

**Management strategies to improve job satisfaction of  
principals in primary schools**

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primary schools**

**BY**

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## OPSOMMING

Slutelwoorde: *werkspanning, werkmotivering, werksbevrediging, hoof, laerskool-/aanvangsskool hoofde, kwaliteit van werkslewe, bestuurs- of werksbevrediging*

Die doel van hierdie studie is om aspekte van werksbevrediging in die werksmilieu te optimaliseer deur die effektiwiteit van laerskoolhoofde te verbeter. Werksbevrediging blyk 'n wêreldwye probleem in die onderwyssektor te wees. Selfs in Suid – Afrika is verskeie navorsings onderneem oor werksbevrediging.

Die fokus in hierdie studie is om die volgende navorsingsvrae te ondersoek:

- Wat is die aard van werksbevrediging?
- Watter faktore dra by tot werksbevrediging of werksfrustrasie van laerskoolhoofde?
- Tot watter mate ondervind laerskoolhoofde werksbevrediging?
- Is daar sekere biografiese veranderlikes wat betrekking het op laerskoolhoofde se werksbevrediging?
- Tot watter mate kan laerskoolhoofde se werksbevrediging verbeter word deur bestuursstrategieë?

Ondersoekmetodes wat gebruik is, is kwantitatiewe navorsing deur die gebruik van statistiese metodes wat begin met die insameling van data gebaseer op teorie, gevolg deur die aanwending van die beskrywende of afleibare statistiese metode. Beskrywende statistiese tegnieke is gebruik om die data te organiseer, te analiseer en te interpreteer. Inligting is verkry om vas te stel of 'n verband tussen die onafhanklike veranderlikes en die afhanklike veranderlike (werksbevrediging van die deelnemers) bestaan.

Bestuursstrategieë met die doelwitte en aksiestappe is ontwikkel om laerskoolhoofde by te staan om hul sterk punte te verbeter en hul swak punte in sterk punte om te skep. Die bestuursstrategieë het ook ten doel die verbetering van werksbevrediging van laerskoolhoofde. In die algemeen gesien het die meerderheid deelnemers in hierdie studie aangedui dat hulle tevrede is in 'n mindere en of meerdere mate is met die aspekte wat bydra tot werksbevrediging. Alhoewel die meerderheid deelnemers tevrede is met die aspekte van werksbevrediging was daar tog 'n paar faktore wat hulle negatief gestem het. Hierdie negatiewe faktore moet egter in positiewe sterk punte omskep word en bestaande sterk punte moet optimaal benut word.

## SUMMARY

Key words: *job stress, job motivation, job satisfaction, principal, primary/elementary school principals, quality of working life, management of job satisfaction*

The aim of this study is to optimise aspects of job satisfaction in the work environment to improve the effectiveness of primary school principals. Job dissatisfaction seems to be a worldwide problem in the education sector, even in South Africa a number of researches were conducted on job satisfaction.

In this research the focus is on the following research questions:

- *What is the nature of job satisfaction?*
- *Which factors contribute to the job satisfaction/dissatisfaction of primary school principals?*
- *To what extent do primary school principals experience job satisfaction?*
- *Do certain biographical variables relate to primary school principals' job satisfaction?*
- *How can the job satisfaction of primary school principals be improved through management strategies?*

The research method used was a quantitative research method by using statistical methods that began with the collection of data based on theory, followed by the application of a descriptive or inferential statistical method. Descriptive statistical techniques were used to organise, analyse and interpret the quantitative data. Information was obtained to determine whether a relationship exists between the independent variables and the dependent variable (job satisfaction of the participants).

Management strategies with aims, goals and action steps were drawn in order to assist primary school principals to improve their strong points and turn their weak points into strengths. The management strategies drawn also aimed to improve the job satisfaction of the primary school principals. In general the majority of participants in this study reported that they were satisfied to some and a great extent with the aspects that contribute to their job satisfaction. Although the majority of the participants were satisfied with the aspects of job satisfaction there were some factors that affected them negatively. The negative factors are to be turned into strengths and the existing strengths be optimised.

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## CHAPTER 1

### ORIENTATION

#### 1.1 INTRODUCTION

In this chapter an overview is given of research problems the rationale and motivation of research problems, research aims and the research design and methodology. Lastly the arrangement of the different chapters of this report is given.

#### 1.2 PROBLEM STATEMENT

##### 1.2.1 Main problem questions

In this research the focus will be based on the following problem questions:

- *What factors contribute to the satisfaction/dissatisfaction of school principals?*
- *How can the job satisfaction of principals in primary schools be improved through management strategies?*

##### 1.2.2 Rationale and motivation

Job satisfaction seems to be a worldwide problem in the education sector (Cheuk, 2000:85; Chen *et al.*, 2000:9; Bogler, 2001:666; Sergent & Hannum, 2003:6). In South Africa a number of studies were conducted on job satisfaction in education (Steyn & Van Wyk, 1999:37; Griffioen, 1999; Kirsten, 2000; Smit, 2002; Kamstra, 2005:2; Kieft, 2005; Jackson & Rothmann, 2006:76). In general, it was found that considerable job satisfaction prevails among educators in both primary and secondary schools in South Africa.

The creation of a motivating work climate and its importance for school principals' experiences of the quality of working life can be determined by different factors. These factors can reside in the classroom situation such as effective teaching and learning, the classroom as a safe place for learners and class size (Graham, 1997:7; Kruger, 2003:206; Makhalemele, 2003:62; Moeketsi, 2004:30) or outside the classroom (Niehaus & Myburgh, 1999:9; Martin & Von der Ohe, 2003:43; Masitsa *et al.*, 2004:223; Kelley *et al.*, 2005:23). Factors outside the classroom situation may be divided into systemic (i.e. organisational culture and climate) and individual factors such as job satisfaction (Arnold & Boshoff, 2001:39; Moloi *et al.*, 2002:88; Coetsee, 2003; Hoberg, 2004:41).



The quality of a motivating work climate is directly influenced by inter alia the degree of job satisfaction experienced. Job satisfaction or dissatisfaction is therefore a determinant for school principals to experience a motivating work climate (Martin & Von der Ohe, 2003:43; Moeketsi, 2004:23; Kamstra, 2005:11). It can be assumed that if the school principal does not experience job satisfaction it will negatively influence his/her effectiveness with regard to his/her work at the school (Masitsa et al., 2003:230; Martin & Von der Ohe, 2003:44).

Factors like work overload, role conflict, lack of parental involvement, changes in education, incompetent teachers, educators' misconduct, learner discipline, quality of working life (i.e. educators' general job dissatisfaction), job pressure, job standards and emphasis on achievement influence the job satisfaction experienced by principals (Griffioen, 1999, Kirsten, 2000; Fisher, 2001:146).

Stress is a phenomenon that influences job satisfaction in many ways as well (Kamstra, 2005:20). Principals generally work under considerably high stress levels that affect their job satisfaction. A number of studies have indicated a negative correlation between stress and job satisfaction (Kitavi, 1995:188; Chaplain, 2001:199; De Nobile & McCormick, 2005:1; Jackson & Rothmann, 2006:92). Role conflict can also have a negative impact on job satisfaction within the work place (Khumalo, 2004:50; Eckman, 2004:370; Kamstra, 2005:32; Vos, 2005).

Factors that constitute or influence job satisfaction are divided into three categories namely: intrapersonal (within self), management factors within the school and factors outside the school (Newby, 1999:30; Steyn & Van Wyk, 1999:37; Martins & Von der Ohe, 2003:44).

Research has demonstrated that intrapersonal factors such as self-efficacy, internal locus of control, autonomy, stress and role conflict influence the principal's experience of job satisfaction (Malone, 2000:16; Chaplain, 2001:203; Arnolds & Boshoff, 2001:39; Devos, et al., 2006:10). Research findings further indicate that different management factors in the work situation (i.e. school) such as management style of the principal, work load, relation with colleagues also have an influence on his/her job satisfaction (Chaplain, 2001:202; Masitsa et al., 2004:224; Hoberg, 2004:41). External factors such as parents, community involvement in school

activities, also contribute to the job satisfaction experienced by the principal (Masitsa *et al.*, 2004:237; Van Wyk, 2004:49; Sari, 2004:292).

So far very little research though, has been conducted on the job satisfaction experienced by principals of primary schools in the Republic of South Africa. Research on the job satisfaction of principals focused mainly on secondary school principals and on educators in primary schools. Only one study which focused on job satisfaction of primary school principals was located (Griffioen, 1999). In this research the study population consisted of 48 Afrikaans speaking respondents and no focus was on management strategies. The study focused mainly on the three categories of factors (intrapersonal, management and factors outside the school) influencing job satisfaction experienced by primary school principals.

### **1.2.3 Specific research questions**

In the light of the aforementioned the research problem for the present study was formulated in terms of the following research questions:

- *What is the nature of job satisfaction?*
- *Which factors contribute to the job satisfaction/dissatisfaction of primary school principals?*
- *To what extent do primary school principals experience job satisfaction?*
- *Do certain biographical variables relate to primary school principals' job satisfaction?*
- *How can the job satisfaction of primary school principals be improved through management strategies?*

## **1.3 RESEARCH AIMS**

Related to the above research questions, the aims of the research were as follows:

- |                 |                                                                                                                        |
|-----------------|------------------------------------------------------------------------------------------------------------------------|
| Research aim 1: | To theoretically determine the nature of job satisfaction.                                                             |
| Research aim 2: | To theoretically identify and discuss the aspects or factors that contribute to job satisfaction/dissatisfaction.      |
| Research aim 3: | To determine empirically to what extent primary school principals experience job satisfaction.                         |
| Research aim 4: | To determine empirically whether certain biographical variables relate to primary school principals' job satisfaction. |

Research aim 5: To develop management strategies to improve the job satisfaction of principals in primary schools.

## 1.4 RESEARCH METHODOLOGY

### 1.4.1 Literature review

Both primary and secondary sources were consulted to gather more information on job satisfaction. The Internet (<http://globalvqwg9>; <http://www-user.york.ac.uk>; <http://nces.ed.gov>; <http://www.psych.umn.edu/psylabs>; <http://fp.uni.edu/butlera/org/msg>; <http://www.jsevanconsultinginc.com>.) and other electronic databases like EbscoHost, Sabinet, and Eric were consulted with the assistance of the following descriptors/key words: *job stress, job motivation, job satisfaction, principal, primary/elementary school principals, quality of working life, role conflict, management of job satisfaction*.

### 1.4.2 Empirical research

#### ▪ Research method

A quantitative research method was used. A survey was conducted by means of a structured questionnaire which was distributed amongst a sample of primary school principals in the North West Province of South Africa.

#### • Questionnaire

The aim of the questionnaire was to determine to what extent primary school principals experience job satisfaction. The construct validity and reliability of the questionnaire were determined by means of factor analyses and the calculation of Cronbach's Alpha coefficients.

#### • Population and sample

The population consisted of all the principals of primary schools (n=1377) in the North West Province. The study population consisted of all the primary school principals of schools with 300 or more learners (n=314) in the North West Province. The reason why principals of schools with 300 plus learners participated in the study was that these schools had eight or more educators as teaching staff members. This was important for the purpose of this study because the principal could respond to questions on managing schools with a larger staff and learner composition.

- **Statistical techniques**

Data emanating from the research were analysed by means of descriptive and inferential statistical techniques.

## **1.5 CHAPTER ARRANGEMENT**

**The study was divided into the following chapters:**

- Chapter 1: Orientation
- Chapter 2: The nature of job satisfaction: A theoretical exposition
- Chapter 3: Aspects or factors that contribute to job satisfaction/dissatisfaction
- Chapter 4: Research method
- Chapter 5: Results
- Chapter 6: Management strategies to improve the job satisfaction of principals
- Chapter 7: Summary, conclusion and recommendations

## **1.6 ETHICAL ASPECTS**

Approval for conducting the research was first granted by the Ethics Committee of the North-West University (cf. par. 4.3.5). Approval was further obtained from the North West Department of Education. The researcher adhered to all the prescribed ethical standards and procedures in this research.

## **1.7 SUMMARY**

In this chapter a preview was given about the present study. The research problem and aims of the study were stated and a brief outline was given of the research methodology that was followed in the empirical part of the research. In the next chapter, the nature of job satisfaction will be addressed.

## CHAPTER 2

### THE NATURE OF JOB SATISFACTION: A THEORETICAL EXPOSITION

#### 2.1 INTRODUCTION

As an accounting officer and the manager of a school, the primary school principal plays a crucial role in the institution he/she leads. The principal is tasked with leadership and management responsibilities and he/she works to accomplish the goals of the school by getting things done through and with other people (Garudzo-Kusereka, 2003:11). The principal therefore needs to experience job satisfaction to be able to manage his/her school happily and efficiently.

In this chapter a general overview will be given about the nature of job satisfaction. During this discourse, the following aspects will receive attention:

- Conceptualisation of job satisfaction
- Contextualisation of job satisfaction.

#### 2.2 CONCEPTUALISATION OF JOB SATISFACTION

The following questions may be asked to promote a better understanding of the concept job satisfaction: If a person feels good about his/her job is that an indication of job satisfaction? How about an individual who is very happy with the way the job pays, is that the same as job satisfaction? Can someone be satisfied with a job that is not too challenging but is a stepping-stone to a more interesting position? Answers to these questions will become evident as one reads through the chapter.

Different researchers have defined job satisfaction in different ways, but their definitions reflect some general agreement. Definitions of job satisfaction are given below.

The term satisfaction is derived from the Latin word *satisfacere*, which means to satisfy (Kamstra, 2005:15). Satisfaction is the state of being satisfied, pleased or contented (Oxford Advanced Dictionary of Current English, 2000:756). Satisfaction is the evaluative judgment one makes about his/her job (Weiss, 2002:176).

Satisfaction is defined as (American Heritage Dictionaries):

- The fulfillment or gratification of a desire, need, or appetite.
- Pleasure or contentment derived from such gratification.
- A source or means of gratification.

Fisher (2001:146) defines job satisfaction as a feeling that arises when an individual perceives his or her job as fulfilling values that are considered important to that individual. Alternatively, job dissatisfaction results when a job, for whatever reason, fails to fulfill job-related values. Job satisfaction is defined by Nobile et al. (2005:2) as the extent to which a staff member has favourable or positive feelings about work or the work environment. It refers to the positive attitudes or emotional dispositions people may gain from work or through aspects of work.

Job dissatisfaction according to Furnham (1998) is the unhappy or negative feelings about work or the work environment.

Job satisfaction is the extent to which people like their jobs just as Ebrahim (1991:559) defines it as an attitude based on employees' perceptions whether negative or positive of their jobs or work environment. Evans (2001:294) sees job satisfaction as a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job-related needs to be met.

Dirani (2006:559) states that job satisfaction can be attributed to two factors, environmental factors and personal factors. Environmental factors of job satisfaction pertain to factors associated with the work itself or work environment, while personal factors focus on individual attributes and characteristics. Tsigilis and Koustelias (2004:666) earlier said job satisfaction is the result of the worker's appraisal of the degree to which the work environment fulfils the individual's needs.

Despite the various definitions of job satisfaction, there seems to be a consensus as Weiss (2002:174) indicates that job satisfaction can be described as an affective or emotional reaction to a job resulting from a comparison of actual outcomes with those that are desired, expected or felt to be deserved.

Since job satisfaction is believed to have a positive implication, a researcher like Khumalo (2004:50) shows that job satisfaction is a pleasant or positive emotional

condition because of an individual's evaluation of work experience. Job satisfaction is often considered an important influence on employee behaviour and ultimately, organisational effectiveness (Hirschfeld, 2000:255). The work-related satisfaction can be maintained by helping people, achieving change and improvement, and by promoting learners' growth which has important implications for principals' behaviours at work, on their desire to continue at work and their involvement in the job (Sari, 2004:293).

Steyn and Van Wyk (1999:37) define job satisfaction as a multidimensional concept encompassing a person's general attitude towards work, or towards specific facets of the work. They elaborate on this definition by stating that job satisfaction is the perception that a person's work fulfils his/her important job values, and suggest three aspects of job satisfaction.

Firstly, job satisfaction includes a person's values, which are defined as an individual's conscious or unconscious desire to obtain something. Secondly, people have different perceptions of which values they regard as important. This is critical as ascertaining the nature and degree of their job satisfaction. One person may value the salary above all else, another, the work itself and yet another, the working conditions. Thirdly, it is a person's perception of his or her present situation relative to the values that matter. It is important to note that people's perceptions may not be accurate reflections of reality and people's perceptions of the same situation may differ completely.

