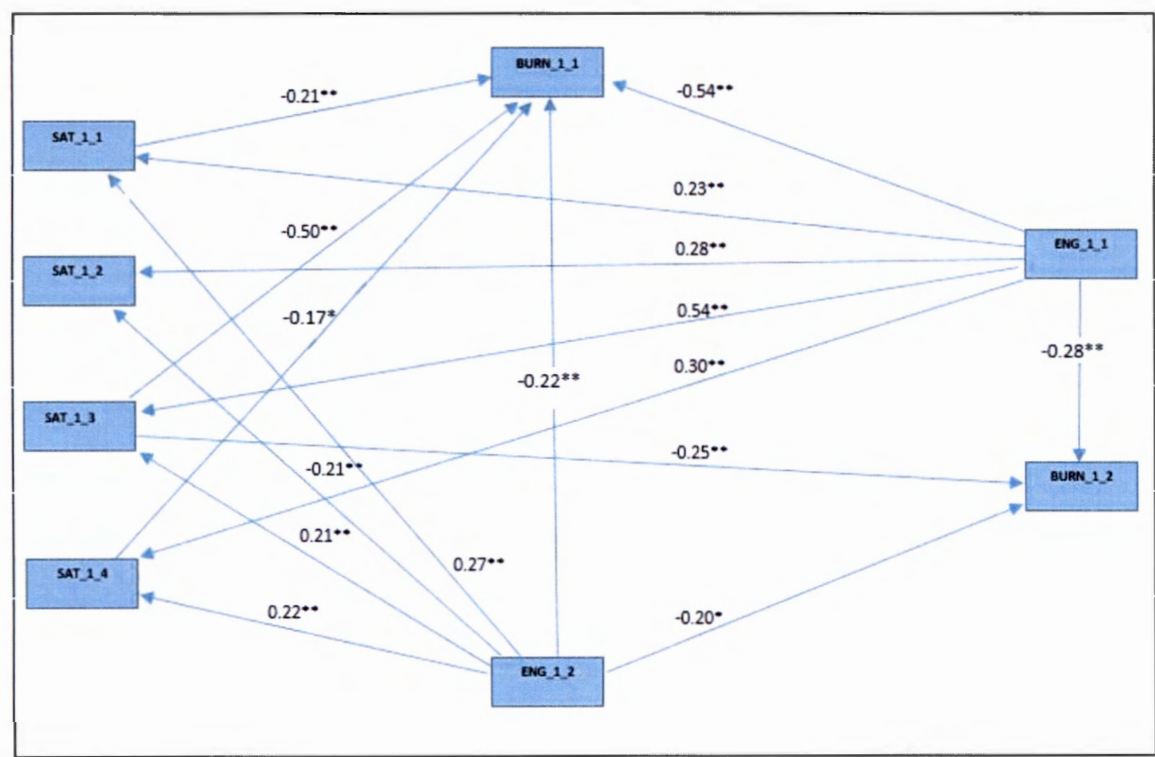


Figure 4.24: A path diagram showing the relationships between burnout, work engagement and job satisfaction factors in *Under-Performing High Schools*

*=Significant up to 5%
 **=Significant up to 1%

The relationship between burnout, job satisfaction and work engagement in *Performing High Schools* is presented in Table 4.42 below.

Table 4.42: The Pearson Correlation between burnout, job satisfaction and work engagement in Performing High Schools

	Vigour (engagement-factor2.1)	Dedication (engagement-factor2.2)
Exhaustion (burnout-factor2.1)	-.236**	-.208**
	p-value=0.003	p-value=0.009
Cynicism (burnout-factor2.2)	-.564**	-.151
	p-value = 0.00	p-value=0.060
	Exhaustion (burnout-factor2.1)	Cynicism (burnout-factor2.2)
Nature of work (satisfaction-factor2.1)	-.350**	-.342**
	p-value=0.00	p-value=0.00
Supervision (satisfaction-factor2.2)	.03	-.15
	p-value=0.750	p-value=0.060
Working conditions (satisfaction-factor2.3)	.218**	-.219**
	p-value=0.010	p-value=0.010
Rewards (satisfaction-factor2.4)	-.169*	-.196*
	p-value=0.040	p-value=0.020
	Vigour (engagement-factor2.1)	Dedication (engagement-factor2.2)
Nature of work (satisfaction-factor2.1)	.381**	.330**
	p-value =0.00	p-value =0.00
Supervision (satisfaction-factor2.2)	.253**	-.01
	p-value =0.00	p-value =0.920
Working conditions (satisfaction-factor2.3)	0.14	.175*
	p-value =0.080	p-value =0.050
Rewards (satisfaction-Factor2.4)	.443**	.264*
	p-value = 0.00	p-value =0.002

Table 4.42 indicates that in *Performing High Schools*, there is a negative relationship between burnout and work engagement; a negative relationship between burnout and job satisfaction, with the exception of the positive relationships between supervision and exhaustion (0.03) and working conditions and exhaustion (0.22); a positive relationship between job satisfaction and work engagement, with the exception of the negative relationship between supervision and dedication (-0.01). There is indeed a relationship between burnout, job satisfaction and work engagement in *Performing High Schools*. Hypothesis 4 is therefore accepted for *Performing High Schools*.

The relationships are indicated in the following path diagram (Figure 4.25) below.

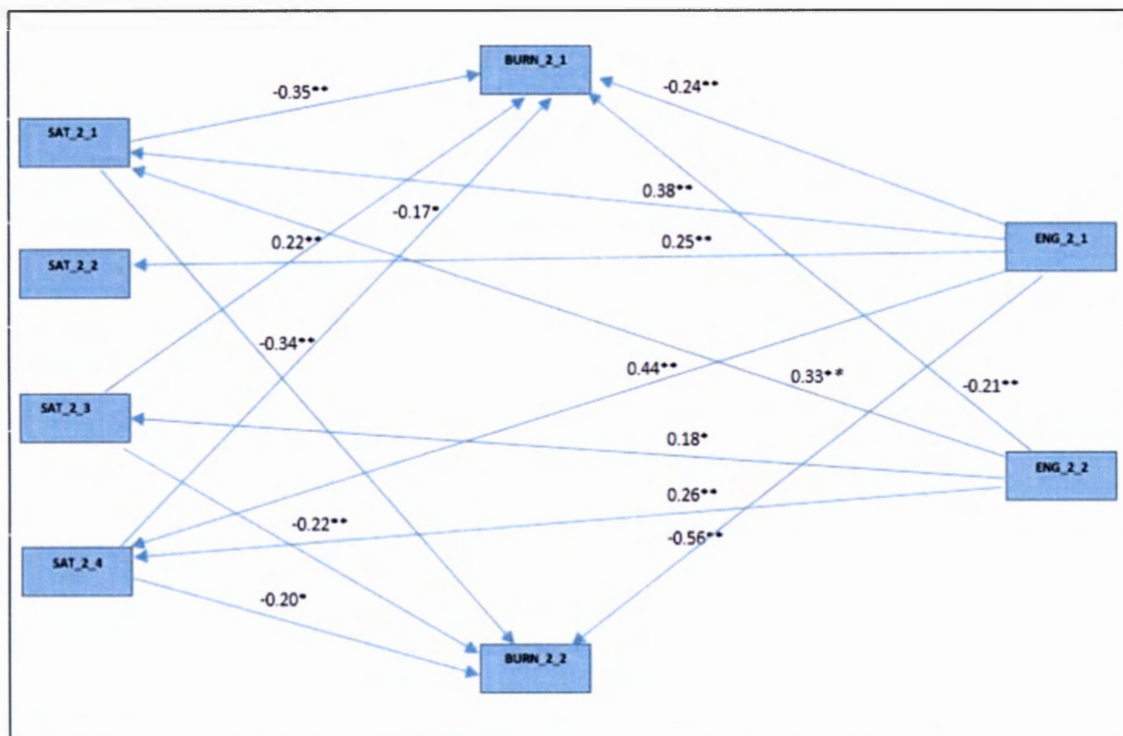


Figure 4.25: A path diagram showing the relationships between burnout, work engagement and job satisfaction factors in Performing High Schools

*=Significant up to 5%

**=Significant up to 1%

The relationship between burnout, job satisfaction and work engagement therefore applies to both categories of schools.

Hypothesis 5 is presented below.

4.2.3.5 Hypothesis 5; Educators in *Performing High Schools* of the Dr. Kenneth Kaunda District experience high job satisfaction levels.

The job satisfaction of participants in *Performing High Schools* is presented in the Table 4.43 below.

Table 4.43: The job satisfaction of Performing High Schools

		Dissatisfied	Satisfied
Nature of work (satisfaction-factor2.1)	Being able to keep busy all the time	19.50%	80.50%
	The chance to work alone on the job	19.40%	80.60%
	The chance to do different things from time to time	22.60%	77.40%
	The chance to be 'somebody' in the community	21.30%	78.70%
	Average Percentage	20.70%	79.30%
Supervision (satisfaction-factor2.2)	The way my boss handles his/her workers	23.20%	76.80%
	The competence of my supervisor in making decisions	23.90%	76.10%
	Being able to do things that don't go against my conscience	25.20%	74.80%
	The way my co-workers get along with each other	28.40%	71.60%
	Average Percentage	25.18%	74.83%
Working conditions (satisfaction-factor2.3)	The way my job provides for steady employment	14.20%	85.80%
	The chance to do things for other people	14.20%	85.80%
	The chance to tell people what to do	27.70%	72.30%
	The chance to do something that makes use of my abilities	18.70%	81.30%
	Average Percentage	18.70%	81.30%
Rewards (satisfaction-factor2.4)	The way company policies are put into practice	35.50%	64.50%
	The pay and the amount of work I do	45.80%	54.20%
	The chances for advancement on this job	40.00%	60.00%
	The freedom to use my own judgement	31.00%	69.00%
	The chance to try my own methods of doing the job	29.00%	71.00%
	The working conditions	41.90%	58.10%
	The praise I get for doing a good job	26.50%	73.50%
	The feeling of accomplishment I get from the job	25.20%	74.80%
	Average Percentage	35.67%	64.33%

Table 4.43 shows that in *Performing High Schools* most of the participants are satisfied with the nature of their work, as it gives them the chance to work alone on the job (80.60%), being able to keep busy all the time (80.50%) and the chance to be 'somebody' in the community (78.70%). Most participants are satisfied with their supervision, as they are happy with the way the boss handles his/her workers (76.80%), the competence of their supervisor in making decisions (76.10%) and being able to do things that don't go against their conscience (78.80%). Most participants are very satisfied with the working conditions, as the job provides for steady employment (85.80%), the chance to do things for other people (85.80%) and the chance to do something that makes use of their abilities (81.30%). An average number of the participants are satisfied with the rewards, as they get the feeling of

accomplishment from the job (74.80%), the praise for doing a good job (73.50%), and the chance to try their own methods of doing the job (71.00%). Generally, the majority of the participants in *Performing High Schools* in this study are satisfied with the nature of their work (79.30%), supervision (74.83%), working conditions (81.30%) and rewards (64.33%). Hypothesis 5 is therefore accepted for *Performing High Schools*.