The concept job satisfaction can be classified under (1) intrinsic job satisfaction or (2) extrinsic job satisfaction. Hirschfeld (2000:256) indicates/propagates that intrinsic job satisfaction relates to how people feel about the nature of the job tasks themselves, whereas extrinsic job satisfaction refers to how people feel about aspects of the work situation that are external to the job tasks or work itself. Intrinsic job satisfaction is more strongly related to job involvement than is extrinsic job satisfaction. From this classification, it is clear that job satisfaction involves likes, dislikes as well needs, and wants which are external and internal to the employee.

According to Chen (2000:12) intrinsic job satisfaction stems from the individual's relationship to the work itself, while extrinsic job satisfaction is dependent on facts such as company policies, supervision, interpersonal relations, working conditions,

salary and benefits rather than the nature of the work itself. Schulze (2006:124) indicates that Herzberg (1957), in his research argues that intrinsic factors of a job lead to job satisfaction when present, but do not produce dissatisfaction when inadequate, but do not cause satisfaction when they are present.

From the preceding definitions, Heymans (2002:29) identifies the following common elements relating to the definition of job satisfaction:

- Employee satisfaction is an attitude or feeling which is based on the assessment of the conditions of employment.
- These reactions and perceptions are individualistic in nature.
- Attitudes and situations can change and since they pertain to a particular context and content, the attitudes of individuals concerning satisfaction are time bound.
- Job satisfaction is a multidimensional concept consisting of affective, cognitive and conative dimensions.

According to Bull (2005:13) job satisfaction can be viewed as employees' observation of how well their work presents those things, which are important to them like pay, promotion, recognition and other benefits. Job satisfaction also refers to what people like and dislike about their jobs, how they feel about their jobs and their individual attitudes towards their work (Kamstra (2005:16). This simply indicates that job satisfaction is an attitude people have about their jobs and attitudes are formed towards jobs by taking into account feelings, beliefs and behaviours of employees.

The experience of job satisfaction is a personal and emotional reaction, involving the individual's internal need structures, the specific tasks to be executed in the work situation, interpersonal values and norms, managerial processes controlling activities and the organisation's policy toward remuneration (Maforah, 2004:25).

Looking at the nature of job satisfaction it is noticed that job satisfaction of the school principal is associated with different factors. The following factors are identified by Manase (2001:21):

- Parents' authority and learners' expression of appreciation.
- Passing on knowledge and values to others.
- Participating in decision making.



- A good salary.
- Support and cooperation with colleagues.
- Principals require due respect from the community.
- Cooperation from learners, parents and educators.
- Job security.
- Commitment on the part of the workers.

Job satisfaction is seen as an individual's positive affective reaction to the target environment, as a result of the individual's appraisal of the extent to which his/her needs are fulfilled by the environment (Worrell, 2004:11). To Veeran and Katz (2002:10) job satisfaction is not a univariate construct, but is rather conceptualised as being multi-dimensional.

According to Khanna (2001:3) job satisfaction is an emotion, a feeling, an attitude and a matter of perception. It arises from the employee's appraisal of experience at work. Weiss (2002:174) argues further by saying that job satisfaction is an attitude, but points out that, researchers should clearly distinguish the objects of cognitive evaluation, which are affecting (emotion), beliefs and behaviours. From this it can be determined that employees form attitudes towards their jobs by taking into account their feelings, their beliefs and their behaviours. Satisfaction is the evaluative judgment employees make about their jobs.

Generally, job satisfaction is the result of the individual's perception of what is expected and what is received from different facets of the work situation. The closer the expectation is to what is actually received, the greater the job satisfaction with the situation as a whole (global satisfaction). At other times, job satisfaction refers to a person's feelings towards specific dimensions of the work environment (facet satisfaction) (Saluja, 2004:56).

To conclude: The definition of job satisfaction has visibly evolved through the decades, but most versions share the belief that job satisfaction is a work-related positive affective reaction. Job satisfaction is a pleasant or positive feeling experienced by an individual when job-related values are fulfilled. It shows that job satisfaction is giving a feeling of comfort and content while its antonym is discontent, dissatisfaction, need, unhappiness and want. It is a global feeling that brings happiness about one's job and the positive attitude about the various aspects of

facets of the job. It is intangible, it is an inward feeling experienced by an individual when things go according to his/her wish. It can still be said that job satisfaction depends on how interesting the work is to employees, how well they are doing and how much they enjoy doing it. The two job satisfaction factors observed are the intrinsic job satisfaction and extrinsic job satisfaction. Intrinsic job satisfaction has to do with personal/individual's relationship with the work itself. Extrinsic factors that influence job satisfaction emanate from the system itself, they are external to the work itself.

From the above discussion job satisfaction can be defined as a desirable condition and a pleasant feeling that is experienced by an employee when his/her job is fulfilling his/her important values. Job satisfaction arises when the job itself enables the employee to meet his/her likes, wants and needs. Job satisfaction is a positive intangible aspect which is within a person and felt by that person.

### **2.3 CONTEXTUALISATION OF JOB SATISFACTION**

There are a number of aspects that have an influence on the quality of working life of a school. The aspects of the quality of working life can be divided into two main categories, namely: systemic and personal or individual factors (Van der Westhuizen, 2006). The systemic factors embrace inter alia the organisational climate, organisational culture and organisational health. Whereas the individual or personal factors inter alia include: job motivation, job stress, job performance and job commitment (Van der Westhuizen, 2006). There are also other aspects such as role conflict, staff development, human resource management and personnel turnover.

In this research the focus will be only on job satisfaction as determinant of the quality of working life. The inter-twined relationship between job satisfaction and the system and individual factors is presented in Figure 2.1.

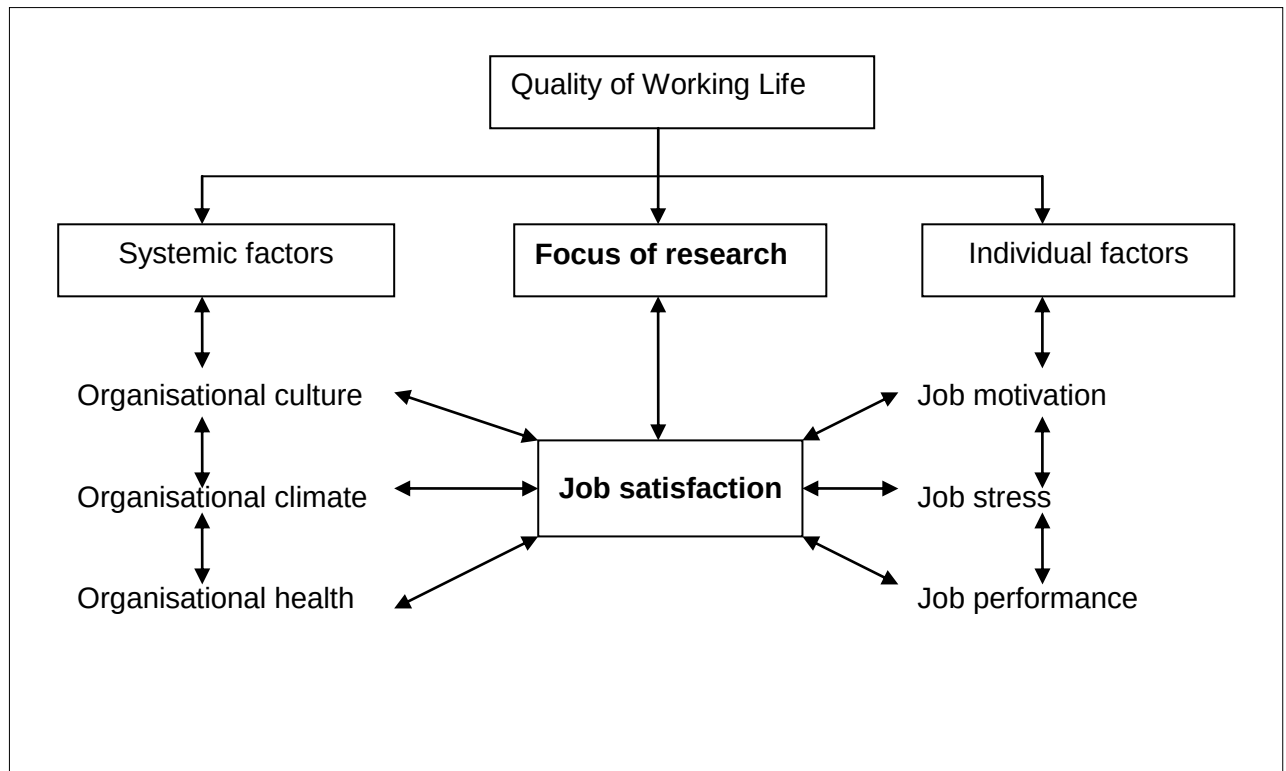


Figure 2.1 Job satisfaction in context (adapted from Mentz, 1990; Swanepoel, 2003 and Kamstra, 2005).

Firstly, we look at the influence of quality of working life on job satisfaction, then the influence of systemic factors on job satisfaction and lastly the influence of the individual factors of job satisfaction.

## 2.4 QUALITY OF WORKING LIFE AND JOB SATISFACTION

Job satisfaction should be viewed as a desirable condition in itself especially as it is closely related to the overall quality of life in an organisation (Johnson & Holdaway 1998:1). The quality of working life has an influence on the job satisfaction of employees at the work situation.

### 2.4.1 What is understood by the quality of working life?

Quality of working life is defined by Kamstra (2005:9) as the way in which an individual experiences his/her work and that it also entails the influence that the individual has on organisational factors such as job satisfaction.

Erasmus and Van der Westhuizen (2007:272-273) define quality of working life as the degree to which work provides opportunities for people to satisfy a large variety of personal needs. These needs range from survive to the interact with others, to

have a sense of personal usefulness, to be recognised for achievement and to have opportunities to improve skills and knowledge. They further describe quality of working life as good supervision, pleasant working conditions, adequate salaries and benefits, as well as challenging and interesting work that enhances job satisfaction.

Quality of working life is defined by Kamstra (2005:9-10) as the way in which an individual experiences his/her work. It also entails the influence that the individual has on the organisational factors. Quality of working life is determined by the extent to which an organisation manages to meet certain minimum conditions that are essential for a pleasant working environment.

To conclude quality of working life at school can now be defined as a feeling, whether good or bad, that an employee receives from a school. A positive/good quality of working life affords an employee to grow and to be productive in the workplace. Quality of working life embraces the quality of management that determines the atmosphere in the school, the working conditions, salaries and other aspects that affect job satisfaction of employees.

#### 2.4.2 Job satisfaction as an aspect of quality of working life.

Quality of working life includes all aspects of the employee's functioning within the organisation and that the effective utilisation of an employee and his/her job satisfaction are essential components for good quality of working life (Erasmus & Van der Westhuizen, 2007:275). The quality of working life in schools is determined by the manner in which the organisation (school) complies with certain minimum requirements of the educators. Once good results are achieved, the principal enjoys job satisfaction.

#### 2.4.3 How does quality of working life influences job satisfaction?

It is noted that the school principal is the most important person to lead the school to provide quality education. A principal who can set up a positive quality of working life that can promote job satisfaction is the one with good managerial skills and whose school's culture will allow growth and self-realisation for the learners and educators.

Acceptable quality of working life has a positive influence on job satisfaction and vice versa. Barling et al. (2003:277) in their research found that high quality of working

life provides the employee with the means and the opportunity to do great work. High-performance in work systems creates a better work environment for employees and it leads to improved quality of working life and increased job satisfaction.

Schulze (2006:322) in his research indicates that in schools the general quality of working life and job satisfaction of employees cannot be described as positive since numerous problems were pointed out to exist at schools. These problems included unhealthy organisational climate, inadequate work group processes and supervisory leadership as well as dissatisfaction with the output achieved. According to Antoniou and Cooper (2005:108) the conditions and behaviours of working life that employees experience during working hours, have an impact on their job satisfaction, health and that of their families either positively or negatively.

Employees will experience more job satisfaction and will function more effectively when they are allowed to use their initiative and are given more freedom in the workplace (Erasmus & Van der Westhuizen, 2007:273).

The atmosphere within the school influences the quality of working life and the job satisfaction of employees (Kamstra, 2005:12). Quality of working life and job satisfaction in the school may be affected by factors like workload as dissatisfier when educators have many classes to teach and large classes especially when the number of learners exceeds the ratio stipulated by the government (Sikhwivhilu, 2003:15). The quality of supervision and poor quality of management can lead to strong feelings of dissatisfaction.

A school environment is where the principal and educators perform their everyday activities. Dirani (2006:560) states that if organisational social factors present obstacles to employees or to the organisation, quality of working life and job satisfaction might be negatively affected.

#### **2.4.4 Conclusion**

From the above it is apparent that a reciprocal relationship exists between quality of working life and job satisfaction. The quality of working life depends on the nature of the organisational climate and the organisational culture. If the organisational climate and organisational culture are positive, then job satisfaction can be experienced by employees.

In the following paragraph, the influence/relationship between structural/systemic factors and job satisfaction will receive attention.

## **2.5 THE INFLUENCE OF STRUCTURAL/SYSTEMIC FACTORS ON JOB SATISFACTION**

### **2.5.1 Organisational culture and job satisfaction**

In this research, organisational culture will refer to school culture since this research is based on the school as an organisation.

#### **2.5.1.1 Definition of the concept: organisational culture**

Davidoff and Lazarus (1997:42) define school culture as the most pervasive aspect of school life, which touches and affects every aspect in the school as well as the job satisfaction of the principal. Kamstra (2005:13) indicates that organisational culture is an invisible force in the organisation which mobilises people to do things. It is not only a power that mobilises people to do things, but to do things at certain times and in certain ways. Organisational culture is of fundamental significance to all those involved and therefore exerts a significant influence on their job satisfaction.

Janson and Xaba (2007:126) see organisational culture as consisting of three shared aspects, namely the philosophical, traditional and general aspects. The philosophical aspects comprise convictions, philosophy, mission, goals, ethos, norms and values and the hidden curriculum. The traditional aspects comprise traditions, symbols, ceremonies, rituals, school uniforms, school buildings and school grounds. The general aspects include discipline, extracurricular activities, the management style of the principal, stories, myths, metaphors, humour, play and heroes and heroines. These shared aspects mentioned by Janson and Xaba (2007) knit the community together.

Organisational culture is conceptualised as the cognitive lens (i.e. schema) through which people interpret and attach meaning to organisational relevant stimuli (Devos et al., 2006:14).

Members of a collaborative school community all contribute in their own way to shaping school culture. But as educational leaders, principals are powerful forces in

molding and influencing the culture of a school community. Sousa (2003:246) argues that principals are shaping school culture whenever they perform the following:

- Articulate core values by their words and actions
- Observe traditions and rituals to support the soul of the school
- Honour and recognise those who have worked to serve students and the mission
- Recognise heroes and heroines and the work these exemplars accomplish
- Speak eloquently of the deeper mission of the school
- Celebrate the accomplishments of the staff, students and community
- Preserve the focus on students by recounting stories of their achievements.

Swanepoel (2003:127) states that organisational culture manifests itself on different levels, from which two main elements emerge, namely the intangible or invisible basis and tangible or visible manifestations.

The two elements will further be discussed separately and their influence on job satisfaction will also receive attention.

#### 2.5.1.2 Intangible aspects of organisational culture and their influence on job satisfaction

The intangible aspects of organisational culture include factors like beliefs, convictions, philosophy, assumptions, values and norms which may influence the job satisfaction of the principal positively or negatively.

##### *Beliefs, convictions and philosophy*

The Oxford Dictionary of Current English (2000) defines belief as a feeling that is real and true. Swanepoel (2003:128) state that beliefs can be regarded as principles or taken for granted presumptions about reality and they represent shared explanations of people's experiences. Beliefs are often shared by the group; they lay the foundation for organisational behaviour, and actually form the basis of convictions and lead to job satisfaction when taken into consideration by other people.

According to Janson and Xaba (2007:129) a conviction is a fixed or strong belief, which implies an unshakable belief in something. It is something believed or accepted as true by a person which can also be a feeling, idea, opinion, persuasion, sentiment or view. People in an organisation, experience job satisfaction when these convictions are recognised by the organisation they serve.

Organisational culture also refers to the convictions and expectations of the members of the school which positively influence the attitudes, job satisfaction and work practices of the principal, educators as well as learners and have a determining influence on the culture of learning and teaching in a school (Kruger, 2003:207).

#### *Assumptions, norms and values*

Organisational culture is defined as the basic assumptions, norms and values, and cultural artifacts that are shared by school members which positively influence their functioning at school and promote job satisfaction when positive (Maslowski, 2001:8). In other words, organisational culture can be considered as learned assumptions shared by group members and it also has an influence on their job satisfaction (Devos et al., 2006:14).