Hypothesis 6 is presented below.

4.2.3.6 Hypothesis 6; Educators in *Performing High Schools* of the Dr. Kenneth Kaunda District experience work engagement.

The work engagement of participants in *Performing High Schools* is presented in the table 4.44 below.

Table 4.44: The work engagement of *Performing High Schools*

		Disagree	Agree
Vigour (work engagement-factor2.1)	I can cope with the pressure of my job very well	20.60%	79.40%
	I usually have enough energy for leisure activities after work	53.50%	46.50%
	I can usually manage my work load well	18.70%	81.30%
	Average Percentage	30.93%	69.07%
Dedication (work engagement-factor2.2)	I always find new and interesting aspects in my job	30.10%	69.90%
	I find my job to be full of meaning and purpose	43.80%	56.20%
	I like my job so much that I cannot imagine another occupation for myself	34.20%	65.80%
	I feel more and more engaged in my work	36.30%	63.70%
	My job inspires me	32.90%	67.10%
	I'm enthusiastic about my job	35.46%	64.54%
	I usually feel energised when I work	36.30%	63.70%
	Average Percentage	35.58%	64.42%

Table 4.44 shows that in *Performing High Schools* the majority of the participants experience vigour, as the participants cope with pressure of their job very well (79.40%) and usually manage their work load well (81.30%), although slightly more than average usually do not have enough energy for leisure activities after work (53.50%). A majority of the participants also experience dedication, as the job offers them new and interesting aspects within the job

(69.90%), the job inspires them (67.10%) and they cannot imagine working in another occupation (65.80%). Generally, more than half of the participants in *Performing High Schools* in this study experience vigour (69.07%) and dedication (64.42%). Hypothesis 6 is accepted for *Performing High Schools*.

Hypothesis 7 is presented below.

4.2.3.7 Hypothesis 7; Educators in *Performing High Schools* of the Dr. Kenneth Kaunda District do not experience burnout.

The burnout of participants in *Performing High Schools* is presented in the table 4.45 below.

Table 4.45: The burnout of *Performing High Schools*

		Disagree	Agree
Exhaustion (burnout-factor2.1)	I feel tired when I get up in the morning and I have to face another day at work	53.20%	46.80%
	Lately, I tend to think less about my job; I do it almost mechanically	53.50%	46.50%
	I feel emotionally drained by my work	45.80%	54.20%
	I experience my work as a real challenge	43.90%	56.10%
	I usually feel worn-out and tired after my work	36.20%	63.80%
	Average Percentage	46.52%	53.48%
Cynicism (burnout-factor2.2)	It happens more and more that I talk about my job in a negative way	64.10%	35.90%
	I need more time to feel better after work on a day than I did in the past	36.20%	63.80%
	Over time, I have lost personal interest in my work	56.50%	43.50%
	I sometimes really hate the tasks I have to do in my job	61.10%	38.90%
	I have become less enthusiastic about my work	57.80%	42.20%
	Average Percentage	55.14%	44.86%

Table 4.45 shows that in *Performing High Schools* slightly more than average experience exhaustion, as the participants usually feel worn-out and tired after work (63.80%), experience work as a real challenge (56.10%) and feel emotionally drained (54.20%), although the participants do not feel tired when having to go to work (53.20%) and do not do their work mechanically (53.50%). Less than average of the participants' experience

cynicism, as they need more time to feel better after work on a day than they did in the past (63.80%), although the majority of the participants talk about their job in a positive way (64.10%) and are more enthusiastic about the job (57.80%). Slightly more than half (53.48%) of the participants in *Performing High Schools* in this study experience exhaustion but fewer (44.86%) are cynical. Hypothesis 7 is therefore partially accepted for *Performing High Schools*.

Hypothesis 8 is presented below.

4.2.3.8 Hypothesis 8; Educators in *Under-Performing High Schools* of the Dr. Kenneth Kaunda District do not experience work engagement.

The work engagement of participants in *Under-Performing High Schools* is presented in Table 4.46 below.

Table 4.46: The work engagement of *Under-Performing High Schools*

		Disagree	Agree
Vigour (engagement-factor1.1)	I always find new and interesting aspects in my job	42.50%	57.50%
	I can cope with the pressure of my job very well	32.90%	67.10%
	I find my job to be full of meaning and purpose	30.10%	69.90%
	I usually have enough energy for leisure activities after work	54.10%	45.90%
	I can usually manage my work load well	35.60%	64.40%
	Average Percentage	39.04%	60.96%
Dedication (engagement-factor1.2)	I like my job so much that I cannot imagine another occupation for myself	43.80%	56.20%
	I usually feel energised when I work	36.30%	63.70%
	I feel more and more engaged in my work	34.20%	65.80%
	My job inspires me	36.30%	63.70%
	I'm enthusiastic about my job	32.90%	67.10%
	Average Percentage	36.70%	63.30%

Table 4.46 shows that in *Under-Performing High Schools* the majority of the participants experience vigour, as they find the job to be full of meaning and purpose (69.90%), cope with the pressure of the job very well (67.10%) and manage workload well (64.40%), although they do not have enough energy for leisure activities after work (54.10%). Most of the participants experience dedication, as they are enthusiastic about the job (67.10%), feel more and more engaged in their work (65.80%) and feel energised and inspired by the job (63.70%). Generally, more than average of participants in *Under-Performing High Schools*

experience vigour (60.96%) and dedication (63.30%). Hypothesis 8 is therefore rejected for *Under-Performing High Schools*.

Hypothesis 9 is presented below.

4.2.3.9 Hypothesis 9; Educators in *Under-Performing High Schools* of the Dr. Kenneth Kaunda District experience burnout.

The burnout of participants in *Under-Performing High schools* is presented in the table below.

Table 4.47: *The burnout of Under-Performing High Schools*

		Disagree	Agree
Exhaustion (burnout factor1.1)	I feel tired when I get up in the morning and I have to face another day at work	52.30%	47.70%
	It happens more and more that I talk about my job in a negative way	62.60%	37.40%
	Lately, I tend to think less about my job; I do it almost mechanically	53.50%	46.50%
	I feel emotionally drained by my work	42.60%	57.40%
	Over time, I have lost personal interest in my work	54.20%	45.80%
	I have become less enthusiastic about my work	52.90%	47.10%
	I sometimes really hate the tasks I have to do in my job	62.60%	37.40%
	Average	54.39%	45.61%
Cynicism (burnout factor1.2)	I need more time to feel better after work on a day than I did in the past	32.90%	67.10%
	I experience my work as a real challenge	45.20%	54.80%
	I usually feel worn-out and tired after my work	36.10%	63.90%
	Average percentage	38.07%	61.93%

Table 4.47 shows that although participants in *Under-Performing High Schools* experience exhaustion, as a majority feel emotionally drained by work (57.40%), they are not negative about the job (62.60%) and do not hate the task they have to do in the job (62.60%). More than average of participants in *Under-Performing High Schools* experience cynicism as the participants need more time to feel better after work on a day than they did in the past (67.10%), usually feel worn-out and tired after work (63.90%) and experience work as a real challenge (54.80%). Generally, most of the participants experience more cynicism (61.93%) than they do exhaustion (45.61%). Hypothesis 9 is therefore partially accepted for *Under-Performing High Schools*.

Hypothesis 10 is presented below.

4.2.3.10 Hypothesis 10; Educators in *Under-Performing High Schools* of the Dr. Kenneth Kaunda District experience low levels of job satisfaction.

The job satisfaction of participants in *Under-Performing High Schools* is presented in the table below.