Assumptions refer to behaviours, beliefs and perceptions of feelings that are taken for granted. Assumptions are held unconsciously and are difficult to bring to the surface (Janson & Xaba, 2007:131). According to Swanepoel (2003:128), norms are rules for behaviour that dictate what are considered to be appropriate responses from people in certain circumstances. Values define the standards accepted as determining the behaviour of individuals within the organisation. Organisational values provide guidelines for organisational goals, policies and strategies, therefore the nature of values is a crucial factor in the impact that culture will have on organisational effectiveness and the job satisfaction of the employees.

Individuals bring different values and needs to the workplace. Their personality structures, perceptual abilities, values and needs vary. It is therefore important for the school culture to be in harmony with the culture, values and needs of the members of the school community. The perception that individuals bring to the workplace affect their level of job satisfaction either negatively or positively (Maforah, 2004:25).



According to Janson and Xaba, (2007:125) organisational culture is the framework within which all decisions in the school are made. Organisational culture has an ideological aspect – the common expectations of everyone in the school that acts as a magnet to pull people in a certain direction. Janson and Xaba, (ibid.) further defines organisational culture as all the convictions, values and norms common to those involved in the school and which serve as a motivation for their behaviour.

Organisational culture is the social glue that helps to hold an organisation together (Strydom et al., 2004:207). Moeketsi (2004:26) states that for a leader to experience job satisfaction in an organisation he/she must strive to provide for a culture of shared values. This includes how employees work together in an environment of fairness, openness, trust, clear standards and respect for the dignity of others.

#### 2.5.1.3 Tangible aspects of organisational culture and their influence on job satisfaction

##### *School leadership*

Griffith (2003:333) describes school leadership as providing structure and consideration. Structure refers to the extent to which administrators provide staff and materials necessary for effective instruction and student learning. Consideration refers to the extent to which administrators develop mutual trust, respect and shared norms and values among school staff which are necessary for positive and productive social relations that enhance job satisfaction of the principal.

School culture permeates everything within a school: the way people act, how they dress, what they talk about or avoid talking about, whether they seek out colleagues for help or not and how educators feel about their work and their students (Devos et al., 2006:15). Healthy school cultures and the well-being of teachers will be experienced and can lead to enhanced commitment and performance that are beyond expectations in a school and this influences the principals' job satisfaction positively (Sergiovanni, 2006:15).

School principal with good leadership creates an effective organisational culture that affects job satisfaction positively. Such a principal has clear and well-articulated goals, delegates tasks to others, encourages staff to participate in decision making, incorporates others in problem solving, treats staff fairly and equitably and provides

staff support in difficult situations (Griffith, 2003:334). Makhalemele (2003:38) adds on to say that effective school principals with good leadership are people with ideas and they are people who have ability to communicate and sell the vision and ideas. They are people who trust followers so that followers can trust them and they are people who have the ability and willingness to learn from experience and happily enjoy their job satisfaction.

### *Behaviour*

Principals who experience job satisfaction find themselves in schools with a sound culture of learning and teaching that display characteristics like: a positive school climate, sound classroom environment, sound home-school relations, effective leadership, availability of resources, order and discipline, effective instructional leadership and a shared sense of purpose (Kruger, 2003:208).

Positive principal's behaviour is shown to have positive outcome on learners and parents, including how the school staff experience their work. Principals who initiate structure and display consideration are associated with more satisfying work conditions, higher job satisfaction and less job stress (Griffith, 2003:335).

### *Discipline*

According to the Oxford Dictionary of Current English (2000) discipline means to produce self-control. It further explains discipline as the training of the mind and character. Approaches to discipline are often based on the person's perceptions of what constitutes good behaviour as well as various assumptions concerning human-beings and how they should behave (Kamstra, 2005:55). Discipline is a feature of every school's organisational culture, the type and amount of discipline is determined by the type of organisational culture which in turn may influence the principal's job satisfaction either positively or negatively (Janson & Xaba, 2007:135).

The results of the Systemic Evaluation (2006:87) indicate that learners reporting higher levels of discipline in their school environments obtained significantly higher scores than those attending schools where discipline was seen as a problem. Discipline influences learner performance and school culture positively. The maintenance of high levels of discipline correlates with strong school management and leadership and a committed cadre of educators. The school environment in

terms of disciplined learners and educators is an essential prerequisite for effective learning to take place and it has great influence on the principal's job satisfaction.

Learners in some schools are well-behaved and disciplined, while other schools still have problems when it comes to discipline. Masitsa et al. (2004:234) indicate that undisciplined learners pose various problems that affect educators' and principals' job satisfaction negatively. Examples of such undisciplined behaviour are truancy, absenteeism, late-coming, dodging, insubordination, failure to complete assignments, vandalism and disruption of learning.

Principals and educators deal with undisciplined learners on a daily basis and are often targets of undisciplined and militant learners. In such a situation principals are faced with the daunting task of trying to establish a positive school atmosphere that will enhance teaching and learning as well as their job satisfaction.

Van der Westhuizen et al. (2008:221) concluded that there is a relationship between organisational culture and student discipline. Van der Westhuizen et al. (ibid.) further allude that effective student discipline determines the effectiveness of the organisational culture and an effective organisational culture determines the effectiveness of student discipline.

### *Resources*

The availability and the lack of resources are important factors in establishing the school's organisational culture which affects the principal's job satisfaction either positively or negatively. The availability of a range of resources within the school is critical for the job satisfaction of the principal since it improves learning and teaching practices in the classroom. A lack of resources has a negative effect on the job satisfaction of the principal as well as the management and administration of a school because it can force the principal to cancel some school programmes, which may in turn affect educators, learners and even the parents negatively (Masitsa et al., 2004:227).

To promote an acceptable organisational culture that will enhance the principal's job satisfaction, schools need to have amenities such as playgrounds and toilets and access to basic supply of water and electricity. These amenities enable learners to

broaden their classroom activities and aid in the effective running of the school (Systemic Evaluation, 2006:34). It is further indicated that the availability of relevant learning resources such as a library, school office equipment like a computer, photocopier, television, overhead projector etc. and laboratory is essential for improving learning within the school.

Organisational culture can be influenced by basic instructional aids such as textbooks which can make a large contribution to the quality of education. They are valuable sources from which learners can derive information or tutorial materials, enabling them to achieve at school. Thus an inadequate supply of textbooks can lead to underachievement and ultimately to poor performance which will affect the job satisfaction of the principal negatively (Kamstra, 2005:53).

The school buildings must be clean in order to promote effective learning. Dilapidated buildings can have a negative effect on the organisational culture and can also have a negative effect on the morale of the school principal, educators as well as learners (Moeketsi, 2004:26). Such conditions lead to the principal's job dissatisfaction.

### *Relationships*

A mutual relationship between all the stakeholders and employees in an organisation is crucial to promote a positive organisational culture and job satisfaction.

According to Veeran and Katz (2002:9) people desire the feeling of belonging to a group and feel the need to establish and maintain social bonds within a group. People are concerned about their long- term social relationships with authorities or institutions. It is further postulated by Veeran and Katz (ibid.) that individuals are concerned about interpersonal issues such as evidence about their social standing at school. Thus employees are more likely to be satisfied in an organisation that cultivates a sense of respect and concern for its members. Positive interpersonal relationship in a school may promote the principal's job satisfaction.

#### **2.5.1.4 Conclusion**

It is noted from the above that a sound organisational culture can keep employees happy and satisfied in the work situation. A sound organisational culture promotes harmony amongst employees. Organisational culture that is positive leads people to

do things at a certain time in a certain way that suits the culture of that organisation. It is the responsibility of the school principal to establish and maintain a sound school culture in the workplace which in turn may promote his/her job satisfaction.

In the next paragraph attention will be given to the relationship between organisational climate and job satisfaction.

## **2.5.2 Organisational climate and job satisfaction**

In this study organisational climate refers to school climate since the focus of this research is on the school. Before organisational climate is discussed, it needs to be defined first.

### **2.5.2.1 Definition of the concept: organisational climate**

The nature of organisational climate is intangible. Definitions of organisational climate found in different sources display some similarities.

Saluja (2004:53) defines school climate as a set of characteristics that describe a school and that (a) distinguish one school from another, (b) are relatively enduring over a period of time, and (c) influence the behaviour of people in the school. Another definition explains organisational climate as a summary perception which people have of (or about) an organisation. It is a global impression of what the organisation is all about (Schneider & Snyder, 1999:320).

Kelley et al. (2005:19) see school climate as the relatively enduring quality of the school environment that is experienced by participants, and which affects their behaviour as well as their job satisfaction.

Organisational climate is defined as a set of measurable properties (dimensions) of the work environment that people who live and work in this environment perceive directly or indirectly and that are assumed to influence their motivation, job satisfaction and behaviour (Martins & Von der Ohe, 2003:44). To create a school environment where satisfaction can thrive is important, whether it is during break or lunch, developing friendships in the workplace is essential for job satisfaction. The school principal is under pressure to compete with other schools and to establish the best possible climate in his/her school (Sikhwivhilu, 2003:14). From the above it

shows that if the principal perceives the organisational climate as good, it will have a positive impact on his/her job satisfaction.

Kamstra (2005:10) defines organisational climate as the general atmosphere in the school which results from the way the worker experiences his/her working environment. The way the working environment is experienced depends on various factors such as the organisational health, quality of working life and organisational culture. Organisational climate is also defined by Martins and Von der Ohe (2003:44) as a relatively enduring quality of the internal environment of an organisation that (a) is experienced by its members, (b) influences their behaviour, and (c) can be described in terms of the values of a particular set of characteristics (attributes) of the organisation.

Organisational climate refers to employees' perceptions about the way in which their workplace functions (Griffin et al., 2000:15). In other words, organisational climate consists of the leadership and managerial practices as well as the organisational structures and processes (e.g. appraisal of roles, goal alignment, etc) characterising a work organisation that may influence a manager's job satisfaction (Hart & Cooper, 2001:95).

Mentz (2007:154) defines organisational climate as a general atmosphere in the school, which results from the manner in which the worker experiences his or her working environment. This experience of the working environment is dependent on various factors, such as the quality of interactional relationships and the management style.

The above shows that the climate in schools differs to a large extent from one school to another. One may find in one school, educators and the principal being committed, executing their duties confidently and experiencing job satisfaction whereas in the other school the opposite is experienced. Each school appears to have its own personality that is called the climate of the school.

Cotton and Hart (2003:122) indicate that the central role of an organisational climate can be explained in terms of it reflecting the core organisational behaviour that underpins employees' coping strategies, job satisfaction and work experiences. This statement simply means that climate is a cognitively oriented construct that reflects

employees' cognitive perceptions of what occurs on a day to day basis in their workplace as opposed to their positive and negative work experiences, which reflects their affect-laden responses to various events occurring at the workplace.

Organisational climate deals with organisational characteristics which are perceived by individual employees and anything in the organisation which members interpret or attach meaning to in their attempt to make sense of the organisational environment so as to experience job satisfaction (Martins & Von der Ohe, 2003:43).

When employees perceive the organisational climate to be favourable they will be more satisfied with their job. Kelley et al. (2005:18) state that a principal can create a school climate that improves the productivity of both staff and learners and that the leadership style of the principal can foster or restrict educators' effectiveness which may cause him/her to experience job satisfaction if this is successfully done.

To conclude, organisational climate can be defined as the employees' perceptions about the way their organisation functions as well as its general atmosphere. Organisational climate is mostly determined by the principal's leadership and management. The behaviour of the principal and educators has a great influence on the organisational climate.

#### 2.5.2.2 Main aspects of organisational climate and their influence on job satisfaction

The main aspects of the organisational climate includes: the behaviour of the principal and that of the educators.

##### *Behaviour of the Principal and job satisfaction*

The *Supportive* behaviour by the principal which leads to his/her job satisfaction is that he/she motivates educators to perform beyond expectations (Mester et al., 2003:73). The principal makes educators feel valued and provide them with opportunities for growth and development (Forde et al., 2006:91). The supportive behaviour of the principal is aimed at both the social needs of staff members and their task-directedness (Mentz, 2007: 161). Steyn (2005:262) shows that educators and learners are most productive when they work in a caring, supportive and trusting environment which leads to the principal's job satisfaction.

*Directive* behaviour by the principal indicates the ability to realise when educators require direction, and the ability to effectively interact with educators to guide them to accomplish a task (Mestry & Globber, 2002: 137). The principal directs and encourages educators to approach problems in new ways and to creatively think of new ways to carry out their daily responsibilities which will ultimately enhance his/her job satisfaction (Mester et al., 2003:73).

#### *Behaviour of the educators and job satisfaction*

*Engaged* behaviour by educators is characterised by high morale. Mentz (2007:161) indicates that engaged educators are proud of their school, work cooperatively and support each other. They are interested in the success of their learners and this leads to the principal's job satisfaction. Singh et al. (2007:550) state that in a healthy organisational climate, educators are engaged in management in the following manner:

- They participate fully in the management and leadership of the school.
- The quality of decision making is improved when the educators participate in this process and take the lead in finding solutions to problems.
- The contribution of the educators is important because they take the responsibility of implementing changes in policy which boosts the principal's job satisfaction.

*Frustrated* behaviour of educators, amongst others, is often caused by problems with the manager, pay, lack of development opportunities and change processes experienced in school (Sutherland & Jordaan, 2006:56). Mentz (2007:161) adds to this list by saying that frustrated behaviour of educators is the result of rigid routines, administrative red tape and tasks that are unrelated to teaching and where educators continuously irritate, disturb and interrupt each other. The frustrated behaviour of educators leads to the principal's job dissatisfaction because educators are unhappy and this may affect performance negatively.

Sources of frustration among educators must be addressed urgently, as many educators might feel trapped in their present positions and could embark on less extreme withdrawal options such as increased absenteeism or passive job behaviour that will affect the principal's job satisfaction negatively. This cannot only have a negative impact on the principal's job satisfaction but also on the service provision and the quality of education in South Africa, since many of these educators might be



highly qualified senior staff with several years of teaching experience (Hall, et al., 2005:26).

*Intimate* behaviour amongst educators: Democratic engagement fosters healthy professional relationships amongst the staff (Mestry & Singh, 2007:484). Mentz (2007:161) indicates that these educators know each other very well, are personal friends and often meet socially. According to Steyn (2005:263) educators create and maintain intimate interpersonal behaviours in the school and this enhances the principal's job satisfaction. The relationships of the adults who inhabit a school have more to do with the school's quality and character and with the accomplishments of its learners, than any other factor. The principal experiences job satisfaction when the relationship of educators is positive and the organisational climate is positive.

#### 2.5.2.3 Types of organisational climate and job satisfaction

According to Mentz (2007:158) there are six types of organisational climate. These types of organisational climate are distinguished by Mentz (2007:163) as follows:

*Open Climate:* In an open climate the principal is a facilitator and positive relationships exist between the principal and the personnel and among members of the personnel. Mentz (2007:161) states that intimate behaviour does not necessarily result in an open climate. Although a high level of intimate behaviour may be present in some schools, it might be caused by a closed climate. Saluja (2004:7) states that educators working in schools with an open climate tend to exhibit higher satisfaction than those in schools with closed climate.

*Autonomous climate:* In an autonomous climate the principal affords a high level of freedom to staff members and experience more job satisfaction than they do. Little routine work is expected of teachers and little control is exercised by the principal.

*Controlled climate:* In a controlled climate a high incidence of task orientation occurs with little opportunity for staff members to socialise. The principal dominates the activities of the school and makes few concessions. In the controlled climate the atmosphere is strained and it limits the job satisfaction of the principal.

*Intimate climate:* In an intimate climate a great deal of socialisation occurs between the principal, personnel and among members of the staff, but little mention is made of activities directed at attaining the goals set for the school. The idea of a big happy family of workers that influences the people-orientated principal's job satisfaction positively comes to mind, but without much expenditure of effort in terms of productivity.

*Paternalistic climate:* A paternalistic climate is characterised by the unsuccessful efforts of the principal to exercise control over the teachers or to establish a pleasant social environment. Educators are unmotivated and the relationships among staff members are poor and this affects the principal's job satisfaction negatively.

*Closed climate:* In a closed climate educators experience almost no job satisfaction and the principal remains unsatisfied and unable to direct, and coordinate the activities of the personnel. The educators do not function as a group, nor do they socialise in this strained situation that affects the principal's job satisfaction negatively.