Table 4.48: *The job satisfaction of Under-Performing High Schools*

		Dissatisfied	Satisfied
Nature of the job (satisfaction-factor1.1)	Being able to keep busy all the time	27.40%	72.60%
	The chance to work alone on the job	29.50%	70.50%
	The chance to do different things from time to time	25.30%	74.70%
	The chance to be 'somebody' in the community	15.10%	84.90%
	The chance to do things for other people	25.30%	74.70%
	The chance to tell people what to do	42.50%	57.50%
	The chance to do something that makes use of my abilities	24.00%	76.00%
	Average Percentage	27.01%	72.99%
Supervision (satisfaction-factor1.2)	The way my boss handles his/her workers	41.80%	58.20%
	The competence of my supervisor in making decisions	50.00%	50.00%
	Being able to do things that don't go against my conscience	45.20%	54.80%
	The way my job provides for steady employment	25.30%	74.70%
	Average Percentage	40.58%	59.43%
Working conditions (satisfaction-factor1.3)	The way company policies are put into practice	62.30%	37.70%
	The freedom to use my own judgement	48.60%	51.40%
	The chance to try my own methods of doing the job	30.80%	69.20%
	The working conditions	67.80%	32.20%
	The way my co-workers get along with each other	58.20%	41.80%
	Average Percentage	53.54%	46.46%
Rewards (satisfaction-factor1.4)	The pay and the amount of work I do	44.50%	55.50%
	The chances for advancement on this job	52.10%	47.90%
	The praise I get for doing a good job	41.10%	58.90%
	The feeling of accomplishment I get from the job	33.60%	66.40%
	Average Percentage	42.83%	57.18%

Table 4.48 shows that in *Under-Performing High Schools* the majority of the participants are satisfied with the nature of the job, as they are given the chance to be 'somebody' in the community (84.90%), are given the chance to do something that makes use of their abilities (76.00%), the chance to do different things from time to time (74.70%) as well as the chance to do things for other people (74.70%). The participants are satisfied with their supervision,

as they are happy with the way the job provides for steady employment (74.70%) and the way the boss handles his/her workers (58.20%). However, the participants are not satisfied with the working conditions, as they are not satisfied with the way company policies are put into practice (62.30%) and the way the co-workers get along with each other (58.20%). The participants are satisfied with the rewards, as they get the feeling of accomplishment from the job (66.40%) and the praise they get for doing a good job (58.90%). Generally, slightly more than half of the participants are satisfied with their supervision (59.43%) and rewards (57.18%), the majority are satisfied with their nature of work (72.99%), but fewer participants are satisfied with their working conditions (46.46%). Hypothesis 10 is therefore partially rejected for *Under-Performing High Schools*.

In this study, resources other than those provided by the Department of Education were considered.

4.2.4 External resources

The principals of the *Under-Performing* and *Performing High Schools* were asked one question. The question is ‘does the school receive any resources, equipment, assistance or sponsorship from any organization?’ The responses are provided below.

Table 4.49: External resources for Under-Performing and Performing High Schools

<i>Under-Performing High Schools</i>	
School 1	‘We received cabinets, a projector, laptops and tablets from Vodacom’
School 2	‘We received 40 tablets for our learners from Cell C, no other sponsors, but our working conditions are not up to standard and it makes teaching really hard and the learning environment for our learners not conducive’
School 3	‘We have not received any equipment, assistance or sponsors from any company. We don’t have access to computers or laptops to aid our learners and educators’.
School 4	‘We received computers for our learners and laptops for our educators, these came from Telkom. Because of our terrible working conditions, we also received desks and cupboards from a furniture shop.

School 5	'MTN allocated us tablets last week (23 August 2016) and the tablets make everything so easy for the educators and learners. We have received no other sponsors or resources from any companies'.
School 6	'We had sponsors come to the school and allocate us computers in 2010, but the computers were faulty (rip-offs) and we have not used them ever since. The Government promised to give us laptops, but have not received anything as yet'.
School 7	'The Department promises a lot but don't deliver in their promises. They promised to allocate laptops for the educators and computers for the learners but we have received nothing to this day, we don't even have proper desks and our windows are still cracked. We have received 50 tablets from Cell C and 50 computers from MTN. We also have local university learners, in their spare time, assisting our matric learners with maths, science and accounting'.
<i>Performing High Schools</i>	
School 8	'We, from time to time, receive rugby kits and jerseys from private companies like Sports Scene and Nike. The only equipment, resources and sponsors we receive are for sports'
School 9	'We receive no equipment, resources or sponsors from any organizations'
School 10	'No schools or organizations assist us with any sort of resources or equipment. The school spends for laptops, resources and so on with the use of the learner's school fees. We also receive sponsorship from parents of our learners, which assist a lot in the daily running of the school'
School 11	'The schools receive no sponsorship and the government is tardy with allocating books and stationery. The Department allocated us 40 tablets last year, but the learners cannot use them because the Wi-Fi system of the school does not work. The school also recently received Hockey gear from Rock Building Supplies of R5000'
School 12	'The school received basketball kit from Caltex. The school provides their own computers and resources through school fees'
School 13	'We receive no resources, equipment or sponsors from any organization, only basics from government, like textbooks, books and stationery.'

School 14	‘We have only received tablets from a private company abroad, which are used mostly by our matric learners. The tablets have assisted a lot in the learning and teaching processes’.
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Table 4.49 shows that, besides the standard supply from the Department of Education, the *Under-Performing High Schools* have received sponsorship from private companies with resources and equipment like tablets, laptops, computers, and furniture in the past. The sponsorships the *Under-Performing High Schools* receive pertain to the educational aspects of the schools. The Government provides both *Performing* and *Under-Performing High Schools* with basic resources to run the schools, even though they seem to be tardy in their delivery. The *Under-Performing High Schools* seem to have more issues with the Government not providing computers, laptops and improving the schools’ working conditions. Private companies therefore assist in the education and performance of the learners in *Under-Performing High Schools*. The *Performing High Schools* in this study have received plenty of sports equipment from companies to assist in their sports activities and events. The *Performing High Schools* do not receive any sponsorships that pertain to the educational aspects of the school, but only towards the sporting aspects.

4.3 CHAPTER SUMMARY

In this chapter the results of the study were presented and analysed. The Biographical Data of participants from *Under-Performing* and *Performing High Schools* were presented and compared. All reliability analyses using the Cronbach’s alpha confirmed that all instruments (OLBI and MSQ) are reliable.

The hypotheses accepted included: Hypothesis 1, 4, 5 and 6. Burnout was found to be negatively related to work engagement in both *Under-Performing* and *Performing High Schools*, thereby accepting Hypothesis 1. A relationship between burnout, job satisfaction and work engagement in both *Under-Performing* and *Performing High Schools* was found to exist, thereby accepting Hypothesis 4. Participants in *Performing High Schools* were found to experience high job satisfaction levels, thereby accepting Hypothesis 5. Participants in *Performing High Schools* were found to experience work engagement, thereby accepting Hypothesis 6.

The hypotheses partially accepted included: Hypothesis 2, 3, 7 and 9. Burnout was found to be negatively related to job satisfaction, with the exception of the positive relationship

between nature of work and cynicism as well as between supervision and cynicism in *Under-Performing Schools*. There was a positive relationship between supervision and exhaustion, and working conditions and exhaustion in *Performing High Schools*; thereby partially accepting Hypothesis 2 for both categories of schools. Work engagement was found to be positively related to job satisfaction, with the exception of the negative relationship between dedication and supervision in both *Under-Performing* and *Performing High Schools*; thereby partially accepting Hypothesis 3 for both categories of schools. Participants in *Performing High Schools* were found to experience burnout (experienced exhaustion rather than cynicism), thereby partially accepting Hypothesis 7. Participants in *Under-Performing High Schools* were found to experience burnout, thereby partially accepting Hypothesis 9.

The hypothesis rejected was Hypothesis 8. Participants in *Under-Performing High Schools* were found to experience work engagement, thereby rejecting Hypothesis 8.

The hypothesis partially rejected was Hypothesis 10. Participants in *Under-Performing High Schools* were found to experience moderate levels of job satisfaction, thereby partially rejecting Hypothesis 10.

The resources provided to *Performing High Schools* were mainly sports equipment, while *Under-performing High Schools* received technological equipment (laptops, computers and iPads) to make learning faster and easier. Therefore, because of the advanced technology for teaching learners in the *Under-Performing High Schools*, the schools are expected to produce higher performing learners.

In Chapter 5 conclusions, recommendations and limitations of the study will be presented.

CHAPTER 5

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter the conclusions, recommendations and limitations of the study are discussed.

5.2 CONCLUSIONS

The aim of this study is to investigate the well-being and job satisfaction of educators in the Dr. Kenneth Kaunda District. A sample of participants was drawn for both *Under-Performing* and *Performing High Schools* in the Dr. Kenneth Kaunda District. In the study, a comparison was made between participants from both *Under-Performing* and *Performing High Schools*. A descriptive method of research was utilized and the normative survey technique was used for gathering data. The questionnaire served as the instrument for collecting data. In order to assess the well-being and job satisfaction amongst the participants of the Dr. Kenneth Kaunda District, the Oldenburg Burnout Inventory (OLBI) (Demerouti, Bakker, Vardakou, & Kantas, 2003:296-307) and the Minnesota Satisfaction Questionnaire (MSQ) (Weis, Dais, England, & Lofquist, 1967:86-89) were used.

The following are the objectives of the study and conclusions will thus be drawn.

Objective 1: To determine burnout of high school educators in the Dr. Kenneth Kaunda District

Burnout consists of two constructs, namely: cynicism and exhaustion (Denton, Newton, & Bower, 2008:1-8). Most participants in *Under-Performing High Schools* experience cynicism rather than exhaustion (Hypothesis 7), while most participants in *Performing High Schools* experience more exhaustion than cynicism (Hypothesis 9).

Studies (Bakker & Coster, 2014:112-119; Demerouti & Bakker, 2014:414-433) demonstrate that employees who encounter more cynicism are less inclined to adapt to their difficulties at work and employees who encounter more elevated amounts of exhaustion show self-undermining conduct.

Findings indicate that participants in *Under-Performing High Schools* experience more cynicism and subsequently need more time to feel better after work, experience work as a real challenge and feel worn-out and tired after work, making it hard for them to cope with challenges at work. Participants in *Performing High Schools* experience exhaustion: they feel emotionally drained and worn-out by work, experience work as a real challenge and usually feel worn-out and tired after work. A study by Makikangas, Feldt, Kinnunen, & Tolvanen (2012:93-116) found that cynicism was low, while exhaustion was prevalent among young managers. This finding is in agreement with the results of the *Performing High Schools* in this study.