#### 2.5.2.4 Conclusion

Referring to the above, organisational climate can be regarded as exerting a pervasive influence on employees' well-being and job satisfaction. It is also noted that the principal is the one who is to create a school climate that improves productivity. He/she plays a vital role in initiating and maintaining the school climate that will enable all stakeholders to perform as expected and be satisfied with their performance. The organisational climate influences the employees' motivation, behaviour and job satisfaction.

Organisational health and job satisfaction will be discussed in the next paragraph.

### 2.5.3 Organisational health and job satisfaction

#### 2.5.3.1 Definition of the concept: organisational health

Although the healthy organisation has attracted the attention of researchers over the last decade and beyond, the concept remains poorly defined (McHugh & Brotherton, 2000:744). Nevertheless, there would appear to be an underlying acceptance that

health is a desirable state, which is likely to enable the organisation to cope effectively with the challenges presented by its environment (McHugh & Brotherton, *ibid.*). The organisational health framework is a theory-based approach delineating how key individual and organisational factors interact to determine employee well-being and organisational performance (Cotton & Hart, 2003:118). Job satisfaction is related to the physical and psychological well-being of employees (Rothman & Coetzer, 2002:29).

Organisational health is defined as one that has the ability to last in the environment in which it finds itself, but that can, in the long run also implement techniques for development (Mentz, 2007:151).

Organisational health is defined as the manner in which members of the organisation (i.e. school) optimally utilise the resources at their disposal within the working environment. Optimal utilisation is related to the goals that are set for a school and functions within a certain value system. The value system is the common and visible ethos of the members of the organisation and forms the basis for a healthy working environment that leads to job satisfaction (Kamstra, 2005:10).

A healthy organisation is one which is competitive by virtue of the fact that it has managed to achieve a good fit with its environment and enhances job satisfaction of employees (McHugh & Brotherton, 2000:744). Unhealthy organisations would be characterised by poor strategic management processes, with a lack of direction, internal confusion and chaos being the norm. In such a school condition the school principal experiences job dissatisfaction (McHugh & Brotherton, 2000:746).

To maintain organisational health, school principals need to maintain a healthy balance between the job and the people they work with. In a good management that leads to job satisfaction they should regard educators as partners, having corresponding and shared goals. Inadequate supervision and poor quality of management can lead to strong feelings of dissatisfaction (Sikhwivhilu, 2003:14).

According to the organisational health approach, job satisfaction reflects an individual's evaluative judgments, based on weighing up his/her positive and negative employment experiences (Hart, 1999:564). Thus, job satisfaction can be linked to an index of how satisfied an individual is with his/her work. The negative

affective dimension is defined in terms of the subjective experience of distress and sadness. The positive affective dimension reflects a pleasurable emotional state, characterised by such terms as energy, enthusiasm, pride and satisfaction (Hart, *ibid.*).

The consistency of findings across a range of settings demonstrates that the organisational health framework provides a robust evidence-based approach to the management of employees' well-being and the prevention of occupational stress for them to experience job satisfaction (Cotton & Hart, 2003:118).

According to Kamstra (2005:14) the following strategies should have a positive influence on organisational health that may lead to job satisfaction:

- Open communication channels to ensure that problems can be solved through teamwork.
- Authority and control exercised in such a manner as not to cause unnecessary tension.
- Training and development to have a place of prominence at all times.

A school with a healthy (sound) organisational structure is one in which there is not too much pressure from the community, where the principal is a dynamic leader, the teachers are conscientious, attainable objectives are set, learners are motivated and sufficient resources are available (Mentz, 2007:179). A principal in such a healthy school atmosphere experiences job satisfaction.

From the above discussion organisational health can now be defined as an atmosphere in which happiness and job satisfaction reign/prevail in an organisation. Organisational health determines the employee's well-being while the school principal maintains a healthy balance between the job and the people he/she works with to promote the organisational health.

#### 2.5.3.2 Task, maintenance and developmental needs and job satisfaction

Task needs, maintenance needs and developmental needs are classified as the main issues of the organisational climate by Mentz (2007:172). These main issues are discussed below:

*Task needs* are classified as the following:

Aim-centredness – the objectives of the organisation are clear to all the members, and are also acceptable and attainable.

Communication sufficiency – in the organisation, sufficient opportunity is given for communication.

Maximum distribution of power – there are signs of mutual influence between the authorities. When objectives are attained, communication is sufficient and power distributed to the maximum the principal experiences job satisfaction.

*Maintenance needs* include the following:

Utilisation of resources – personnel are not overloaded with work but they never feel redundant.

Binding power – people are keen to become and remain members of the organisation.

Morale – there is general satisfaction among members of the organisation. The principal feels satisfied when resources are well-utilised and everyone is satisfied.

*Developmental needs* include aspects such as the following:

Renewal disposition – the organisation continually designs new procedures and new objectives.

Autonomy – the organisation acts proactively with regard to its environment and is not dependent on it.

Adaptation – the organisation has the ability to enforce corrective action should it be necessary for development and the principal's job satisfaction.

Problem-solving ability – problems are solved with the minimum of exertion.

When developmental needs are attained, the principal experiences job satisfaction.

### 2.5.3.3 Conclusion

The evidence and arguments presented above demonstrate that the psychological well-being of individuals within healthy organisations is likely to be better than that of individuals within less healthy organisations. Employees in financially healthy organisations experience higher levels of job satisfaction which is fostered by a more secure working environment. They experience lower levels of stress than those in a financially unhealthy organisation.

#### **2.5.4 Synthesis**

Job satisfaction is viewed as a desirable condition in itself and it is closely related to the overall quality of working life, organisational climate, organisational culture and organisational health and these factors contribute directly to the level of well-being and job satisfaction of the principal if they are positively experienced. If the organisational climate, organisational culture and organisational health are favourable, the employees' productivity will improve, the staff will be effective and the principal will enjoy satisfaction at his/her work. Culture refers to the way in which things are done in an organisation. If things are not done properly in an organisation employees' health and job satisfaction are affected negatively. It is the responsibility of the principal to direct or create a sound school culture, climate and a healthy atmosphere in the school for a positive quality working life to exist. These four concepts are interacting and therefore cannot be separated.

The influence/relationship between individual/personal factors on job satisfaction will be discussed next.

### **2.6 THE INFLUENCE OF INDIVIDUAL/PERSONAL FACTORS ON JOB SATISFACTION**

#### **2.6.1 Job motivation and job satisfaction**

##### **2.6.1.1 Definition of job motivation**

The term motivation is derived from the Latin verb "movere" which means to set in motion (Garudzo-Kusereka, 2003:20, Van der Westhuizen, 2002:194). Van der Westhuizen (ibid.) further describes motivation as the preparedness to expend energy to achieve a certain goal. Motivation is all the efforts used by leaders to encourage their staff and colleagues to willingly achieve to the best of their abilities. Sousa (2003:37) adds on to say that motivation is the need to achieve in all attempted activities and to self-evaluation.

According to Makhalemele (2003:62) motivation is that aspect which causes and maintains human behaviour. Motivation gives direction to behaviour and underlies the tendency to persist (Makhalemele, ibid). Motivation refers to the complex factors

that cause people to behave in a particular way when a certain task has to be performed (Schulze & Steyn, 2003:140).

According to Hazer (1976:12) a motivator is the term applied to those variables that are related to the content of the job and are, therefore, satisfiers. Hygiene variables are those that relate to the context of the job and are therefore dissatisfiers. Schulze (2006:319) states that motivators (e.g. achievement and responsibility) lead to job satisfaction when present, but do not produce dissatisfaction when absent. Hygiene factors cause dissatisfaction when inadequate but do not cause satisfaction even when they are present.

There are two types of motivation, i.e. extrinsic and intrinsic. Sousa (2003:35) states that extrinsic motivation comes from outside the person and usually involves rewards for completing a job and punishment for not. Intrinsic motivation is when the driving force is an internal desire to do something.

There are different theories concerning job motivation. Maslow's hierarchy theory and Herzberg's two-factor theory are only two of many examples of theories on job motivation. Actually, both theories have never been empirically proved. This means that the concept of job motivation is more complex than one thinks (Griffioen, 1999:13). Supporting this Graham (1998:196) states that there are generally three major criticisms directed at these theories i.e.

- there is scant empirical data to support their conclusions;
- they assume employees are basically alike; and
- they are not really theories of motivation at all, but rather theories of satisfaction.

The Two-Factor Theory or Motivation and Hygiene Theory, purports to differentiate between intrinsic and extrinsic aspects of the job. Maidani (1999:441) states that authors referred to the intrinsic factors as content or motivators and they include: achievement, advancement, the work itself, responsibility, and recognition. The extrinsic factors were referred to as hygienes and included: company policy and administration, technical supervision, working conditions, salary and interpersonal supervision (Maidani, *ibid.*).

Maslow rejects the idea that human behaviour is controlled by only internal or external forces as indicated by the Psycho Analytic Psychology. Instead, Maslow's motivation theory states that man's behaviour is controlled by both internal and external factors (Maslow, 1995:2).

Ryan and Deci (2000:71) define extrinsic motivation as the performance of an activity in order to attain some separable outcome and thus contrasts with intrinsic motivation which refers to doing an activity for the inherent satisfaction of the activity itself. Despite the fact that people are liberally endowed with intrinsic motivational tendencies, the maintenance and enhancement of this inherent propensity requires supportive conditions as it can be disrupted by various non-supportive conditions (Ryan & Deci, *ibid.*).

Motivation is a driving force behind a person's action. It energises behaviour and can be an intrinsic or an extrinsic force. Intrinsic motivation is seen as the motivation to engage in an activity primarily for its own sake because the educator perceives the activity as interesting, involving and challenging (Hugo, 2000:144). He further indicates that extrinsic motivation by contrast, is defined as the motivation to engage in an activity primarily for the attainment of external goals such as praise, recognition, reward, salary increases and working conditions.

According to Garudzo-Kusereka (2003:21) motivation is defined as the desire that instigates people to want to behave or act in a certain way. It can be perceived as the desire or willingness to work, to contribute, to be productive and creative, and to perform at capacity or to exert high levels of effort towards organisational goals.

From the above it is noticed that the principal's motivation refers to the stimulation of principals by both intrinsic and extrinsic factors to greater effort, excellent performance and higher attainment of the institutional goals. Motivated principals are enthusiastic, committed to their work and produce more positive results.

From the above one may define job motivation as an internal or external influence or force that causes a person to behave in a certain way when a particular task is to be performed. Job motivation is the willingness and preparedness to contribute positively towards the attainment of the organisational goals. Intrinsic motivation is



the motivation that comes from within a person unlike the extrinsic motivation that is driven by external forces.

#### **2.6.1.2 Relationship of job motivation and job satisfaction**

Job motivation is an important aspect of job satisfaction, because of the direct link between the negative and positive attitudes an individual has towards his/her job (Fourie, 2000:9).

Several attempts have been made to define job satisfaction and to investigate its impact on worker motivation and productivity. One popular model of job satisfaction is based on the idea of a discrepancy between the desires of the employees and the actual incentives offered by the organisation (Smith et al., 1969). In this model, for a jobholder to be satisfied, the organisational incentives have to be equal or greater than his/her work needs. Thus dissatisfaction and demotivation will occur when a person receives less than what he/she wants (Menon & Saitis, 2006:345).

Van der Westhuizen (2002:296) states that motivation focuses to a great extent on goal-directed human activity and thus bears the stamp of dynamic perseverance and vocational satisfaction.

Griffioen (1999:15) pointed out that the most important difference between job satisfaction and job motivation is their relationship with behaviour. Motivation is a direct result of behaviour. Rewards given to principals are important satisfiers, but will not necessarily motivate them. Kamstra (2005:24) argues that even though there are practical and theoretical differences between job satisfaction and job motivation, they are also inextricably linked to each other, because when job satisfaction is being researched, job motivation is automatically researched as well.

Motivation and satisfaction are closely related concepts, the higher the principals' motivation the more they are satisfied with their jobs (Davis & Wilson, 2000:352). Supporting this statement Kamstra (2005:18) states that job motivation and job satisfaction are inextricably connected to each other. Hence the principal will be much motivated when experiencing job satisfaction.

### **2.6.1.3 Conclusion**

Referring to the above it can be concluded that motivation and job satisfaction are closely related concepts. Motivation is the force that energises behaviour that leads to job satisfaction. Motivated employees perform willingly to achieve to the best of their abilities. Motivated principals experience job satisfaction and exert effort beyond their original expectation towards the achievement of expected goals and they have a positive attitude towards their job or profession. It is therefore very important for an organisation to have motivated employees for the sake of production and satisfaction.

## **2.6.2 Job stress and job satisfaction**

### **2.6.2.1 Definition of job stress**

According to the Oxford Advanced dictionary of current English (2000:855), stress is the pressure, tension or worry resulting from problems in one's life. Stress is a problem that can cause immense job dissatisfaction and lack of motivation in the educating situation (Kamstra, 2005:20).

Occupational stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work-related factors (Kyriacou, 2001:27). De Nobile and Mc Cormick (2005:3) state that occupational stress is an individual experience, depending on the traits of individuals, in that not all people react to events the same way.

Work-related stressors can have a wide range of negative effects on individuals. Occupational stress is associated with increases in negative work-related outcomes such as job dissatisfaction, ill-health, absenteeism, higher turnover and lower productivity as indicated by Jackson and Rothman (2006:75).

A job stressor is a condition or event at work that requires a response by the person. Job strain is the response to a job stressor such as the emotion of anxiety or physical symptoms of a headache and this is supported by Jackson (2001:18).

Drake and Edward (2002:171) are of opinion that stress is an unpleasant condition or feeling, it is a chronic condition occurring when demands exceed an individual's

abilities to cope, leading to feelings of being overwhelmed, and resulting in psychological, emotional, and physical withdrawal from the stressful activity.

High levels of job-related stress may lead to burn-out, unless individuals successfully develop and use coping mechanisms to combat it (Drake & Edward, 2002:176).

McHugh and Brotherton (2000:746) argue that the degree to which the individual exhibits symptoms of stress is moderated by his/her level of self-esteem. Job stress results in decreased physical health, psychological well-being and life expectancy (Cheuk, 2000:85).

Van Zyl and Pieterse (1999:74) are of the opinion that stress-related conditions are increasing both at work and at home, precipitating high levels of stress among South Africans. Like any other disease, stress can be treated if it is diagnosed in time. Pro-active action can be taken if adequate information is available regarding typical levels and causes of stress among high-and-lower-level employees. Job stress has been defined as anything about an organisational role that produces adverse consequences for the individual (Conley & Woosley, 2000:179).

Among the causes of stress, are the effects of concern about overwork and the feelings of futility about the insurmountable task of teaching, inappropriate academic standards and poor discipline among learners (Maforah, 2004:39).

Conceptually it has been proposed that exposure to role stressors tend to reduce individuals' capacity to control their work environment which, in turn, is expected to adversely affect the individual's ability to function effectively (Fried, 1998:1).

From the above it is noticed that stress is always considered to be negative and damaging, but Chaplain does not agree with that. Chaplain's (2001:198) argument is that stress is the part of life, without stress people would not want to survive since some degree of stress is invigorating. Defining stress primarily in terms of its damaging effects is therefore limiting since there cannot be any job which is not stressful at some time and stress may be productive. Van der Westhuizen (2002:330) adds to this by pointing out that total removal of stress is unrealistic as stress can also be a powerful generator of productivity, motivation and creativity whereby professional practitioners can deliver their best. Total elimination of stress

in education can never be realised because a world free of stress would be a world without achievement. If one were totally satisfied and free of stress, one would have little motivation to do anything at all.

The conclusion can be drawn from the above that job stress is defined as an unpleasant condition or feeling attributed to work-related factors. Job stress can have a negative impact on employees which can lead to employees' job dissatisfaction, ill-health, poor performance and physical withdrawal from the stressful situation.

#### **2.6.2.2 Relationship between job stress and job satisfaction**

The associations between job satisfaction and occupational stress have long been established. A considerable amount of literature has emerged in the context of schools. According to De Nobile and McCormick (2005:4) the relationship between job satisfaction and occupational stress has well been established in the literature as a negative one. That is to say, higher job satisfaction is related to lower occupational stress and vice versa.

Various analyses have shown that stress factors such as role ambiguity, role conflict and work overload have differing strengths of relationships with job satisfaction, though the direction of the relationships are generally still negative (Currivan, 2000:498). Principals who are persistently stressed in their work would experience negative affect and would be less satisfied with their work (Cheuk, 2000:86). It is therefore important for the principals to know that stress is a natural reaction and to know how to deal with it for them to experience job satisfaction.