Age has its role on the burnout of participants in this study. An investigation by Joan and Henry (2015:60-72) expressed that as educators age, they progress toward experiencing burnout and a mental state of criticism. This finding is in agreement with the results of the *Under-Performing High Schools* in this study, the majority of whom are in the age category of 38 to 57 and experience more cynicism, compared to the *Performing High Schools* in this study, where the majority are in the age categories of 18-27 and 38-47. Makikangas, Feldt, Kinnunen, and Tolvanen (2011:93-116) discovered that exhaustion was frequent among educators, while cynicism had a tendency to be sensibly low. This finding is in agreement with the results of the *Performing High Schools* in this study. However, some studies are in contradiction, indicating that the younger educators are more receptive to burnout (Antoniou, Polychroni, & Walters, 2000:91-107; Luk, Chan, Selwyne, Cheong, & Ko, 2010:489-502).

The period of service in the Department of Education has its role in the burnout of participants in this study. Both *Under-Performing* and *Performing High Schools* have most participants serving in the Department of Education for 5 or less years. At the point when educators who are new in the profession do not achieve reaching their learners, they feel under-estimated, undervalued in their execution, more restless and deficient and wind up defenceless against burnout (Daniel & Schuller, 2000:33-41; Tynjälä & Heikkinen, 2011:11-35). Educators who are new in the profession have a tendency to be optimistic and are regularly nervous to perform and accomplish professionally, prompting educators to be more critical (Friedman, 2000:595-606; Gibbs, 2010:47-53). Participants in *Under-Performing High Schools* are more cynical as they feel worn-out and find work a real challenge. Studies (Ahola, Honkonen, Isometä, Kalimo, Nykyri, Aromaa, & Lönnqvist, 2006:11-17; Duchscher, 2009:1103-1113; Ghorpade, Lackritz, & Singh, 2007:240-256) indicate that the conceivable

cause behind finding work as a challenge incorporates an absence of abilities to manage regular issues emerging in the working environment, a "reality shock" when simply entering the working environment, an absence of adapting skills as consequence of less experience in a workplace as well as transitional shock.

The second highest period of service of participants in *Under-performing High Schools* is 21-25 years, whilst the second highest for *Performing High Schools* is 11-15 years. The *Under-performing High Schools* have more experienced participants than the *Performing High Schools*. Studies (Boyd, Grossman, Hammerness, Lankford, Loeb, Ronfeldt, & Wyckoff, 2009:92-118; Sass, Tim, Hannaway, Xu, Figlio, & Li Feng, 2010:47-51) have reported confirmation that efficiency lessens after a period of time, especially among educators of high schools. Studies propose that the most experienced (higher than 22 years) secondary school educators could be less efficient and effective than their less experienced and inexperienced colleagues (Harris & Sass, 2007:71). The cause behind the decrease in efficiency is that more experienced educators are not following the latest curricular and educational advances and cannot sustain execution levels with satisfactory support and development, or the decrease in efficiency could just be a component of educator burnout.

The working experience in their current school has its role on the burnout of participants in this study. Most participants in *Under-Performing* and *Performing High Schools* have served their current school for 5 or less years. A number of studies (Harris & Sass, 2007:71; Kane, Rockoff, & Staiger, 2006:6; Ladd, 2008:11-12; Peyton, Moore, & Young, 2010:62; Rice, 2010:235; Rodríguez & McKay, 2010:71; Sass, 2007:55) affirm discoveries from past studies that educators who are new in their various schools are less productive than those who are more experienced. The above studies explain the non-performance of the *Under-Performing High Schools*.

Gender has its role on the burnout of participants in this study. Both *Under-Performing* and *Performing High Schools* have more females than males, but *Performing High Schools* have slightly more females than *Under-Performing High Schools*. The *Performing High Schools* in this study might be excelling because of the higher number of female participants in their schools. Studies affirmed that females are less inclined to burnout, compared to their male colleagues (Agrawal, 2003; Arokiadoss, 2005:106-116; Biswas & De, 1995:17-24; Kalita, 2012:238-241; Luschei, 2012:145-154; Sofat, 1977:1041-1977). Also, female educators are

more encouraging and sympathetic (Good, Sikes, Brophy, 1973:74-87; Maher, 1987: 91-100; Rashidi & Naderi, 2012:30-36), caring (Wood, 2012:317-345), casual and expressive to learners, invest their time in empowering and supporting learners (Maher, 1987:91-100; Statham, Richardson, & Cook, 1991:88), adapt flexible methods and strategies of teaching (Rashidi & Naderi, 2012:30-36), and maintain control in their classrooms.

Academic qualifications have their role on the burnout of participants in this study. Most of the participants in both *Under-Performing* and *Performing High Schools* are graduates, but *Performing High Schools* have slightly more graduates. A few studies resulted in favourable outcomes when it came to employees advancing their studies (Betts, Zau, & Rice, 2003:14; Ferguson & Ladd, 1996:265-298; Goldhaber & Brewer, 1997:179-210; Rowan, Chiang, & Miller, 1997:256-285); while other studies indicated negative outcomes (Kiesling, 1984:341-350). Researchers state that the necessity for educators to advance their studies elevates the time and cost of teacher education, which consequently leads to educator burnout (Murnane, 1996:241-256). The educators in the *Under-Performing* and *Performing High Schools* might be spending most of their time on advancing their qualifications rather than putting enough effort on the learners, thus leading to advanced exhaustion.

Objective 2 is presented below.

Objective 2: To determine work engagement of high school educators in the Dr. Kenneth Kaunda District.

Work engagement consists of two constructs, namely: vigour and dedication (Denton, Newton, & Bower, 2008:1-8). The results from this study indicated that most of the participants in both *Under-Performing* and *Performing High Schools* experience vigour and dedication (Hypothesis 8 and 6, respectively). Aspects that lead to the *Under-Performing* participant's engagement are finding the job to be full of purpose and meaning (vigour), as well as feeling enthusiastic about the job (dedication), although the participants do not have enough energy for leisure activities after work. Aspects that lead to the *Performing High Schools* participant's engagement are managing workload (vigour) and finding new and interesting aspects in the job (dedication), although the participants also do not have enough energy for leisure activities after work (vigour). A study executed by Bay, An, and Laguador (2014:240-249) resulted in majority of educators finding work to be full of meaning and purpose. In contrast, several studies (Crawford, LePine, & Rich, 2010:834-848; Hallberg,

Johansson, & Schaufeli, 2007:135-142; Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008:277-294) resulted in educators feeling drained and overworked after work, similar to the results of the *Under-Performing* and *Performing High Schools* in this study.

Class size plays a role on the work engagement of participants in this study. *Under-Performing High Schools* have larger classes (51-61 and above learners in a class) than *Performing High Schools* (only up to 50 learners). The average (median) number of learners in the class for both *Under-Performing* and *Performing High Schools* is 31-40. In bigger classes, additional time is required for non-scholarly exercises identified as disciplining and controlling learners in class; educators are then obstructed from covering the entire curriculum in time (Pedder, 2006:171-200). This will clearly prompt educators to feel exhausted after work. Resnick (2003:1-4) emphasized that class sizes must be minimized considerably to attain the advantages. Nevertheless, Hattie (2005:387-425) presumed that minimizing the size of classes from 40 to 20 learners prompted no growth in accomplishment, but when classes reduced to 15 learners in a class, accomplishment improved drastically. The South African Schools Act (2009:26) declares that the aggregate limit a classroom can hold is up to 40 learners. The *Performing High Schools* are able to manage their workload better because they have fewer learners in class as compared to the *Under-Performing High Schools* (61 and above). Smaller classes promote high learner achievement (Dustmann, 2015:711-750; Jackson, Johnson, & Persico, 2015:76; Zyngier, 2014:194-202). Class size is therefore an imperative determinant of learner results and achievement. Lowering class sizes will improve learner outcomes for *Under-Performing High Schools*.

The number of classes taught by participants plays a role on the work engagement of participants in this study. Most participants in the *Under-Performing High Schools* teach 2 non-matric classes, while most participants in *Performing High Schools* teach 6 non-matric classes. The *Performing School* participants do not have enough energy for leisure activities after work because they are overworked with classes. Amarat (2011:37-48) contends that having excessive classes to teach is a serious issue in high schools. Excessive classes leads to dissatisfaction of educators, and learners become demoralized and their level of performance decreases (Oliver, 2006:1-12; Shah & Inamullah, 2012:772-789). Fin (2003:97-109) contended that being overtaxed with classes has adverse effects on educator engagement and confidence.

Marital status has its role on the work engagement of participants in this study. Findings of studies (Ayeop, 2003; Kong, 2005:56-64) showed that married educators experience higher work engagement than those separated or divorced, i.e. vigour and dedication. Most of the participants in both *Under-Performing* and *Performing High Schools* are married, which explains why the *Performing High Schools* are excelling but does not explain why the *Under-Performing High Schools* are not. Zhang and Fang (1999:252-265) express that divorce, separation and death of a spouse have negative influences on the dedication of educators. There are more divorced, separated and widowed participants in the *Under-Performing High Schools* compared to the *Performing High Schools*, which explains the *Under-Performing Schools* non-performance. Alufohai and Ibhafidon (2015:60-78) discovered that educators who are separated, divorced or widowed had negative influences on the academic achievement of learners, while educators who were married had a positive influence on the academic achievement of learners. For Ayeop (2003), educators who were married experienced higher work engagement than single (separated, divorced and widowed) educators.

Objective 3 is presented below.

Objective 3: To determine levels of job satisfaction of high school educators in the Dr. Kenneth Kaunda District.

Job satisfaction consists of four constructs, namely: nature of work, supervision, rewards and working conditions (Aristovnik & Jaklič, 2013:123-148). The results from this study shows that most of the participants in *Under-Performing High Schools* are satisfied with their nature of work, supervision and rewards, but most are dissatisfied with the working conditions (Hypothesis 10). The reason for the dissatisfaction of working conditions is not getting along with co-workers and being dissatisfied with company policies. The results from this study show that most of the participants in *Performing High Schools* are satisfied with their nature of work, supervision, working conditions and rewards (Hypothesis 5).