Stress is generally considered to be bad and to be affecting job satisfaction negatively but some authors like Tomal (2007:122) argue that stress can be good as well and can even promote job satisfaction. The notion that stress is good or bad can often be determined by how an educator deals with it in his/her mind. The principal's ability to think of stress as a positive factor and deal with it positively in his/her mind is one of the keys to effectively managing stress and retaining his/her job satisfaction. Good stress can stimulate performance and increase a leader's ability to excel and experience job satisfaction.

According to Hutchings (2002:173) when stress is a positive factor in the principal's life, he/she tends to feel energised, focused, motivated and will experience job satisfaction. When stress is a negative factor, the principal tends to feel angry, tense, frustrated and would experience job dissatisfaction.

Sources of stress that affect job satisfaction of principals are workload; lack of self-esteem; lack of in-service training (INSET) opportunities; lack of access to new information and knowledge about special education, as well as pressure for time which is perceived as the most stressful aspect of work (Sari, 2004:293). Sari (ibid.) continues by indicating that emotional, mental and physical reactions of principals in addition to their work pressure contribute to stress and reduce job satisfaction.

It is noted that the negative outcomes examined in role stress research almost exclusively involve the individual's well-being. These negative outcomes include dissatisfaction with work, dissatisfaction with life, low self-esteem, depressed mood, self-reported fatigue, tension and are shown to be related to role stress (Conley & Woosley, 2000:180).

According to Drake and Edward (2002:177) a major source of job-related stress was the role conflict associated with occupying two distinct roles in their schools which eventually affect the principal's job satisfaction. Job satisfaction is negatively affected by role stressors and tends to reduce individuals' capacity to control their work environment which in turn is expected to adversely affect the individual's ability to function effectively (Fried et al., 1999:142).

One can argue that what may cause stress in one person does not cause stress in another. However, Malone et al. (2000:17) found that job stress is perceived as the most serious barrier by principals and cause them not to be satisfied with their jobs. Sources of employee stress are also viewed as factors causing job dissatisfaction in principals. Maforah (2004:40) indicates that the three main factors related to stress and job satisfaction are professional concerns, learner behaviour and attitudes, and professional tasks. The strongest correlation is found between professional concerns and occupational stress.

Personal stressors can affect the educator's effectiveness negatively. Tomal (2007:18) is of the opinion that personal stressors range from health problems to an unfulfilling job which influences job satisfaction negatively.

### **2.6.2.3 Conclusion**

Referring to the above it is generally noted that job satisfaction and stress are negatively correlated. Stress is an unpleasant feeling experienced by employees as a result of their job. Stress is an inescapable aspect in the field of teaching. Stress affects the principal's personal as well as professional life to a certain extent that may lead to job dissatisfaction.

## **2.6.3 Job performance and job satisfaction**

### **2.6.3.1 Definition of job performance**

The Oxford Advanced Dictionary of Current English (2000:623) indicates that performance is a notable action. Kamstra (2005:22) maintains that job performance refers to scalable actions, behaviour and outcomes that employees engage in or bring about that are linked to organisational goals, and that contribute to them.

People at work do not perform, they behave. Performance is the result of the fit between a person's behaviours and the demands of the job/task. Performance itself is not a psychological construct and therefore cannot be fully understood through psychological theory (Weiss, 2002:184).

Dirani (2006:559) states that performance is a multidimensional construct and as an outcome measure, a number of major categories of performance are evident, including financial outputs, and employee job satisfaction.

Conditions of the environment that interfere with employee job performance are called organisational constraints. These constraints include the following (Jackson, 2001:16):

- Job-related information needed for job.
- Tools and equipment necessary for the job.
- Material and supplies necessary for the job.

- Budgetary support. Money needed to buy resources for the job.
- Required service and help from others. Availability of the help from other people.
- Task preparation. Whether or not the employee has the skills necessary for the job.
- Time availability. The amount of time available for doing the job and the physical features of the job environment.

Lack of the above affects performance negatively and job dissatisfaction may be experienced.

Performance valence refers to composites of those satisfactions an individual anticipates will be gained by producing a number of different performance levels that might be considered worthwhile (Moore, 1999:81).

From the above discussion job performance can now be defined as the person's behaviour in response to the job's expectations. A productive person who is able to perform the job efficiently experiences job satisfaction.

#### **2.6.3.2 Relationship between job performance and job satisfaction**

Employee job satisfaction has been shown to be one of the important predictors of performance (Dirani, 2006:559). Many researchers have attempted to establish a link between job satisfaction and performance, reasoning that "a happy employee is a productive employee" (Steyn & Van Wyk, 1999:39). Moreover, the simultaneous focus on employee well-being and performance recognises the practical reality that having happy and satisfied staff is of little value to an organisation unless the staff is also performing efficiently and productively. Likewise, having an efficient and productive organisation is of little value if this is achieved at the expense of staff well-being (Cotton & Hart, 2003:119).

Barling et al. (2003:276) are of the opinion that job characteristics associated with high-performance work systems enable employees to experience meaningfulness in their work, greater responsibility in their job, and better use of their knowledge and skills, leading to increased satisfaction in their jobs.

Organisations in general prefer work satisfied employees because it makes for a better work environment, which has a positive effect on production and performance (Heymans, 2002:30). Khwela (2001:26) indicates that a large gap exists between employees' ideal performance levels and their real achievements and accomplishments, which causes distress and therefore dissatisfaction is experienced.

Moore (2006:89) states that people who have positive attitudes about their jobs will inherently perform better in the workplace. Performance and job satisfaction are related since job satisfaction is considered an important and desirable goal for organisations because satisfied workers perform at higher levels than those who are not satisfied (Eckman, 2004:367). Bull (2005:12) indicates that schools with satisfied employees perform better and are more effective than those with less satisfied employees.

The interaction between satisfaction and performance provides an important reason for conducting research into the job satisfaction of principals. Principals are widely regarded as influential in school effectiveness and there is a tendency among practitioners to assume a correlation between satisfaction and performance in educational organisations (Johnson & Holdaway, 1998:10).

Maforah (2004:25) states that if an employee is happy and satisfied with his/her job, he/she is likely to be loyal to the company, be an example and inspiration to others, perform well and will need much less supervision.

The increase in research on worker satisfaction is brought about by the need for increased performance, effectiveness and productivity in the workplace. The school organisation's biggest asset is the people who perform the work. Job satisfaction remains a crucial point for any employee as it has a direct bearing on performance. Employees spend most of their waking time at work. It is vitally important for them to be happy and satisfied so as to perform their duties as expected of them (Maforah, 2004:11).

The relationship between educator satisfaction and performance is complex. While satisfaction may foster improved performance, the inverse may be true. Job satisfaction on all levels is an important ingredient in ensuring organisational



success. Thus a specific effort should be made to ensure that the incumbents are allowed flexible working hours and given the authority to get the job done (Erasmus, 1998:26).

A common self-perception of poor performance with regard to many functions of leadership, namely setting and articulating one's vision, empowering others and facilitating shared decision making, were common in new principals. Failure in performing all the leadership tasks efficiently may lead to job dissatisfaction (Sikhwivhilu, 2003:16).

#### **2.6.3.3 Conclusion**

Referring to the above it is noted that job satisfaction is a very important aspect of performance since a happy and satisfied employee performs his/her job willingly and production is noticed. Satisfied employees tend to be loyal to their employer since they have a positive attitude towards their job and they perform better than those who are not satisfied.

The relationship between job satisfaction and commitment will be discussed and various findings from the literature will be mentioned.

### **2.6.4 Job commitment and job satisfaction**

#### **2.6.4.1 Definition of job commitment**

According to Eckman (2004:369) role commitment is defined as how individuals prioritise between their work and significant relationships. She further states that organisations have two types of employees: (a) work committed or (b) personal life or family committed.

Heymans (2002:31) states that commitment is a driving force behind an organisational performance and an increase in job satisfaction will stimulate increased organisational commitment. This is true since the degree of an individual's identification with involvement in work, is characterised by a strong dedication and high personal involvement in work.

According to Conley and Woosley (2000:183) organisational commitment has been defined as a bond linking the individual with the organisation. Inadequate commitment by an individual leads to failure and job dissatisfaction.

Role commitment consists of loyalty towards one's role, a feeling of responsibility towards one's role and willingness to exert greater effort than that typically prescribed for role incumbents (Khumalo, 2004:11).

To conclude, job commitment can be defined as a pledge in which one makes himself/herself responsible for a particular job. Job commitment is when a person shows loyalty to the job, willingness to perform to the best, perseverance and whole-heartedness to the job he/she performs. Job commitment leads to productivity which enhances job satisfaction.

#### **2.6.4.2 Relationship between job commitment and job satisfaction**

The way each employee responds towards his/her work is an indication of the commitment towards the employers (Bull, 2005:10). Bull (ibid.) adds to this by saying that without commitment, substantive change becomes problematic. Hence, job satisfaction appears to be one aspect of commitment.

The commitment of both educators and principals to provide quality education to learners is critical because it determines whether learning takes place, what learning occurs, and how this learning takes place in schools (Systemic Evaluation, 2006:45). In schools there are educators with a strong sense of professional interest who are committed to attend seminars, exchange new ideas in teaching with colleagues in order to improve teaching techniques and further professional development (Shum & Cheng, 1998:168). The commitment of educators enhances the principal's job satisfaction.

Coll and Freeman (2000:12) warned principals that drifting into the main current of pressing problems of everyday life in schools, may very likely result in over commitment to functions that will not represent their best, most valued contributions which at the end will be dissatisfied. Coll and Freeman (ibid.) go on to indicate that principals allow the daily pressures in schools to lead them to agree to provide more

services in areas where they would prefer to commit less time while other areas of management suffer.

Allen and Mayer (1999:254) indicate that the net sum of a person's commitment to the organisation reflects three separate psychological states namely, affective attachment, perceived costs and obligation. These states which also influence job satisfaction include, inter alia, the following:

- Affective attachment or commitment is concerned with the extent to which the individual identifies with the organisation and how satisfied he/she is.
- Perceived costs and satisfaction concerns the individual's need to continue working for the organisation and is commonly referred to as continuance commitment.
- Normative commitment or obligation is influenced by society's norms about the extent to which people ought to be committed to the organisation.

Khwela (2001:49) states that highly committed employees will tend to perform better than the passive committed employees. Passive commitment can be translated into active commitment for job satisfaction to be experienced. Khwela (ibid.) further states that committed employees possess the necessary skills, abilities and fully understand and accept their particular organisational roles and this influences their job satisfaction as well as that of the principal positively.

It is important for the school principal to be happy and satisfied in his/her work for him/her to be committed and able to carry out the task that is on his/her shoulders devotedly (Griffioen, 1999:37). Garudzo-Kusereka (2003:13) indicates that commitment is a broader concept that emphasises the linkage between the individual and the organisation and implies motivation, agreement on goals, loyalty and effort.

Employee commitment correlates positively with employee motivation and job satisfaction – the more committed employee tends to be more motivated and satisfied (Garudzo-Kusereka, 2003:14). Maforah (2004:36) says that one of the many variables that may be used to predict commitment is job satisfaction. It may be that job satisfaction and commitment evolve simultaneously as it is not clear whether enhanced job satisfaction leads to commitment or whether increased commitment leads to greater job satisfaction.

#### **2.6.4.3 Conclusion**

From the above it is noticed that commitment and job satisfaction on the part of employees are generally viewed as a desirable goal for an organisation. It is believed that a satisfied employee is likely to get along better with other employees, will be more accepting of managements directives, will be more committed to achieving organisational goals and in general will be more productive. It is clear that an employee who experiences job satisfaction is more committed than the one who does not. Commitment also goes hand in hand with motivation. A motivated employee is committed to his/her work and he/she enjoys job satisfaction.

### **2.7 OTHER ASPECTS THAT INFLUENCE JOB SATISFACTION**

In the following paragraph attention will be given to other aspects that contribute to job satisfaction, e.g. role conflict, staff development, human resource management and personnel turnover.

#### **2.7.1 The relationship between job satisfaction and role conflict**

Several studies have found that employees who report high levels of work-family conflict had lower job satisfaction than their counterparts with low levels of conflict (Jackson, 2001:16). Jackson (ibid.) found out that organisational policies such as child care and flexible work schedules can reduce work-family conflict and enhance job satisfaction.

Kochan et al. (2000:305) found that the primary issue facing both women and men is managing their work and their time and coping with the stresses, tasks and responsibilities of the job. Kochan et al. (ibid.) add to this by saying that female principals mentioned twice as often as did male principals the enormity of the workload and the difficulty of balancing everything which affects their job satisfaction negatively.

Eckman (2004:370) indicates that as principals experienced increases in role conflict, they reported decreases in overall job satisfaction. Role conflict is manifested in tension and uncertainties because of the divergent demands placed on principals by their different roles and this limits their job satisfaction (Redenlinghuys, et al., 1999:55).

In a limited time, the more the time spent on one activity the less the time left for other activities. If more activities are squeezed into a limited time, they will necessarily come into conflict. When a dual role results in a time conflict, job dissatisfaction is experienced (Fan Wen & Gu Guanhua, 2000:77). Fried (1998:1) states that simultaneous increases in both role conflict and role ambiguity are associated with lower levels of job performance and job dissatisfaction. Fisher (2001:144) supports this idea by stating that role conflict has been linked to negative outcomes in occupational settings, such as increases in perceived job tension, high job dissatisfaction, and lower performance.

The double pressures on principals, especially female principals, in the home and at work, influence their work choice, job performance and the degree of job satisfaction they experience (Erasmus, 1999:36). According to Van Zyl and Pietersen (1999:77), career women experience considerable stress and pressure because they have to be everything to everybody. She has to be homemaker, a supportive wife and mother, and at the same time a good worker. These aspects may often influence their job satisfaction negatively.

Voydanoff (1999:5) argues that because family roles such as spouse, parent and caregiver are considered more demanding and important to women, these roles should be more strongly related to distress for women than to men. Paid work is believed to be more demanding and important to men, and should be more strongly related to distress to men than to women.

In their research, Chiu et al. (1999:318) suggest that role conflict decreases both sexes' job satisfaction and men's marital satisfaction but increases women's psychophysical symptoms. Moreover, work and family conflicts are significantly influencing job stress as well as job satisfaction.

Khumalo (2004:51) indicates that role conflict is also noticed where low levels of satisfaction are reported by persons working in fields that do not interest them. Khumalo (ibid.) further indicates that the more individuals are satisfied with aspects of their lives outside work, the higher the level of job satisfaction they report and the less role conflict they experience.

Carlson et al. (2000:249) in their research on work-family conflict have found that this variable influences a number of outcomes including psychological distress, job satisfaction, organisation commitment, turnover and life satisfaction.

A satisfied individual who derives satisfaction from one of his/her roles or an aspect of that role may alleviate some of his/her experiences of role conflict. This may result in positive experiences obtained while performing role behaviours that may have a mitigating effect on the negative experiences of role strain (Erdwins, 2001:231).

According to Drake and Edward (2002:171) principals have been found to experience (a) role overload to the extensive time and energy demands of their dual position, (b) principal inter-role conflict caused by incompatible expectations of others (e.g. administrators, parents, learners) for the teacher role and the management role, and (c) managing family inter-role conflict caused by demands and expectations placed on the individuals by their workplace that would add to those of their families. As a result these stressors may affect the principal's job satisfaction negatively. Many of them are forced to favour one occupational role over the other in terms of commitment, or to resolve the stress by leaving the profession.

Since research shows that women experience more role conflict than men, it is noted that a woman's time and energy is limited and she often finds it hard to play both the role of an employee and of women, thus giving rise to a certain imbalance between the two (Jianling, 2000:69). He continued by saying that relaxing her hold on either side will bring dissatisfaction and causes the woman employee to lose her mental equilibrium.

Role conflict contributes to decreased effectiveness, lower job satisfaction, higher absenteeism and lower job commitment (Coll & Freeman, 2000:11).

Role conflict occurs as individuals' attempt to balance their family and home roles with their professional roles.

From the above reasoning it can be concluded that there is a negative correlation between job satisfaction and role conflict. Being caught between the rock and a hard place decreases job satisfaction of employees. That is increased role conflict diminish satisfaction with the job itself and with supervision aspects of the job.

Evaluating the impact of role conflict, it is concluded that it is associated with low satisfaction.

### **2.7.2 The relationship between job satisfaction and staff development**

It is noted that principals should ensure the professional development of the teaching staff on a continuous basis as this would improve the quality of education and lead to job satisfaction (Schulze, 2006:323).

In order to develop the staff and experience job satisfaction, the principal in his planning should include the capacity to build supportive school communities and support educators and other staff in a number of practical ways such as providing of advice about teaching and student management. The principal should encourage the staff members who are lacking in confidence, recognising achievements of staff members and providing regular and constructive feedback about work done (De Nobile & Mc Cormick, 2005:19).