Studies (Liu & Ramsey, 2008:1173-1184; Perie & Baker, 1997:IX; Renzulli, MacPherson, & Beattie, 2007:249-251) show that healthy relations with colleagues are related to job satisfaction. Ladebo (2005:365-369) indicates that when working conditions are poor, the job satisfaction of educators is bound to be negatively affected. Different studies affirmed that positive educator view of working conditions is identified with greater job satisfaction,

despite the fact that the educators might be happy with different characteristics that promote their job satisfaction (Perie & Baker, 1997:IX). Accordingly, working conditions could, positively or negatively, affect job satisfaction. The above statement relates to a study by Hakanen, Bakker, and Schaufeli (2006:495-513) that discovered that employees are more sensitive to substandard working conditions; this indirectly lead to lowered job satisfaction. Working conditions subsequently play a huge part in educator's mental and physical well-being.

The changes in company policies plays a role on the job satisfaction of participants in this study. Participants from *Under-Performing High Schools* are dissatisfied with company policies because the new curriculum, CAPS (Curriculum and Assessment Policy Statements), was introduced to enhance teaching and instruction, but prompted unexpected outcomes for educators in the Dr. Kenneth Kaunda District (Selesho & Monyane, 2012:107-111). The usage of the new CAPS system brought about educators not being prepared productively, the requirement for new resources which was not satisfied as well as an expanded workload (Moodley, 2013:163-171). The above aspects prompted educator dissatisfaction and a feeling of debilitation, which adversely affected the execution and application of CAPS in schools (Selesho & Monyane, 2012:107-111).

The school resources received, besides the standard supply from the Department of Education, plays a role on the job satisfaction of the participants in this study. *Performing High Schools* have received more sponsorship pertaining to their sports department and the *Under-Performing High Schools* have received mostly technological and learning equipment sponsorship. The *Performing High Schools* have a compulsory physical activity programme for their learners, while the *Under-Performing High Schools* do not. Studies (Castelli, Hillman, Hirsch, Hirsch, & Drollette, 2011:55-59; Gao, Hannan, Xiang, Stodden, & Valdez, 2013:240-246; Travlos, 2010:302-311) indicate that physical activity has instant and extended advantages for learner achievement. Immediately after taking part in physical activity, learners are better ready to focus on classroom duties, which also improves learning. The *Performing High Schools* can be relied upon to perform better academically on the grounds that their learners are enlisted in physical training and take an interest in robust physical lessons, which may prompt higher academic achievement than learners who are not enrolled in such activities. (Khan, Raine, Drollette, Scudder, Pontifex, Castelli, Donovan, Evans, & Hillman, 2014:875-883).

Race plays a role on the job satisfaction of participants in the study. The majority of the participants in *Under-Performing High Schools* are Black, while *Performing High Schools* have a majority of White educators. A study by Loeb, Master, and Sun (2014:15-16) indicates that non-white educators had lower job satisfaction than other educators. Moore (2012:1-16) uncovered that Black educators have a 28% increase in the chances of being discontented with work than non-Black educators. This finding is staggering and warrants more research, particularly in light of the fact that the result cannot be clarified by the school environment (Moore, 2012:11). It is not revealed whether Black educators' discontent is a new phenomenon or has been in existence all along. Due to the *Under-Performing* participants' sub-standard conditions of service, unsuitable working conditions and overcrowded classes, the *Under-Performing High Schools* might be unable to decrease job satisfaction.

Objective 4 is presented below.

Objective 4: To determine the relationship between burnout, work engagement and job satisfaction of high school educators in the Dr. Kenneth Kaunda District.

The results from this study indicate that there is indeed a relationship between burnout, work engagement and job satisfaction (Hypothesis 4). This study showed that there is a negative relationship between the constructs (exhaustion and vigour, exhaustion and dedication, cynicism and vigour as well as cynicism and dedication) of burnout and work engagement in *Under-Performing* and *Performing High schools* (Hypothesis 1). The result is consistent with previous research, which revealed that the absence of work engagement would bring about increased burnout and in contrast the increase of work engagement would present low burnout (Sonn, 2015; Weinreich, 2014). Subsequently burnout and work engagement can be perceived as indistinguishable and mutually dependent and are negatively related (Bakker, Demerouti, & Sanz-Vergel, 2014:389-411; Schaufeli & Bakker, 2004b:293-215; Schaufeli, Salanova, González-Romá, & Bakker, 2002:71-92). It was discovered that burnout and work engagement have a significant relationship. Burnout is certainly negatively related to work engagement.

In this study, a partial negative relationship between burnout and job satisfaction in *Under-Performing* and *Performing High Schools* has been found (Hypothesis 2). In *Under-*

Performing High Schools, both positive and negative relationships were found between the constructs of burnout and job satisfaction. There is a negative relationship between the constructs (nature of work and exhaustion, supervision and exhaustion, working conditions and exhaustion, rewards and exhaustion, working conditions and cynicism as well as rewards and cynicism) of burnout and job satisfaction, with the exception of the positive relationships between nature of work and cynicism as well as supervision and cynicism. In *Performing High Schools*, both positive and negative relationships were found between the constructs of burnout and job satisfaction. There is a negative relationship between the constructs (nature of work and exhaustion, rewards and exhaustion, nature of work and cynicism, supervision and cynicism, working conditions and cynicism as well as rewards and cynicism) of burnout and job satisfaction, with the exception of the positive relationship between supervision and exhaustion as well as working conditions and exhaustion. Physical exhaustion and cynicism consumes educator vigour, hence prompting a decrease in job satisfaction. The results in this study are uniform with other research that discovered burnout to be negatively related with job satisfaction (Akpınar & Taş, 2011:161-165; Kelleci, Gölbaşı, Doğan, Ata, & Koçak, 2011:144-152; Mertoğlu, 2013:176-181; Talachi & Gorji, 2013:153-162).

Furthermore, in this study, a partial positive relationship between work engagement and job satisfaction in *Under-Performing* and *Performing High Schools* has been found (Hypothesis 3). In both *Under-Performing* and *Performing High Schools*, both positive and negative relationships were found between the constructs of work engagement and job satisfaction. There is a positive relationship between the constructs (vigour and nature of work, vigour and supervision, vigour and working conditions, vigour and rewards, dedication and nature of work, dedication and working conditions as well as dedication and rewards) of work engagement and job satisfaction, with the exception of the negative relationship between dedication and supervision for both *Under-Performing* and *Performing High Schools*. The positive relationship found between work engagement and job satisfaction in this study is consistent with former studies (Biswas & Bhatnagar, 2013:27-40; Caesens, Stinglhamber, & Luypaert, 2014:813-835; Høigaard, Giske, & Sundsli, 2012:347-357; Karatepe & Karadas, 2015:1254-1278; Moura, Orgambidez-Ramos, & Gonçalves, 2014:291-300). When educators are committed to the organization and are passionate about the job thereby reflecting engagement, the educators' job satisfaction can be expected to increase.

The limitations of the study are addressed below.

5.3 LIMITATIONS

This study had several limitations. The sample consisted of educators from *Under-Performing* and *Performing High Schools* of the Dr. Kenneth Kaunda District. A more representative sample would include all *Under-Performing* and *Performing High Schools* in the country.

The study is cross-sectional as data was gathered from a sample at a particular point in time, thus reflecting a representation of the well-being and job satisfaction of educators in the Dr. Kenneth Kaunda District. Conducting a longitudinal study would have been advantageous because patterns could be determined and changes observed as interventions are introduced.

A quantitative methodology was followed in this study. It was thus not entirely possible to explore issues that may have negatively impacted the educators. A qualitative methodology could have sought explanations to responses in the study.

Recommendations to solve research problems and future research are presented below.

5.4 RECOMMENDATIONS

5.4.1 Recommendations to solve research problems

The following are recommendations emanating from the findings of the study.

High school educators in the Dr. Kenneth Kaunda District experience burnout.

Results from the study showed that participants from *Under-Performing High Schools* were found to be more cynical, while those in *Performing High Schools* were more exhausted. Finding work as a challenge, needing more time to feel better after work and feeling worn-out and tired were identified as reasons that caused participants in *Under-Performing High Schools* to experience cynicism, while feeling emotionally drained by work, experiencing work as a real challenge and feeling worn-out and tired after work were identified as reasons that caused participants in *Performing High Schools* to experience exhaustion.

Based on the findings in this research, the following recommendations can be developed to reduce the cynicism and exhaustion in *Under-Performing* and *Performing High Schools*:

- Principals in high schools that are *Under-Performing* need to play a more fundamental role in averting cynicism. This would incorporate including educators in basic leadership and decision making (Demerouti & Bakker, 2014:228-414-433). When educators are excluded from decision making, they will presumably be cynical about decisions made. When looking at organizational change endeavours, when educators are involved in change procedures the development of cynicism will be prevented. The Job Characteristic Model (JCM) suggests that high enthusiasm is identified with leadership and responsibility; this incorporates the job granting significant independence and flexibility to the employee in planning the work and in deciding the methodology to be utilized as a part of completing it (Hackman & Oldham, 2005:151-170).
- Physical education is an essential component in schools, since it has both mental and physical advantages for the learners and educators (Aamayreh, 2011:38-42). It is suggested that *Under-Performing High Schools* invest in projects and equipment that are sport related to motivate learners and educators in physical education training (Green & Riley, 2012:915-919). Studies (François & Roy, 2008:97-110; U.S. Branch of Health and Human Services, 2010:2-4) urge learners and educators to take an interest in physical education, as it will not just affect their physical health positively, but in addition enhance their mental well-being, which can consequently enhance learners' intellectual functioning as well as their conduct. Physical activity will also reduce educator's level of exhaustion and cynicism (Qualifications and Curriculum Development Agency (UK), 2007:16). Therefore, both *Under-Performing* and *Performing High Schools* should benefit from such a programme.
- The participants of both *Under-Performing* and *Performing High Schools* feel worn-out and tired after work, and participants in *Performing High schools* feel emotionally drained by work. High job demands are challenged by organization-based strategies (van der Klink, Blonk, Schene, & van Dijk, 2001:270-276; Karatepe & Karadas, 2015:270-276). Cases of organization-based strategies are planned working hours that are flexible (e.g., flextime and shift schedules), flexibility in the measure of hours worked (e.g., part-time work), and flexibility in the work environment (e.g., working at home) (Alfred, 2010:202). The management of both types of schools ought to put

resources into better working hours (Organization for Economic Cooperation and Development [OECD], 2014:479). Flexitime could be presented on plans in light of educator needs in set parameters endorsed by management of schools. Examples are, an employee can work 40 hours for each week and be available once a day during "core hours" (e.g., 11:00 am to 2:30 pm) and modify arriving and leaving times as the employee prefers daily, or even develop new standard working hours (e.g., 7:30 am to 3:30 pm daily or 7:30 am to 3:30 pm on Mon/Wed and 09:00 am to 5:00 pm on Tue/Thurs/Fri). Flexibility in schedule has been observed to have exceptional positive effects on job satisfaction (Carlson, Grzywacz, & Kacmar, 2010:330-335).

Decreasing workload may be fundamental from the preventive perspective. The JCM clarifies that enrichment of the job is an approach to boost diversity in the job and to lessen heavy workload (Hackman & Oldham, 2005:151-170). Kelly and Cole (2011:135) recommend planning programmes concentrated on extending the reward framework, whether monetary or non-monetary, which could help decrease the feeling of being worn-out and finding work as a real challenge. Monetary rewards include paid leave, bonus and annual awards, while non-monetary awards relates to work hours that are flexible, autonomy on the job and development opportunities (Muchinsky, 2012:12-15). Rewards are paramount to an employee, since rewards enable employees to seek opportunities for promotion and acquire new expertise.

Participants might have the capacity to endure a greater workload only if they feel well-compensated for their efforts on the job (Bannai & Tamakoshi, 2014:5-18). Educators' salary in the North-West Province has increased by 7.0%, to 7.6% and 7.3% in the years 2015, 2016 and 2017, respectively (NAPTOSA, 2017). Educators are not well-compensated for their efforts, therefore an intercession targeting value and reward and not only the workload itself is essential (Ibrahim & Al Falasi, 2014:562-532).

- The participants of both *Under-Performing* and *Performing High Schools* experience work as a real challenge. Participants should be presented with more encouragement and coping support from management of their schools (e.g., coaching by instructor advancement professionals), proficient advancement training (e.g., instructional classes, workshops, conventions and tutoring), and more grounded alliance among

participants. This type of support might be indicating little improvements, however still cannot seem to be successful on a bigger scale (Educator Labour Relations Council, 2016:14). More grounded alliances among participants could be empowered through arranging team exercises, voluntarily assembling to enhance practice through collective learning and management planning group strategies and methodology (Matthew & John, 2014:388). This coordinated effort could be observed utilizing progress monitoring techniques done once every week or once every month. Betoret (2006: 519-539) discovered this strategy productive in making educators less cynical and more determined. The JCM (Hackman & Oldham, 2005:151-170) recommends that knowing knowledge of outcomes is encouraging. It is important that educators know about how effective their function has been in the schools, because it helps them to associate better with their learners, which will prompt meaningfulness of work. Joubert and Storm (in press), in decreasing burnout, encourage more research to be led to see how educators adapt to burnout and concentrate on educators who have acquired fruitful skills to cope with the burnout.

High school educators in the Dr. Kenneth Kaunda District experience work engagement

Results from the study showed that most participants from *Under-Performing* and *Performing High Schools* were found to experience vigour and dedication, while they have also complained of not having enough energy for leisure activities after work (vigour).

Based on the findings in this research, the following recommendations can be developed to enhance the participants' energy after work. Interventions for increasing energy after work can be grouped into two classes; interventions targeting educators and interventions targeting the school's working environment (Awa, Plaumann, & Walter, 2010:184-194; Merrill & LeCheminant, 2016:427-431; Regehr, Glancy, Pitts, & LeBlanc, 2014:353-359).

Interventions targeting educators:

- Ruotsalainen, Verbeek, Mariné, and Serra (2015:87-98) suggest that interventions for educators should commonly include mindfulness or behavioural methods to upgrade job capability and enhance communication abilities and coping approaches. Educators have yearned for focused support from specialists to enable them to adapt to the mental, emotional and physical strains of teaching (Fazel, Patel, Thomas, & Tol,

2014:388-398). Studies (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013:47; Merrill & Sloan, 2014:639-644) propose the advancement of well-being strategies for educators, for instance:

Stress management programmes: These are programmes that give educators methodologies to manage stressful circumstances adequately. These programmes additionally offer techniques to assist in decreasing possible health threats and ways to upgrade individual well-being (Merrill & Sloan, 2014:639-644). Educators will be able to help themselves as well as other people to distinguish and deal with stress and anxiety more competently.

Cognitive behavioural therapy: This is a psychotherapy treatment that pursues a hands-on approach to deal with critical thinking and ways to solving problems. It will assist to diversify thinking patterns of educators' challenges in the classroom, thus changing the manner in which educators feel about the job (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013:47).

Web-based self-help: This is a sort of e-support (electronic support) that enables employees to acquire data and execute assignments over the internet (Buntrock, Ebert, Lehr, Smit, Riper, Berking, & Cuijpers, 2016:18-54). This mediation is compelling in decreasing distress and burnout of educators through guidance and advice.

Mindfulness training programmes: These programmes involve eight week in-depth training that will assist educators with Post-Traumatic Stress Disorder (PTSD), depression, financial and family issues, burnout and sleeping disorders (Goyal, Singh, Sibinga, Gould, Rowland-Seymour, & Sharma, 2014:124-154).

Social support: Chao (2012:5-21) proposes that it is fundamental that educators secure the perception of being cared for and have access to help and support from colleagues or management. Support can be granted in various ways, namely: emotional support (e.g., motivation from management to ensure that the educators feels appreciated), tangible support (e.g., an educator should be rewarded through pay for their accomplishments), informational (e.g., guidance from colleagues on problems in the classroom), or companionship (e.g., when an educator feels as if they belong) and intangible (e.g., when an educator receives guidance from colleagues and

management on ways to control issues that influence the advancement of the job) (Chao, 2012:5-21).

Interventions targeting the school's working environment:

Swensen, Kabcenell, and Shanafelt (2016:105-127) propose that interventions for schools include schedule changes and a decrease in the workload. These for the most part include work evaluation or school system changes (e.g., doing without yearly evaluation, re-evaluating the old systems of rating schools and reconstructing remuneration offerings), supervision to minimize demands from work and improve job control (cases of these incorporate the following for new employees: induction, support, development, coaching, ensuring plans are being completed adequately, recognizing unsatisfactory performance and expanding the extent of decision making of employees (Flook et al., 2013:182-195; Swensen, Kabcenell, & Shanafelt, 2016:105-127).

High school educators in the Dr. Kenneth Kaunda District experience job satisfaction.

Results from the study showed that most participants from *Under-Performing High Schools* are satisfied with their nature of work, supervision and rewards, but are not satisfied with their working conditions. The issues that cause the participants in *Under-Performing High Schools* to be dissatisfied with working conditions are the relationship between co-workers and the way company policies are practiced. Even though participants in *Under-Performing High Schools* are satisfied with their overall rewards, they are dissatisfied with the chance for advancement on the job. Most participants in *Performing High Schools* are satisfied with all four items of job satisfaction (nature of work, supervision, working conditions and rewards).

Based on the findings in this research, the following recommendations can be developed to enhance the job satisfaction of *Under-Performing High Schools*.

- *Under-Performing Schools* are dissatisfied with the relationship between co-workers. Advancing a positive climate in schools ought to be viewed as a crucial component planning of school development (Biswas & Bhatnagar, 2013:27-40; McCulloch, Rathbone, & Catchpole, 2011:496-479). The organizational climate of a school can be enhanced by boosting relationships among co-workers. Studies (Educational Research

Service, 2003:1-6; Howard & Johnson, 2004:299-420; Ladebo, 2005:355-369; SACE, 2010:9; Williams, Champion, & Hall, 2012:42-46) recommend that educators tackle the accompanying exercises: become more acquainted with each other through events either during or after working hours; make clear common expectations for work; share objectives, goals and yearnings with one another; motivate colleagues by acknowledging their achievements; plan conferences in order to trade information on the development of aims and objectives; fortify organizational management frameworks, particularly those that advance work proficiency; track performance; and utilize errors as a golden opportunity for figuring out how to improve.

- Participants in the *Under-Performing High Schools* should be given an opportunity for advancement, but it is not only limited to promotion; it also reflects self-development and escalation of responsibility. Khuong and Tien (2013:81-95) support that management of schools should award educators deserving the opportunities for promotion and development in schools. Khuong and Tien (2013:81-95) add that management in the Department of Education should welcome educator involvement in arranging advancement policies and guarantee that educator advancement selection is honest and legitimate. Job satisfaction of employees is enhanced if there is transparency in promotion and advancement (Rich, Lepine, & Crawford, 2010:617-635). In a few states (State Salary Manual, 2017:63-89), some schools work on a pay point system where the educator obtains points through attending training and development sessions, conducting classes and completing responsibilities. The educators usually acquire 10 to 15 points at a time, but the points usually fluctuate.
- Changes in curriculum in secondary education is mentally and physically strenuous for high school educators in the Dr. Kenneth Kaunda District. The CAPS was presented in 2012 (Department of Basic Education [DBE], 2013:23) and educators encountered issues in its implementation. Studies (Mata, 2012:512-520; Selesho & Monyane, 2012:107-111) recommend that these issues be resolved by the DBE in giving schools the essential means for the fruitful application of the curriculum. These means could incorporate current textbooks for learners, smaller learner to teacher ratio, fully supplied libraries, and sufficient technology. The educators need to have the ability to make sense of the curriculum and should be allocated adequate time for regular training (DBE, 2013:25). Training must begin ahead of schedule, in the

beginning of the year. It should commence for a couple of days each term (DBE, 2013:25). Senior principals and principals ought to have acquired training before the educators, which was not implemented when the CAPS was executed (Mata, 2012:512-520). Once the DBE has concluded training, principals and senior principals should provide training to the educators through employee development initiatives. Selesho and Monyane (2012:107-111) prescribe that subject advisors must be trained on curriculum differentiation with the CAPS and when auditing the delivery of the curriculum at various schools the DBE should utilize curriculum differentiation as their instruments for monitoring.