Principals who experience job satisfaction are those who fully understand leadership theory and reduce employee frustration and negative attitudes in the work environment (Kelley et al., 2005:18). Kelley et al. (ibid.) further indicate that the need for guidance or control is a significant influence on job satisfaction and staff members who indicate that they do not need more guidance and control, experience more job satisfaction than those who need guidance and control.

Khwela (2001:30) is of opinion that harmonious co-operation between employees and supervisors or managers is very important in creating employee job satisfaction and that employees prefer managers who are employee-centred and this makes staff development activities acceptable.

The ideal educational leader should have the ability to inspire and motivate hi/her staff so that their initiative and creative ability are developed to the maximum extent. In an ideal situation colleagues will not wait for the head to initiate, give instruction or organise. They will approach him with innovations, experiments and a variety of exciting projects to get his approval for their efforts at educational renewal. In the end this type of school delivers outstanding end products to society and enhances the principal's job satisfaction (Bondesio & De Witt, 2002:294).

Workshops and seminars are conducted for the staff development purposes. It is noticed that learning changes the attitude of employees towards their colleagues, towards their customers, being the learners, and it relates towards their retention within the organisation, their job satisfaction and the achievement of the organisational goals (Dirani, 2006:560).

Staff development affords opportunities to build collegial and collaborative relationships among faculty members. Sousa (2003:250) states that staff development in the achieving schools includes job satisfaction. On the other hand, staff development in lower achieving schools is characterised by job dissatisfaction.

It is noticed from the above that the principal has a responsibility of developing the staff. During the process of staff development, the principal will encourage member of staff who lack confidence, will recognise achievement of staff members and will give constructive feedback about work done. Staff's frustrations should be reduced as much as possible by the principal in order for him/her to experience job satisfaction.

From the paragraph above it is clear that there are a number of aspects that contribute to job satisfaction either positively or negatively.

### **2.7.3 The relationship between job satisfaction and human resource management**

For a school to run smoothly there is an interaction between stakeholders especially the school principal and the educators. The interdependency of the two is important since they all have the same goal of educating the learner and also enjoying satisfaction in their job.

According to Griffioen (1999:27) the effectiveness of a school depends on the extent to which the management of the school can motivate the educator to achieve the goals of the school.

Human resource management may be regarded as the provision, maintenance and development of personnel with the aim of achieving the primary goals of the undertaking concerned (Bondesio & De Witt, 2002:239). Employees are the chief resource of a manager, they are the primary raw material with which he/she works,



and will enjoy job satisfaction when things work according to plan (Bondesio & De Witt, 2002:294).

The principal's job satisfaction is negatively influenced by the lack of human resources. The required number and quality of human resources would result in effective and efficient teaching and learning (Segale, 2005:40).

Khwela (2001:30) indicates that employees prefer supervisors who are employee centred. Principals must continue to interact with their employees and if they can explain what is occurring as well as the opportunities that will remain, the benefits are potentially remarkable. The perception of employees in terms of the fairness of the principal can influence their job satisfaction.

From the above it is noted that human resource management is important for the attainment of the primary goals of the institution and the job satisfaction of the principal.

#### **2.7.4 The relationship between job satisfaction and personnel turnover**

There is a considerable interest in the determinants of personnel turnover since the "revolving door" phenomenon is also noticed in the field of education.

A poor fit between a person and the work environment has consistently been associated with lower job satisfaction and higher rates of personnel turnover (Olsen, et al., 1999:272). Job satisfaction is an important construct because of its relevance to the physical and mental well-being of employees as well as its implications for job-related behaviour such as absenteeism and turnover (Heymans, 2002:31).

Fong (2004:18) indicates that there have been many articles analysing the determinants of teacher quits within the past decade, the topic of teacher satisfaction has been much less studied. Teachers' satisfaction may be an even more important topic than simply studying the influences of teacher attrition because of the fact that many teachers who quit teaching leave the work force altogether.

Van Zyl and Pietersen (1999:7) are of opinion that political change in South Africa, resulting in the structures of teaching, is the single most important contributing factor

to high levels of stress among teachers. In the process of changing the structures of teaching, large numbers of teachers are being retrenched or transferred, syllabuses are being switched to English, which affects the job satisfaction of the principal negatively.

Heymans (2002:36) indicates that employees with a high level of affection are more inclined to resign if job dissatisfaction is experienced. High job satisfaction will not in and of itself, keep turnover low, but it seems to mediate. Stressful occupations are painful and there will be a tendency to want to get away from them (Conley & Woosley, 2000:183).

Personnel turnover affects the principal's job satisfaction negatively. Khwela (2001:35) states that turnover costs are more complex than simply figuring out the average costs of replacement. The costs of losing a good performer are greater than the costs of losing an average performer. According to Khwela (ibid.) there is investment in development of the employee, the value of the knowledge and experience gained and the loss of such employee leads to the principal's job dissatisfaction.

Low job satisfaction is commonly considered as associated with staff turnover and absenteeism. If measures can be taken to improve satisfaction, then undesirable outcomes may be minimised (Johnson & Holdaway, 1998:2). An educator who is well-paid and gets along with others in the school probably will not quit teaching simply because he/she is provided with little recognition or responsibility (Garudzo-Kusereka, 2003:30).

Maforah (2004:11) is of opinion that job satisfaction within the education profession is of significant importance to keep educators motivated once they are in the profession. Educator retention is a growing area of concern in both special and general education. In her research, Maforah (ibid.) found out that a significant number of educators are considering leaving teaching and would not recommend to others that they join the company.

According to Sikhwivhilu (2003:18) lack of extrinsic or extrinsic rewards leads to employee dissatisfaction, this in turn leads to absenteeism and withdrawal from work.

Sikhwivhilu (ibid.) points out that women were more likely to leave education than men.

Bull (2005:12) states that job satisfaction among educators can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and desire to leave teaching for a better job. Bull (ibid.) found out that 50% of rural educators are dissatisfied with their working conditions. Educators in these areas indicate that they would not choose teaching again as a career if given a second chance.

From the above it is noted that if considerable job dissatisfaction is noticed, there is likely to be high personnel turnover. It is also noticed that educators need extrinsic motivators or rewards to keep them in the system. Good and experienced educators leave the system when they are not satisfied and this affects the principal's job satisfaction negatively.

### **2.7.5 Synthesis**

Job motivation and job satisfaction are linked and related to worker motivation and productivity. Motivation can be extrinsic, coming from outside and intrinsic, when the driving force is internal. Stress causes job dissatisfaction in principals and affects their personal and professional lives adversely. The individual's well-being is diminished by stress and affects his/her ability to perform well and this influences his/her job satisfaction negatively. There is a correlation between job performance, job commitment and job satisfaction. A committed employee performs well at work and both the employee and employer tend to be satisfied. Role conflict influences a number of outcomes including psychological distress, organisation commitment, and turnover and job satisfaction. The principal of a school should make the staff development possible and should manage the staff well to improve the quality of education in the school to enhance his/her job satisfaction. Personnel turnover is associated with job dissatisfaction. Most educators who leave school are not satisfied with their job and this in turn affects the principal's job satisfaction negatively.

## 2.8 SUMMARY

Job satisfaction refers to the favourable feelings or positive attitudes people gain from aspects of their work and work environment. It is a positive emotional state related to how contented an individual is with his/her job. Job satisfaction is affected by real and emotional rewards and by the enjoyment, or lack of it, that the employee receives from performing the assigned tasks. Quality of working life is the way in which an individual experiences his/her work and it also entails the influence that the individual has on organisational factors such as job satisfaction. School culture is the most important aspect of school life, affecting all aspects in the school and in the job satisfaction of the principal. It is an invisible force in an organisation, mobilising people to do things in a certain way and at certain time. Organisational culture as the shared philosophies' ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit a community together needs to be a positive one at all times for employees to enjoy job satisfaction. School climate is the set of internal characteristics distinguishing one school from another and influencing the behaviour of each school's members. It is the perceived atmosphere of the working environment in the school. The principal is under pressure to establish the best possible climate in his/her school. The organisational climate includes many factors such as leadership and management styles, as well as the general atmosphere of the school.

Motivation is the preparedness or willingness to expend energy to achieve a certain goal. Motivation refers to all the efforts used by motivational leaders to encourage their staff and colleagues to willingly achieve to the best of their abilities. Job stress is defined as the result of problems. It can cause employees to be dissatisfied and unmotivated. Job stress includes work-related frustrations and worries. Stress at the workplace cannot be eliminated altogether. Job satisfaction has been shown to be a predictor of employee performance. A happy employee is usually productive. Employee commitment correlates positively with employee motivation, job satisfaction and performance. The more committed an employee tends to be, the more motivated and satisfied that employee will be. It is important for the principal to be happy and satisfied in his/her work in order to be committed and able to carry out the required tasks devotedly.

Role conflict causes tension and uncertainty to principals because of the divergent demands placed on them by their different roles and this limits their job satisfaction. The principal has a responsibility of ensuring staff development as this will contribute to the school effectiveness and his/her job satisfaction. Human resource need to be well-managed by the principal. It is noted that job satisfaction is a predictor of educator retention.

## **CHAPTER 3**

### **FACTORS THAT CONTRIBUTE TO THE JOB SATISFACTION OF THE PRIMARY SCHOOL PRINCIPAL**

#### **3.1 INTRODUCTION**

In this chapter, factors that contribute to job satisfaction of the primary school principal will be discussed. These factors include aspects within the person (intrinsic factors) within the work environment; in the management environment; in the education system outside the school and factors in the community (extrinsic factors). The chapter will then be concluded with a summary. Factors in this study are generally applicable to primary and secondary school principals but the focus is mainly based on the primary school principals.

#### **3.2 CONTEXTUALISING THE FACTORS THAT CONTRIBUTE TO JOB SATISFACTION**

From an overview of the literature (Griffioen, 1999; Kirsten, 2000; Kamstra, 2005) it seems as if factors that may either positively or negatively contribute to the principal's job satisfaction can be categorised as follows:

- **Intrinsic factors**

The primary school principal needs to live a better life to experience job satisfaction. The following factors are within the person (principal) and can contribute positively or negatively to his/her job satisfaction: role conflict; acknowledgement; achieving personal objectives and personal attributes.

- **Extrinsic factors**

The work environment: Factors in the work environment are factors that exist in the workplace and affect the primary school principal's job satisfaction. These factors may affect the primary school principal's job satisfaction either positively or negatively but he/she is nevertheless, expected to cope in that work environment. These factors include the primary school principal's relationship with colleagues; personnel and learners; job security; discipline of educators and learners; physical work environment and professional isolation.

Other extrinsic factors that may influence the primary school principal's job satisfaction either positively or negatively are those in the management environment. These factors have to do with the primary school principal's management skills. It is important for the primary school principal to know how to manage the school effectively and to have appropriate managerial skills that will enable him/her to perform his/her duties and to lead the school successfully.

- Factors in the education system outside the school

The primary school principal's job satisfaction is also influenced by factors in the education system outside the school like the circuit; district and provincial head offices. The primary school principal is expected to communicate and to get the needed support from these offices.

- Factors in the community:

The primary school principal as part of the community needs to associate with the community, observe and respect the status and ways of living of that community and in turn, the community will need to support the principal. Among other factors in the community that affect the job satisfaction of the primary school principal either positively or negatively are the relationship with parents; customs/traditions; religious organisations and the socio-economic environment.

### **3.3 INTRINSIC FACTORS**

#### **3.3.1 Role conflict**

Role conflict is broadly discussed in chapter 2. Role conflict is said to exist when an employee faces incompatible expectations to such an extent that compliance with one expectation would make it difficult or impossible to effectively comply with the other expectations (Fisher, 2001:144). Role conflict may arise in situations where the norms and objectives of an individual's profession are inconsistent with those of the organisation within which the professional is employed (Fisher, 2001:152). Effects of role conflict according to Fisher are costly, not only to the individual in terms of emotional consequences such as high job-related tension and low job satisfaction, but also to the organisation in terms of lower quality of performance and higher turnover.

Khumalo (2004:44 & 53) mentioned two types of role conflict namely intra-role conflict and inter-role conflict. Intra-role conflict occurs when an individual has to violate personal values or standards in order to do the job. Intra-role conflict occurs within the work place or within the home. The two types of inter-role conflict are work-family inter-role conflict and family-work inter-role conflict. Work-family conflict is a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect and is a complex and stressful life style, which may cause the primary school principal to experience job dissatisfaction.

Manese (2001:37) indicates that role conflict and role ambiguity are significantly related to job satisfaction but directly related to job dissatisfaction and eventually job stress. Schulze and Steyn (2007:694) state that the homework interface is also a significant source of stress for both males and females, although twice as many females as males report this as a stressor. It is noticed that women carry a disproportionate share of household chores. Schulze and Steyn (ibid.) further state that women generally report significantly higher levels of work-related stress, which affects their job satisfaction.

Role conflict is associated with low job satisfaction and it is therefore important for the primary school principal to reduce role conflict as much as possible (Koustelios, 2004:87). Role conflict occurs when different groups or persons with whom an individual must interact (for example, family, members of that person's group) hold conflicting expectations about that individual's behaviour.

Principals are often torn between job demands and their personal beliefs (Niehaus & Myburgh, 1999:9). They are often confronted with situations requiring them to play a role that conflict with their value systems, or play two or more roles in conflict with each other (Sikhwivhilu, 2003:16). Role conflict is an important aspect of organisational stress and job satisfaction or dissatisfaction according to Sikhwivhilu (ibid.).

Eckman (2004:368) states that role conflict occurs as individuals attempt to balance their family and home roles with their professional roles. Eckman (2004:369) further states that it is difficult for principals to maintain a balance between the commitments of their professional and personal lives. Parameters that are more reasonable need



to be developed for the role of the primary school principals so that they can manage the demands of their professional and personal lives with ease and experience job satisfaction.

Primary school principals at post level 1 are expected to teach 100% of scheduled teaching time and is expected to manage the school at the same time, and one of these roles suffers and the primary school principal experiences job dissatisfaction (Segale, 2005:10). It is noticed (Segale, *ibid.*) that primary school principals spend far more time on administrative tasks (writing letters, making financial decisions, answering inquiries from the public) than on pedagogical tasks (providing leadership, support, instruction).

From the above it seems that role conflict can influence the primary school principal's job satisfaction in the following ways:

- Role conflict leads to low job satisfaction.
- Role conflict makes it difficult to balance professional and personal lives.
- Role conflict can contribute to organisational stress.

### **3.3.2 Acknowledgement, appreciation and positive regard**

The Oxford dictionary (2000:8) explains acknowledgement as to admit the truth, existence or reality of something.

Kamstra (2005:48) states that acknowledgement means recognition or favourable notice of an act of achievement. Acknowledgement is the recognition of the existence or truth of something, an expression of appreciation, and a thing done or given in appreciation or gratitude (Unabridged Dictionary, 2006). The dictionary further shows that the acknowledgement synonyms are confession, concession and recognition.

Acknowledgement of good work done is a very important aspect of job satisfaction. Cellilo (2008:3) is of opinion that acknowledging good work of people, who do not believe that their work is good, does not necessarily motivate them. However, when a principal does great work and no one recognises it he/she may become demotivated and experience job dissatisfaction.

Acknowledgement and complimentary comments by others helps to reinforce the primary school principal's self-image and experience of job satisfaction (Mosunmola, 2006:5). The primary school principal needs to be acknowledged, appreciated and respected (Boeree, 2006:3). Stuart-Kotze (2008:2) indicates that acknowledgement; appreciation and respect by others lead to self-actualisation, self-esteem and job satisfaction. Self-actualisation as seen by Stuart-Kotze (ibid.) is reaching maximum potential while self-esteem depends on respect from others, self-respect and recognition.

For the primary school principal to experience job satisfaction he/she should be acknowledged that he/she is able, valuable and responsible and should be treated with respect (Steyn, 2005:261). Steyn (ibid.) adds by saying that principals should feel appreciated and that they should be respected for what they know and can do.

Albert and Davia (2005:6) state that individuals with a higher level of education have generally higher expectations that are more difficult to fulfil. Principals with more experience and higher levels of educational qualifications expect the employer to acknowledge their level of education and pay them better to enhance their job satisfaction. Albert and Davia (2005:7) point out that better qualified workers may feel relatively unsatisfied if they do not observe a noticeable difference between their salaries and those of other lower educated workers, whereas lower educated employees may be relatively favoured by collective bargaining.

When educators admire, trust and respect principals for their personal and professional values, those principals receive credibility and experience job satisfaction (Steyn, 2005:47). Steyn further indicates that the school culture is positively influenced through expertise when educators acknowledge principals' exceptional leadership skills.