- International studies have developed methods to maintain top performance in *Performing High Schools* and thus maintain the educator's job satisfaction. These methods, as discussed hereafter, will assist *Performing High Schools* in the Dr. Kenneth Kaunda District to prosper and maintain the satisfaction of the educators and academic prosperity of the learners. These methods include:

School management for instructional leadership: Successful schools need competent employees such as principals and management that comprehend and satisfy their duty as pioneers of the curriculum and guaranteeing the presence of an orderly working environment that is beneficial for learning (Dillon & O'Shea, 2009:1-58).

Maintain a high level of social capital and trust: These incorporate secure staff and leadership and a direct priority on enhancing and developing leadership. This is done by allowing leadership development to be continuous (Bryan & Bracken, 2011). This suggests continual assistance of the leadership of the schools by encouraging induction programmes and leadership or in-service training, allowing career development for management of the schools, which will assist in avoiding burnout and encourage the attractiveness of school leadership as a career (Batteson & Roland, 2011:244-251). There are numerous approaches to making teaching more versatile; an example is permitting management to rotate between schools or different professions.

Preserve a greater external support: Schools profited from continuous external assistance from various organizations (Ruane, Dillon, & Kavanagh, 2010:1-9). These organizations can be universities, colleges, private organizations, other schools in

diverse districts, the community or organizations who offer volunteer work (Ruane, Dillon, & Kavanagh, 2010:1-9).

Continual professional development: Educators that go through development workshops show an increase in job satisfaction and motivation as well as an expanded ability to adapt to new technologies and techniques. Staff development is essential to guarantee that educators can give suitable support and assistance to learners (Heissel & Ladd, 2016:223-231).

Establish a clear focus and a strategic framework of core beliefs, effective practices and goals for improving learner achievement. Districts who are extremely supportive supply senior principals and principals with a concentrated mission and vision of key practices to maintain school change or the schools can create their own strategic framework according to their own school practices (Fiedler, Bryan, & Bracken, 2011:454-461).

Recommendations for future research are presented below.

5.4.2 Recommendations for future research

The following recommendations for future research are made:

The study investigated the relationship between burnout, work engagement and job satisfaction. For this reason a longitudinal study for the country could be recommended. A bigger sample size representing more *Under-Performing* and *Performing High Schools* should be accomplished to determine the well-being and job satisfaction of all educators in South Africa.

The benefits of a longitudinal study can be helpful in determining patterns and it is possible to learn more about cause-and-effect relationships. The connections between burnout, work engagement and job satisfaction can thus be made more clearly. Longitudinal studies permit the collection of more data over longer timeframes, which allows for more compact outcomes.

The study was conducted using the quantitative method. The future studies on this topic should employ both quantitative and qualitative. These approaches will provide opportunities for educators to express their own ideas about their well-being.

The convenience sampling procedure was employed in selecting the sample for this study. This strategy has its limitations that may have influenced the outcomes. Therefore, future studies should utilize the probability or random sampling method to guarantee an impartial portrayal of groups.

Future research in the area of educator well-being and job satisfaction in South Africa is necessary, not only at high school levels, but all levels. It is highly likely that primary school educators will experience different well-being and job satisfaction levels from high school educators. Future studies on educator well-being and job satisfaction can also be conducted among educators from all types of schools which include: independent, government and governing body-funded public schools.

An area that is likely to have an impact on educator well-being and job satisfaction is work-life balance issues. Evaluation of work-life balance issues in future research would benefit in determining whether they contribute to the effects of educator burnout or not.

Black educators should be scrutinized in detail to comprehend their distinct circumstances and perception that may cause expanded discontent as a group. Qualitative studies will be more appropriate at distinguishing the difficulties and concerns of being a Black educator.

5.4.3 Limitations

The following are limitations of this study.

Educator job satisfaction is a multidimensional phenomenon. Thus, the researcher did not examine all the well-being and job satisfaction factors such as communication systems, principals' leadership style, organizational culture and many others.

This study was cross-sectional and could not be utilized to examine conduct over a period of time as well as the establishment of cause and effect.

Quantitative research does not give the researcher the opportunity to examine objects in their natural surroundings, as qualitative research allows. An additional limitation to this method is that a great sample of the population must be considered; the bigger the sample, the more precise the outcomes. This method requires the usage of a structured questionnaire which includes closed-ended questions, which consequently prompts restricted outcomes. The participants responding to the questionnaires have constrained choices of responses.

5.5 CONTRIBUTION OF THE STUDY TO KNOWLEDGE IN INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

- This is the first study to investigate the well-being and job satisfaction of educators in *Under-Performing* and *Performing high schools* of the Dr. Kenneth Kaunda District, in the North-West Province, using the OLBI and MSQ.

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ANNEXURE A
EDUCATOR WELL-BEING
AND JOB SATISFACTION
QUESTIONNAIRE



EDUCATOR WELL-BEING AND JOB SATISFACTION QUESTIONNAIRE



Dear Participant

Your participation in this research project is kindly requested.

This research project is a study on the well-being and job satisfaction of High School educators in the Dr Kenneth Kaunda District. This project forms part of a Master's study.

Aim of the Questionnaire

The aim of the questionnaire is to determine the relationship between educator burnout, job satisfaction and work engagement. The research findings can be utilised by government to improve the well-being of educators, which may have a positive impact on learner pass rate and well-being.

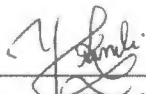
The study includes an anonymous survey. Your participation in this study is important. All information will be treated as confidential and will not be distributed or used for any other reason than for the purposes of this project. We operate under a code of ethics which forbids us to divulge or use information in any other way. Please be honest in your responses.

Please contact my supervisor, Dr. Revelation Mokgele, at **(018) 389 2448** or you can call her on her cell number: **082 202 0415**. If you have any queries on this questionnaire, please feel free to contact me on **061 466 9114** or via email at **yeyamakumbi@ymail.com**.

Instructions

- 1. Please read all the questions and statements carefully and respond by making an "X" on the answer or your choice.**

Thanking you in anticipation.



Yeyama Kumbi

Student

BIOGRAPHICAL DATA AND WORKLOAD

Biographical details range from 1-9

Workload details range from 10-14

1	Job title						
	Educator	Senior Educator	HOD	Principal	Senior Principal		
	1	2	3	4	5		
2	Post-Level						
	Post-Level 1		Post-Level 2		Post-Level 3		Post-Level 4
	1		2		3		4
3	Gender						
	Male				Female		
	1				2		
4	Age						
	18- 27 years	28-37 years	38-47 years	48-57 years	58 years and above		
	1	2	3	4	5		
5	Marital status						
	Single	Married	Divorced	Separated	Widowed		
	1	2	3	4	5		
6	Race						
	Black	White	Coloured	Indian			
	1	2	3	4			
7	Highest educational qualifications						
	Educator Certificates	Post-Matric Diploma	Degree	Honours	Masters	PhD	
	1	2	3	4	5	6	
8	Period of service in the Department of Education						
	1-5years	6-10 years	11-15 years	16-20 years	21-25years	26 years and above	
	1	2	3	4	5	6	
9	Period of service in current school						
	1-5years	6-10years	11-15years	16-20years	21-25years	26years and above	
	1	2	3	4	5	6	
10	Number of learners in the class						
	10-20	21-30	31-40	41-50	51-60	61 and above	
	12	3		4	5	6	
11	Number of subjects taught in matric phase						
	1	2	3	4 5	None		
	1	2	3	4 5 6			
12	Number of classes taught in matric phase						
	1	2	3	4	5	6	None
	1	2	3	4	5	6	7

13	Number of subjects taught in phases other than matric					
	12		3	45	None	
	1	2	3	45	6	
14	Number of classes taught in phases other than matric					
	1	2	3	4	5	6
	1	2	3	4	5	6
						7

OLDENBURG BURNOUT INVENTORY

The following statements refer to your feelings and attitudes during work. Please indicate to what extent you agree with each of the following statements.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

1	I feel tired when I get up in the morning and I have to face another day at work	1	2	3	4	5	6
2	I always find new and interesting aspects in my job.	1	2	3	4	5	6
3	I can cope with the pressure of my job very well	1	2	3	4	5	6
4	I find my job to be full of meaning and purpose	1	2	3	4	5	6
5	It happens more and more that I talk about my job in a negative way	1	2	3	4	5	6
6	I need more time to relax and feel better after work on a day than I did in the past	1	2	3	4	5	6
7	Lately, I tend to think less about my job; I do it almost mechanically	1	2	3	4	5	6
8	I feel emotionally drained by my work	1	2	3	4	5	6
9	I experience my work as a real challenge	1	2	3	4	5	6
10	I usually have enough energy for leisure activities after work	1	2	3	4	5	6
11	Over time, I have lost personal interest in my work	1	2	3	4	5	6
12	I can usually manage my work load well	1	2	3	4	5	6
13	I sometimes really hate the tasks I have to do in my job	1	2	3	4	5	6
14	I usually feel worn out and tired after my work	1	2	3	4	5	6
15	I like my job so much that I cannot imagine another occupation for myself	1	2	3	4	5	6
16	I usually feel energized when I work	1	2	3	4	5	6
17	I feel more and more engaged in my work	1	2	3	4	5	6
18	I have become less enthusiastic about my work	1	2	3	4	5	6
19	My job inspires me	1	2	3	4	5	6
20	I'm enthusiastic about my job	1	2	3	4	5	6

MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)

Indicate how you feel about the following aspects, ranging from strongly disagree (1) to (6) strongly agree by crossing out the relevant figures.