Moloi (2007:471) states that principals have been re-graded and their pay adjusted upwards to reflect the number of staff they manage (rather than the number of learners in their school). The de-linking of principals' salaries and conditions from those of other educators shows acknowledgement and is intended to make it easier to reward them and promote their job satisfaction.

Acknowledgement can be given through praise, encouragement, promotion or rise in payment (Kamstra, 2005:48). Job satisfaction is linked to the employees' perception that the organisation is acknowledging their efforts by taking their interests at heart, in the sense that the organisation is making sure that the working conditions are bearable and improving, recognising and rewarding desirable performance or providing reward equity (Sikhwivhilu, 2003:12).

Clarke (2007:43) found that most principals are seldomly acknowledged for the work that they do and this leads to job dissatisfaction. Despite, the high efforts primary school principals invest in their jobs, a lack of recognition, which leads to job dissatisfaction, is often experienced (Clarke, *ibid.*). In view of the demanding roles that primary school principals must play, there is a need for more recognition by the central government in the form of extrinsic rewards (Devos et al., 2006:35).

Manese (2001:29) states that principals will experience a sense of satisfaction if their efforts and performance at work are acknowledged. Getting rewards for work well done is necessary since this may maximise the principals' efforts for performance. It is for this reason that National Teachers Awards have been established.

A primary school principal who accepts himself/herself possesses a positive attitude towards the self, acknowledges and accepts multiple aspects of the self, including good and bad qualities, feels positive about past life and experiences job satisfaction (Ryff, 1999:101). A primary school principal with a low level of self-acceptance feels dissatisfied with the self, is disappointed with what has occurred in the past life, is troubled about certain personal qualities, wishes to be different from what he/she is and experiences job dissatisfaction (Ryff, *ibid.*).

It is evident from the above that the following aspects related to acknowledgement influence the primary school principal's job satisfaction:

- Job satisfaction is experienced if the principal's level of education and experience is acknowledged.
- Acknowledgement can be given through praise, encouragement, appreciation or rise in payment.
- Satisfaction is experienced if efforts/performance is acknowledged.

### 3.3.3 Motivation

Motivation is based on performing to the best of one's ability, status aspiration and on the intrinsic satisfaction of dealing with difficult tasks and achieving them (Garudzo-Kusereka, 2003:85).

Ryan and Deci (2000:69) state that motivation concerns energy, direction and persistence i.e., all aspects of activation and intention. The term extrinsic motivation refers to the performance of an activity in order to attain some desirable outcome and thus contrasts with intrinsic motivation which refers to doing an activity for the inherent satisfaction of the activity itself. Mester et al. (2003:74) indicate that intrinsic motivation has a positive effect on job satisfaction.

Motivation is the force that energises behaviour and gives direction to behaviour and underlies the tendency to persist (Makhalemele, 2003:62). Motivating people is about getting people to do something in a way that makes them feel good about their accomplishment/s and themselves so that they want to go on doing it and experience job satisfaction. Demotivated employees are no longer able or willing to give their best (Moolla, 2004:40).

Intrinsic rewards encourage independent thoughts and actions, feelings of worthwhile accomplishment, opportunities for personal growth and development as well as job-related self-esteem and job satisfaction (Maforah, 2004:19).

Changes in the South African work environment include de-motivating factors such as downsizing, mergers and globalization. These changes are affecting the primary school principal's motivation and commitment negatively and contribute to their job dissatisfaction (Martins & Von der Ohe, 2003:41).

Manese (2001:34) states that those employees who receive a good salary or living wage are usually more satisfied and more willing and prepared to perform and to be productive. Those with lower salaries appear to be less productive and usually experience job dissatisfaction. Manese (ibid.) further indicates that an effective pay system can increase individuals' motivation to perform tasks by as much as 40%, subsequently increasing productivity, decreasing costs and increasing competitiveness.

The positive reinforcement theory shows that the basic principle of motivation is that people act in the way they do because they are looking for positive reinforcement, which may be in the form of merit pay for good performance, performance related bonuses, praise and recognition of a job well done (Garudzo-Kusereka, 2003:37). Positive reinforcement in the form of money can therefore serve as a powerful motivator but a low salary can be a powerful de-motivator and induce job dissatisfaction.

Herzberg's theory states that motivators are intrinsic factors that influence satisfaction based on fulfilment of higher-level needs such as achievement, recognition and opportunity for growth. The hygiene factors are extrinsic variables such as work conditions, pay and interpersonal relationships that must be met to prevent job dissatisfaction. When hygiene factors are poor, work will be dissatisfying (Worrell, 2004:13).

Intrinsic motivation is a human psychological characteristic that contributes to a person's degree of commitment. Motivation arouses, energises, directs and sustains behaviour and performance (Ayeni & Popoola, 2007:2).

Intrinsically motivated primary school principals unlike de-motivated principals, have high levels of self-confidence and enthusiasm. Such primary school principals strongly express their opinions and motivate their staff members to do more than they think they can and they feel satisfied within their job (Sousa, 2003:38). Thus, one can deduce that de-motivated primary school principals find it difficult to motivate their staff members.

Garudzo-Kusereka (2003:21) states that intrinsically motivated primary school principals exert effort beyond original expectations towards achievement of expected goals; they are content with their work and have positive attitudes towards their job which lead to job satisfaction.

Motivation is related to the need to achieve in all attempted activities and to experience job satisfaction (Sousa, 2003:37). It appears that, for one to satisfy one's needs and experience job satisfaction in the working situation, one has to be motivated, which leads towards maximum performance and commitment.

From the above it seems that the following factors related to motivation influence the primary school principals' job satisfaction:

- Salary is an aspect that motivates employees.
- Factors such as, downsizing, mergers and globalisation affects motivation negatively.
- Intrinsic motivation leads to job satisfaction.

### **3.3.4 Achieving personal objectives**

Achievement refers to a process or acts of reaching, gaining acquiring or attaining something through effort and it leads to job satisfaction (Manese, 2001:28). Achievement is related to the employee's desire to excel and a need to achieve in competitive situations and this need to achieve in the working situation generally leads to greater efforts and even more achievement (Khwela, 2001:26). Khwela (ibid.) further defines achievement as a sense of accomplishment or successful closure of a task or activity.

Goal orientated behaviour of primary school principals simply means that primary school principals experience a need, want and desire or drive to do something that leads to achievement of a goal (Stuart-Kotze, 2008:1). Achievement of personal objectives leads to satisfaction and increased sense of security (Stuart-Kotze, ibid.). Job satisfaction occurs when the need for achievement is met.

Primary school principals do not have to be controlled; they exercise self-control as long as they are committed to achieve goals (Garudzo-Kusereka, 2003:34). The need to achieve personal objectives relates to the need to avoid failure and dissatisfaction (Garudzo-Kusereka, 2003:85).

Objectives are specific statements of intent which define specific outcomes (Swanepoel, 2003:130). Clarke (2007:16) supports this notion by stating that objectives, like goals, should be challenging but realistically achievable given the context of the primary school principal's life or the school.

The primary school principal's personal objectives are major factors affecting the quality of teaching, learning environments and his/her job satisfaction. It is therefore very important for the primary school principal to achieve his/her personal objectives

to experience job satisfaction. Once the objectives of a specific plan are clear, specific procedures of how the objectives can be achieved are determined (Makhalemele, 2003:31).

Danzing et al. (2007:94) are of opinion that the following factors can help the primary school principal to achieve his/her objectives and experience job satisfaction:

- A comprehensive understanding of his/her role and its expectations.
- A sense of efficacy or the degree to which a primary school principal feels that he/she can influence important aspects of the school. Having a well-organised knowledge base and a framework for categorising new information can help to achieve personal objectives.
- Motivation or the positive effort that the primary school principal exerts in his/her work.

The primary school principal's effort and objectives can influence (a) his/her connection to and understanding of the school community; (b) the correspondence between his/her own values and those of the community, so that it is possible to lead from a set of explicit core beliefs and values; (c) an understanding of the specific challenges facing the school; (d) his/her confidence that his/her knowledge and preparation match the unique challenges presented by the school (Danzing, 2007:95).

For the primary school principal to achieve his/her personal objectives and experience job satisfaction, he/she needs to work with committed educators and learners and supportive parents. On the contrary, dealing with insufferable parents and intolerable learners may lead to the primary school principal's job dissatisfaction and failure to achieve his/her personal objectives (Malone et al., 2000:61).

The pursuit and achievement of personal objectives may provide satisfaction of the basic needs thus enhancing job satisfaction whereas the pursuit and achievement of other personal objectives do not contribute to and may even detract from basic need satisfaction. Ryan and Deci (2000:74) propose that the needs for competence, autonomy and relatedness must be satisfied in order for an individual to experience an ongoing sense of integrity, well-being and job satisfaction.

The primary school principal's striving for perfection to show his/her true potential of achieving his/her personal objectives is important even for experience of job satisfaction (Ryff, 1999:100). Ryff (1999:101) is further of the opinion that a good primary school principal has goals and a sense of directedness in life, feels there is meaning to the present and the past life, holds beliefs with a purpose and has aims and objectives for living.

Achieving personal objectives enhances both job-related and achievement-related satisfaction (Bogler, 2002:3). Successful primary school principals are able to help people to commit towards actions that will enable them to achieve personal objectives and to experience job satisfaction (Steyn, 2005:47).

The effective primary school principal sets clear and realistic standards for goals/objectives to be achieved (Mathibe, 2007:536). Makhalemele (2003:30) suggests that the primary school principal needs to design a work programme and time schedule that will include sequenced activities that must be performed in order to achieve personal objectives and experience job satisfaction.

Clarke (2007:16) suggests that for the principal to identify his/her personal objectives he/she has to list the things he/she would like to do in his/her life, e.g. objectives related to work, family and personal life and those related to community life. These objectives should be positive, specific, measurable, achievable, time-bound and worthwhile.

Sousa (2003:21) suggests that the primary school principal should keep his/her personal objectives short but realistic and they should be meaningful, visible and if possible, measurable and achievable in order to experience job satisfaction. Primary school principals should work hard to translate their objectives into practice in order for them to experience job satisfaction (Segale, 2005:11).

From the above it seems that the following factors related to achievement influence the primary school principal's job satisfaction:

- The desire to excel and succeed.
- Personal objectives and team work.
- Positive, specific, measurable, achievable, time-bound and worthwhile objectives.



- A work programme/schedule including a sequence of activities leading to the attainment of objectives.

### **3.3.5 Personal attributes and variables related to job satisfaction**

#### **3.3.5.1 Personal attributes**

Individuals vary in terms of how much personal responsibility they take for their personal lives, behaviour and its consequences (Devos et al., 2006:11). Tomal (2007:25) suggests that principle-centred leaders are not married to their jobs and that they enjoy a range of non-work related experiences. The ability to have a balanced life can inspire the leader to be better rounded, less stressed and more likely to experience job satisfaction in the work situation. Malone et al. (2000:50) state that principalship is a lifestyle itself. The primary school principal's job satisfaction is key to his/her profession and personal health (Jazzar, 2008:2).

Scott (2007:1) indicates that it is important for one to maintain job satisfaction and a balance in one's personal lifestyle because if it is all work and no play, one may find his/her ability to work beginning to wane. One needs to have enough time for relationships, hobbies, sleep, self-care, exercise, healthy eating and engaging in other important features of a healthy lifestyle.

Job satisfaction is influenced by both personal characteristics and job context (Pretorius & Rothmans, 2001:26). Schulze (2006:125) points out that as far as personality is concerned, negative affectivity (worrying, being emotional and feeling insecure or inadequate) and positive affectivity (being sociable, optimistic, active and person-orientated) influence how the primary school principal experiences objective job circumstances that exist external to his/her mind (for example, salary).

A positive primary school principal who experiences job satisfaction enjoys feelings of continued development, sees his/her personal life as growing and expanding, is open to new experiences, has a sense of realising his/her potential, experiences self-importance and is changing in ways that reflect more self-knowledge and effectiveness.

The primary school principal's personal life includes factors like personal needs and personal characteristics, which are factors that can easily determine the satisfaction or dissatisfaction of the primary school principal (Sikhwivhilu, 2003:17).

- **Personality**

Job satisfaction of the primary school principal can be influenced by his/her own personality. Rothman and Coetzer (2002:30-32) mention the five-factor model of personality. The five-factor model of personality includes personality traits such as neuroticism, extraversion, openness, agreeableness and conscientiousness. These traits are briefly discussed below:

*Neuroticism:* Neuroticism refers to the general tendency to experience negative emotions such as fear, sadness, embarrassment, anger, guilt and disgust. Neuroticism is a valid predictor of job dissatisfaction.

*Extraversion:* It refers to an individual's sociability, assertiveness, activity and talkativeness. Extroverts are energetic and optimistic people. Introverts on the other hand are reserved rather than unfriendly people, independent people rather than followers, even-paced rather than sluggish. Job satisfaction of both extroverts and introverts may either be positively or negatively influenced depending on the situation by then.

*Openness:* It refers to an individual's active imagination, aesthetic sensitivity, attentiveness to inner feelings, and preference for variety, intellectual curiosity and independence of judgment. It is noticed that open individuals are curious about both inner and outer worlds, their lives are experientially richer and they experience job satisfaction.

*Agreeableness:* An agreeable person is sympathetic to others and eager to help them, and in return believes that others will be equally helpful. He/she will sometimes compromise his/her own job satisfaction to please others.

*Conscientiousness:* A conscientious person is purposeful, strong-willed and determined. It is said that a high level of conscientiousness is associated with academic and occupational achievement as well as being punctual and reliable. Such an individual is normally satisfied with his/her job.

A primary school principal, like any other person, possesses a mixture of personal weaknesses and strengths. To achieve a balanced perspective in understanding the individual, Snyder and Elliott (2005:1034) suggest a four-quadrant matrix model in which the strengths and weaknesses are examined from both personal and environmental perspectives. The four levels of the matrix model are the individual and interpersonal levels which are subsumed within the larger institutional and societal-community levels (Snyder & Elliott, *ibid.*). With the individual and interpersonal levels the principal often has a mixture of weaknesses and strengths while the institutional level involves research, consultation, administration and liaison roles conducted in schools and the societal-community level address the large issues and challenges that face all service delivery systems (Snyder & Elliott, 2005:1037).

For the primary school principal to experience job satisfaction he/she needs to examine his/her personal life by knowing his/her strengths and weaknesses so as to convert his/her weaknesses to strengths (Snyder & Elliott, *ibid.*).

- **Values and beliefs**

Value orientation is the willingness and ability to propagate and build cultural and ethic values by means of purposeful action and responsible examples (Erasmus & Van der Westhuizen, 2007:259). As values are defined as worthwhile and desirable concerning what happens at work, different types of behaviours (other orientated values) have been identified to be necessary for the effective functioning of organisations (Manese, 2001:39):

Collective morality

Social interest/responsibility

Organisational citizenship

Pro-social behaviour

Selflessness

Cooperation

Concern for the welfare of others

These work values are assumed to influence the primary school principals' job satisfaction to a large degree. Personal value systems often determine how leaders behave in an organisation, especially when the values of the leader conflict with those of the organisation (Sousa, 2003:16).

Beliefs are pre-existing notions people have about reality, serving as a perceptual lens and determining how people see themselves and the world in which they live (Niehaus & Myburgh, 2006:11). Beliefs are at the basis of human beings' approach to situations in life, goals they seek, the things they do, the judgements they make, even the experiments they are willing to try are determined by their beliefs. Beliefs have a controlling and directing effect that may lead to job satisfaction or dissatisfaction (Niehaus & Myburgh, *ibid.*).

The primary school principals' beliefs about their professional status and competency play the most significant role in predicting their job satisfaction and their use of effective coping strategies (Niehaus & Myburgh, 2006:2). Recommendations stemming from Niehaus's and Myburgh's (*ibid.*) research are that in-service training programmes, workshops and stress management interventions should include opportunities for developing primary school principals' self-concept as well as their time management, interpersonal and managerial skills.

Primary school principals whose value systems are focused on serving learners may be at odds with the values of the organisation. The value systems of the primary school principal and the organisation do not have to be identical, but they must be close enough to coexist (Sousa, 2003:21).

Children grow up in a community that is characterised by a specific culture, specific values and beliefs that may be different from those of the primary school principal. For the primary school principals to experience job satisfaction, the education offered at school should link with the positive culture, values and beliefs of that community (Moeketsi, 2004:40). The primary school principal should also guard against the values and beliefs in the community that are negative, for example those of the communities that support gangsterism and drug abuse.