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6
------------------------	---------------	------------------------	---------------------	------------	---------------------

1. Being able to keep busy all the time	1	2	3	4	5	6
2. The chance to work alone on the job	1	2	3	4	5	6
3. The chance to do different things from time to time	1	2	3	4	5	6
4. The chance to be "somebody" in the community	1	2	3	4	5	6
5. The way my boss handles his/her workers	1	2	3	4	5	6
6. The competence of my supervisor in making decisions	1	2	3	4	5	6
7. Being able to do things that don't go against my conscience	1	2	3	4	5	6
8. The way my job provides for steady employment	1	2	3	4	5	6
9. The chance to do things for other people	1	2	3	4	5	6
10. The chance to tell people what to do	1	2	3	4	5	6
11. The chance to do something that makes use of my abilities	1	2	3	4	5	6
12. The way company policies are put into practice	1	2	3	4	5	6
13. My pay and the amount of work I do.	1	2	3	4	5	6
14. The chances for advancement on this job	1	2	3	4	5	6
15. The freedom to use my own judgment	1	2	3	4	5	6
16. The chance to try my own methods of doing the job	1	2	3	4	5	6
17. The working conditions	1	2	3	4	5	6
18. The way my co-workers get along with each other	1	2	3	4	5	6
19. The praise I get for doing a good job	1	2	3	4	5	6
20. The feeling of accomplishment I get from the job	1	2	3	4	5	6

YOUR PARTICIPATION IS GREATLY APPRECIATED. THANK YOU.

ANNEXURE B
PERMISSION TO CONDUCT
RESEARCH



Faculty of Economic and Management Sciences
School of Management Sciences
Private Bag X2046
Mmabatho
2735

21 September 2017

Mr H Motara
District Directorate
Dr Kenneth Kaunda District
Private Bag X1256
Potchefstroom
2520

SUBJECT: PERMISSION TO CONDUCT RESEARCH WITHIN YOUR ORGANISATION

This letter serves to introduce Ms Yeyama Kumbi (Student No. 21411557), a student in the Faculty of Economic and Management Sciences currently registered for the degree of Master of Administration (M.Admin) in Human Resource Management in the School of Management Sciences with North West University, Mafikeng Campus.

The topic of her research study is **"Wellbeing and job satisfaction of educators"**, in the Department of Education, **in the Kenneth Kaunda District**, North West Province.

The topic has been approved and permission has been granted to proceed with this proposed topic by the Faculty of Economic and Management Sciences (Department of Industrial Psychology). We would appreciate if you could grant her permission to conduct research in your organisation.

You are assured that information gathered would be treated with the strictest confidentiality it deserves.

Kindly note that the student has monthly research consultation on the last Friday of every month and would kindly appreciate if could be supported in this regard.

ANNEXURE C

**APPROVAL LETTER TO
CONDUCT RESEARCH**



Education and Sport Development
 Department of Education and Sport Development
 Departement van Onderwys en Sport Ontwikkeling
 Letaphe le Tsheto le Tlhabelo le Metsameko
NORTH WEST PROVINCE

Terima Posing
 R.F.R. Tambo Street, Hecherstroom
 Private Bag X1294
 Potchefstroom 2522
 Tel: (018) 240-827-8
 Fax: (018) 244 1004
 E-mail: hpotchefstroom@nw.gov.za

DR KENNETH KAUNDA DISTRICT

OFFICE OF THE DISTRICT DIRECTOR

27 July 2016

Ms Y Kumbi
 Student Number 21411557
 North West University

PERMISSION TO CONDUCT RESEARCH ON "RELATIONSHIP BETWEEN BURNOUT, WORK ENGAGEMENT AND JOB SATISFACTION OF TEACHERS IN DR KENNETH KAUNDA DISTRICT IN PERFORMING AND NON-PERFORMING SCHOOLS "

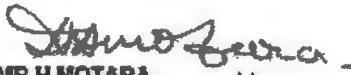
The above matter refers.

Permission is hereby granted to you to conduct your research in schools at in Dr Kenneth Kaunda District under the following provisions:

- The activity you undertake at the schools should not tamper with the normal process of teaching and learning; and will take place after school hours.
- You inform the principals of your identified schools of your impending visit and activity;
- Teachers and learners are told prior to the interview that it is not compulsory but voluntary.
- You provide my office with a report in respect of your findings from the research; and
- You obtain prior permission from this office before availing your findings for public or media consumption.

Wishing you well in your endeavour.

Thanking you


MR H MOTARA
DISTRICT DIRECTOR
DR KENNETH KAUNDA DISTRICT

cc: Mr S S Magotsi – Area Manager, Mafikeng
 Mr H T Molefhe – Acting Area Manager
 Ms S S Yssel – Area Manager, Tlokweng

ANNEXURE D
ETHICS APPROVAL CERTIFICATE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE BOPHIRIMA
NOOROWES-UNIVERSITEIT

Private Bag X6001 Potchefstroom,
South Africa 2520

Tel: (018) 299-4900

Fax: (018) 299-4910

Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849

Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Sciences Research Ethics Committee (HSREC) on 21/11/2016 the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated using the ethics number below.

Project title: Well-being and job satisfaction of educators' in the Dr Kenneth Kaunda District Municipality, Matlosana Circuit.

Project Leader/Supervisor: Dr KRF Mokgale

Student: Y Kumbi

**Ethics
number**

N W U - 0 0 6 3 9 - 1 6 - A 0

Application Type: Master application

Commencement date: 2016-11-16

Expiry date: 2019-11-16

Risk:

N/A

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HSREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HSREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the NWU-IRERC via HSREC:
 - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HSREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HSREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HSREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the HSREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- HSREC can be contacted for further information via Esita.Emetshu@nwu.ac.za or 018 299 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HSREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA

Du Plessis

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Digitally signed by

Prof LA Du Plessis

Date: 2017.01.18

09:15:10 +02'00'

ANNEXURE E
PLAGIARISM REPORT

Well-being and job satisfaction

ORIGINALITY REPORT

17%

SIMILARITY INDEX

11%

INTERNET SOURCES

10%

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Internet Source

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entrepreneurship2015.foi.hr

Internet Source

1%

5

Leach-López, Maria A., William W. Stammerjohan, and Frances M. McNair.
"Differences in the Role of Job-Relevant Information in the Budget Participation-Performance Relationship among U.S. and Mexican Managers: A Question of Culture or Communication", Journal of Management Accounting Research, 2007.

Publication

<1%

6

repository.nwu.ac.za

Internet Source

<1%

ANNEXURE F
PLAGIARISM DECLARATION
FORM



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORD-VEST-UNIVERSITEIT
MAFIKENG CAMPUS

FCA Plagiarism Declaration Form

Mr. MOKGEELE the Honours Leader/Masters Promoter/Doctoral Supervisor
Ms. Mphahlele Kumbi who is the author of the

~~project/mini-dissertation/dissertation/thesis~~ entitled:

Well being and job satisfaction of educators in the
Kenneth Keenela District.

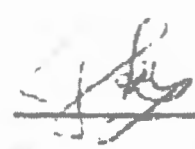
I hereby declares that the aforementioned document was checked via Turn-it-in for
plagiarism. I found that no/some parts of the project/mini-dissertation/dissertation/thesis
were plagiarized.



Leader/Promoter/Supervisor

04 Oct 2017

Date



Student

04 Oct 2017

Date

ANNEXURE G
EDITING CERTIFICATE

1065 Hector Petersen Drive

Unit 5

Mmabatho

28/09/2017

This is to certify that the dissertation entitled

**WELL – BEING AND JOB SATISFACTION OF EDUCATORS IN THE DR KENNETH
KAUNDA DISTRICT**

Submitted by **YEYAMA KUMBI**

For the degree of

**MASTER OF COMMERCE
(HUMAN RESOURCE MANAGEMENT)**

In the

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

**MAFIKENG CAMPUS
NORTH WEST UNIVERSITY**

Has been edited for language by

Mary Helen Thomas (B.Sc. Hons. PGCE)

Mary Helen Thomas

ANNEXURE H

**SOLEMN DECLARATION AND
PERMISSION TO SUBMIT**



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Academic Administration (Mafikeng Campus)

SOLEMN DECLARATION (for Masters and Doctoral Candidates)

1 Solemn declaration by student

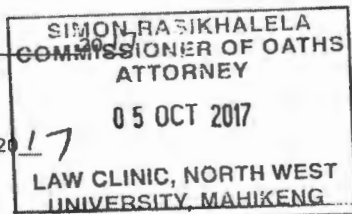
I Yeyama Kumbi declare herewith that the mini-dissertation/dissertation/thesis entitled, Well-being and job satisfaction of educators in the Dr. Kenneth Kaunda District which I herewith submit to the North-West University as completion/partial completion of the requirements set for the M. Com degree, is my own work and has not already been submitted to any other university.

I understand and accept that the copies that are submitted for examination are the property of the University.

Signature of candidate [Signature] University-number 21411657

Signed at North-West University this 05 day of October

Declared before me on this 05th day of OCTOBER 2017
Commissioner of Oaths: [Signature]



2 Declaration by supervisor/promotor

The undersigned declares:

- 2.1 that the candidate attended an approved module of study for the relevant qualification and that the work for the course has been completed or that work approved by the Senate has been done
- 2.2 the candidate is hereby granted permission to submit his/her ~~mini-dissertation/dissertation or-thesis~~
- 2.3 that registration/~~change~~ of the title has been approved;
- 2.4 that the appointment/~~change~~ of examiners has been finalised and
- 2.5 that all the procedures have been followed according to the Manual for post graduate studies.

Signature of Supervisor: [Signature] Date: 05 Oct 2017

R Signature of School Director: [Signature] Date: 05 Oct 2017

Signature of Dean: [Signature] Date: 06 Oct 2017