- **Self-esteem**

Self-esteem can be defined as the experience of being capable of meeting life's challenges and being worthy of happiness, feeling good or having positive feeling about oneself (Paterson, 2007:9). Self-esteem is a fluid rather than static condition. It comes from accomplishing meaningful things, overcoming adversity, bouncing back from failure, assuming self-responsibility and maintaining integrity (Paterson,

ibid.). Self-esteem is important and it leads to aiming high and reaching the goal (Chapman, 2006:9).

For primary school principals to boost their self-esteem they need to work to improve their strengths and acquire the knowledge and skills they need to fully realise their goals (Sousa, 2003:21). Sousa (ibid.) further states that primary school principals should avoid getting involved in areas where they have little competence but rather seek out those projects where their strengths will allow for accomplishment for them to experience job satisfaction.

The self-esteem or ego-need can be met when one feels adequate and efficient. Hence this need can be met when primary school principals perform at their best and experience job satisfaction (Maforah, 2004:23). Primary school principals with high self-esteem are less prone to react negatively to stress and negative environmental events than people with low self-esteem (Schulze & Steyn, 2007:696).

It is important for the primary school principal to know how to develop positive self-esteem, as this will improve his/her ability to be happy and experience job satisfaction (Melgosa, 2007:29). Melgosa (ibid.) further states that it is important for primary school principals to identify and cultivate their strong and positive features. They should not forget their personal achievements and should be aware of areas that need improvement. They should learn to forgive themselves and not to continuously blame themselves for the past mistakes or problems that they may have caused others, especially if they have already solved them.

The following needs that may enhance job satisfaction, relate to one's self-esteem: needs for self-confidence, self-respect, independence, achievement, competence and knowledge (Garudzo-Kusereka, 2003:26). Primary school principals who feel that their esteem needs are not being met at the job can become discouraged since they want to be recognised for their accomplishments by means of, for example, praise and recognition (Garudzo-Kusereka, 2003:27).

- **Respect**

The need for self-respect is important since it includes feelings such as confidence, competence, achievement, independence, freedom and satisfaction. Once the

primary school principal has acquired self-respect, it is not easy to lose it (Boeree, 2006:3).

Self-respect leads to respect for others, which is a principle of harmony in many traditions such as *ubuntu* in African tradition. Respect is transmitted by the way people communicate (Steyn, 2005:261). Respecting others means valuing the essential nature of human beings. It is important to note that everybody in the school should be viewed as able, valued and responsible and should be treated with respect (Steyn, *ibid.*).

For the primary school principal to experience job satisfaction he/she should treat educators with respect for this may boost their self-confidence and may bring about continuous improvement to the school (De Bruyn & Van der Westhuizen, 2007:296). Principals need to know that simply treating learners respectfully and listening carefully affirms a learner's self-worth (Paterson, 2007:11). Educators and learners respect the primary school principal who respects them and this mutual respect enhances the principal's job satisfaction.

Martins and Von der Ohe (2003:46) are of an opinion that respect for each other should prevail at the workplace since respect results in peace and harmony that affects the primary school principal's job satisfaction positively.

Some primary school principals experience job dissatisfaction because they have lost the respect of their subordinates because they manage their schools poorly (Masitsa et al., 2004:238).

- **Behaviour**

Successful primary school principals behave differently. They learn to manage themselves by developing their strengths and by placing themselves where they can make the greatest contribution to their profession and enjoy job satisfaction (Sousa, 2003:21).

In their behaviour the primary school principals need to be creative and think broader to experience job satisfaction. Sousa (2003:38) states that primary school principals show that they embrace creative ideas and behaviours when they (1) encourage others to question standard practices that are not working, (2) build a school culture

that welcomes constructive criticism and new ideas and (3) organise opportunities for learners and faculty to get together periodically to discuss innovative ways for furthering the school's mission.

Primary school principals who have a strong work ethic and view work as a central life interest tend to be highly committed (Maforah, 2004:37). Job satisfaction influences behaviour both outside as well as within work settings in that the more satisfied workers are with their jobs, the happier they are in general, while those who are unhappy in their jobs tend to be unhappy with life in general (Khwela, 2001:36).

For the primary school principal to experience job satisfaction, he/she needs to take responsibility for his/her behaviour and respond positively to the behaviour of others. The primary school principal should not blame others for his/her own behaviour since this can cause to be regarded as a weak leader (Clarke, 2007:8).

The more satisfied the individual is, the more likely the individual will pay back to the organisation with socially responsible behaviour (Moeketsi, 2004:56). Although unsatisfied employees may not easily reduce their effort on job tasks, they can reduce their extra-role behaviours (Moeketsi, *ibid.*).

The behaviour of individual primary school principals is motivated largely by their personal needs rather than by force, which can be extended on them by their seniors (Garudzo-Kusereka, 2003:36).

### **3.3.5.2 Personal variables**

- **Age**

Worrell (2004:26) suggests that a positive relationship exists between age and job satisfaction, perhaps because primary school principals learn to modify their job or their needs as they gain experience and grow older.

Eckman (2007:368) found that primary school principals experience higher levels of job satisfaction the older they become, and the more positive the feedback they receive from their learners.

Older workers remain satisfied with their jobs because of promotions and acquiring more desirable positions within organisations. As primary school principals grow

older they gain experience and their level of commitment increases and job satisfaction is enhanced (Maforah, 2004:37). Khwela (2001,47) supports this notion by stating that older employees are more committed because they possibly cling more to traditional work values and experience greater satisfaction with their jobs. Khwela (ibid.) found that older employees typically have made a considerable investment in their organisations, which makes the thought of leaving unattractive. Younger employees according to Khwela display a lower level of commitment to the organisation compared to the older employees.

Increase in job satisfaction is noticed as age of employee's increases, that is satisfaction changes throughout the lifespan of the employees (Worrell, 2004:19). Job satisfaction tends to increase gradually with age (Worrell, ibid.). This pattern may change to show a relative decline in satisfaction after age 55, but this may be linked to the decreased physical energy and enthusiasm that may accompany the aging process (Worrell, ibid.). The latter statement simply implies that there could be a late-career job satisfaction drop-off that may be noticed by principals over the age of 55. The older primary school principals who are near retirement may not be inclined to adapt to change (Schulze & Steyn, 2007:704).

- **Gender**

Moloi (2007:466) states that women are greatly under-represented in management positions including those of primary school principals, but to address this legacy of apartheid, South African's interventions to have women employees in higher positions have been implemented since 1994. One example is that, in 2006 a course was conducted on Gender and Leadership and 50 female leaders registered in Advance Certificate in Education (ACE) programme of the University of Johannesburg.

Eckman (2004:368) found in her research that female primary school principals mentioned twice as often as male primary school principals, the enormity of the workload and the difficulty of balancing their different roles and this leads to job dissatisfaction (Eckman, 2004:368).

It is noticed that primary school women principals exhibit higher levels of commitment than men, the reasons cited are that women have to overcome more obstacles than men to obtain jobs and experience job satisfaction (Maforah, 2004:37).



Worrell (2004:20) states that women employees are more satisfied than men in small organisations with female supervision while males are more satisfied in larger organisations with male supervisors.

- **Experience**

Experienced primary school principals are more likely to experience job satisfaction when they are able to use their skills and knowledge on the job (Mester et al., 2003:74).

For inexperienced primary school principals to experience job satisfaction, they should be capacitated to manage democratic processes in schools and be able to develop and maintain sound working relationships with SGBs, parents, learners, the communities and other interest groups in education (Mathibe, 2007:537).

The degree of experience the primary school principal brings to work on the first day exerts a significant influence on his way to develop a stable attachment to the organisation Khwela (2001:47). Individuals who are highly committed to an organisation from their first day are likely to stay longer with the organisation, they experience job satisfaction and they are likely to be willing to take additional responsibilities to gain more experience and contribute more to the organisation (Khwela. *ibid.*).

Worrell (2004:23) suggests that primary school principals who have more experience desire less supervision while those with less experience prefer more supervision for them to experience job satisfaction. To avoid frustration and job dissatisfaction among inexperienced primary school principals, clearly defined job descriptions must be put in place. Induction and management support is needed for inexperienced primary school principals for them to experience job satisfaction (Moeketsi, 2004:48).

The current selection practices for primary school principals do not always identify the required competence. Because of this, many primary school principals are ill prepared for the demands of managing a school and this reduces their level of job satisfaction (Masitsa et al., 2003:222). However, Masitsa (*ibid.*) is also of the opinion that the promotion of inexperienced educators to the position of primary school principal is unavoidable. It is not always possible for an inexperienced educator to

acquire all the knowledge and skills needed in the position of primary school principal from his/her previous post.

### **3.3.5.3 Synthesis on intrinsic factors**

From the above it seems that the following personal factors/variables may influence the primary school principal's job satisfaction:

- The principal's ability to synchronise his/her personal life with his/her responsibilities as a principal.
- A primary school principal possesses both personal weaknesses and strengths.
- The principal's values and beliefs should link with the values and beliefs of that community.
- A positive self-esteem promotes job satisfaction.
- Mutual respect fosters job satisfaction.
- Behaviour is motivated by their personal needs rather than force.
- Older workers remain satisfied with their jobs.
- Gender seems to be related to higher levels of job commitment.
- Experience and commitment seem to be correlated with job satisfaction.

The *extent* to which these factors play a role in the school principal's job satisfaction will be empirically determined in chapter 5.

## **3.4 EXTRINSIC FACTORS**

It is important for the primary school principal to know that no person is an entire island to itself, every man is a part of the whole (Devos et al., 2006:13). Principals are a part of a larger interpersonal system. Ryff and Singer (2000:31) state that the interpersonal relationship is a core feature of quality living across culture and across time.

The primary school principal's relationship with stakeholders as well as other factors that affect job satisfaction of the primary school principal is discussed below.

### **3.4.1 Relationship with colleagues**

Relatedness between the primary school principal and colleagues is seen by Bull (2005:20) as the desire to keep good interpersonal relationships which in turn would contribute to the primary school principal's job satisfaction. Moorosi-Molapo (2005:30) states that the primary school principal should develop and maintain a

positive relationship with colleagues and this should not only be seen in work situations but also in out-of-work situations. He further shows that this will help to maintain a network of relationships that is sustainable because there is concern for people and production.

Ryff and Singer (2000:31) see the need to form and maintain strong, stable interpersonal relationships as a fundamental human motive for job satisfaction. Therefore a close meaningful tie to colleagues is an essential feature of what it means to be a true leader.

It is important for the primary school principal to have a positive relationship with his/her colleagues since such a relationship may boost his/her job satisfaction and ability to achieve in the work situation. The following is made possible by interpersonal interaction (Manese, 2001:33):

- Sharing of ideas with colleagues.
- Learning to work and socialise with colleagues for betterment.
- Discussions with colleagues enable the principal to be better prepared for delivering good work.

Jazzar (2008:3) emphasises the above by indicating that the leadership of a principal is a gift to share with others. Steyn (2005:48) states that one of the most important things that professionals (principals) do in successful schools is to learn from other colleagues and doing so would enhance their job satisfaction.

Relationships with colleagues may lead to mentoring. Mathibe (2007:525) states that through mentoring programmes, experienced primary school principals guide activities of other primary school principals and this enhances the primary school principal's job satisfaction. Mentoring and coaching enable veterans to share their knowledge and expertise with the initiates in a structured and beneficiary manner (Mathibe, *ibid.*).

To experience job satisfaction and to accomplish their goals, leaders usually need to work with other people since building relationships is a vital task for a leader (Sousa, 2003:21). Garudzo-Kusereka (2003:75) states that interpersonal relationship results from the need for "belongingness".

It is clear from the above paragraph that

- network relationship with colleagues is important for job satisfaction;
- a close meaningful tie to colleagues is an essential feature of a leader;
- sharing of ideas with colleagues lead to betterment.

### **3.4.2 Relationship with personnel**

Establishing quality interpersonal relationships between the primary school principal and personnel is important for achieving academic success and job satisfaction. Schulze and Steyn (2007:694) state that working with people can be a source of both support that leads to job satisfaction, and stress that may lead to job dissatisfaction.

Primary school principals play a vital role in the care for the personal welfare and emotional support of educators by listening to them and giving them the support they need. Primary school principals that demonstrate excellent human relations skills heighten an educator's loyalty and improve his/her satisfaction (Bull, 2005:26). Bull (ibid.) further indicates that educators who perceive greater social support from their principals, report less stress than those who do not receive any social support.

From the above it shows that job satisfaction and sound relationships amongst the stakeholders within the school lies in the management of the principal. Kamstra (2005:72) points out that the primary school principal and educator ought to see each other as allies in order to achieve the same aims and job satisfaction will be positively influenced.

Jazzar (2008:2) indicates that primary school principals tend to support educators in their professional work but not in their personal lives. It is important to empathise with and support those who are experiencing problems in their personal lives since supportive primary school principals often have very low educator turnover.

One of the most powerful predictors of learner performance in a primary school is the quality of relationships among the staff and the principal. Primary school principals in their relationship with personnel need to connect with educators as colleagues, communicate, show trust and confidence in them and share knowledge with them so as to experience job satisfaction (Steyn, 2005:47).

In a sound relationship with personnel, the primary school principal provides intellectual stimulation for his followers by encouraging them to see solutions to problems from different perspectives and to be creative when completing tasks so as to experience job satisfaction (Naidu & Van der Walt, 2005:2).

A pleasant and relaxed relationship with staff members is to the benefit of all those associated with a school and it enhances the primary school principal's job satisfaction hence he/she is able to actualise his/her full potential as the principal (Manese, 2001:34).

The primary school principal in his/her relation with personnel, needs to tolerate members' behaviour and be willing to let members learn from their mistakes without fear of reprisal (Martins & Von der Ohe, 2003:48).

The primary school principal's behaviour that reflects discrimination or favouritism is likely to cause feelings of insecurity within educators. Policy and rule enforcement should be fair and consistent because inconsistent enforcement tests the patience of educators and may damage the relationship between the primary school principal and educators which may affect job satisfaction negatively (Garudzo-Kusereka, 2003:79).

For the primary school principal to experience job satisfaction he/she needs to communicate with personnel effectively and be able to deal with conflict situations. It is important for the primary school principal to build a healthy relationship based on trust with personnel. He/she needs to show compassion and understanding through his/her demonstration of empathy (Singh et al., 2007:553). Tomal (2007:24) shows that common to good leaders is the notion that they have belief in their people.

The primary school principal's job satisfaction may be influenced either positively or negatively by the following factors:

- A sound relationship between the primary school principal and personnel is good for productivity.
- Primary school principals need to support educators in their professional work as well as their personal life.
- Supportive primary school principals often have low educator turnover.

### **3.4.3 Relationship with learners**

A school is more than a place where academic skills are taught and learnt, it is a miniature community in itself where members interact and influence the behaviour of each other.

Ryff (2000:31) is of opinion that the zest in life comes more than anything from feeling loved and from giving love and affection. It is therefore important for the primary school principal and primary school learners to have deep personal relationships, mutual love, affection, empathy, love's bond and intimacy for the principal to experience job satisfaction.

It is important for the primary school principal to increase his/her visibility and informal involvement in the everyday life of the school, and to increase personal interaction with learners so as to know them better and enjoy his/her job satisfaction (Clarke, 2007:91).

The primary school principal needs to have a resolution plan in mind rather than acting impulsively or not acting at all when a learner misbehaves (Sousa, 2003:194). Fairness conflicts with compassion (Justice versus mercy) e.g. the primary school principal may make certain whether he/she suspends the learner for truancy or a sick sibling (Sousa, *ibid.*). For the primary school principals to experience job satisfaction they must ensure that in their relationship with learners, they are trustworthy and sincere (Singh et al., 2007:553).

From the above it seems that the following factors pertaining to the relationship with learners influence the primary school principal's job satisfaction:

- Increased interaction with learners lead to knowing them better.
- Learners need to be given love and affection.
- The primary school principal needs to have a resolution plan in mind when a learner misbehaves.

### **3.4.4 Job insecurity**

Job insecurity is defined as the anxiety a person has about the future of his/her employment situation and also as an experience of the sense of threat to the continuation of his/her employment (Buitenbach et al., 2005:70). This threat of

involuntary job loss may affect the primary school principal's job satisfaction negatively.

The feeling of security/insecurity is rooted in the basic level of safety and security as defined by Maslow, in his model of hierarchy of needs (Tomal, 2007:31). From the above one may argue that for the primary school principal to experience job satisfaction he/she needs to feel safe and secure, personally and professionally. Job insecurity is problematic for both the primary school principal in the school and the school itself, as the impact of job insecurity of the principal can erode the effectiveness of the school (Maree, 2004:19).

Primary school principals with anxious attachment styles acknowledge strong feelings of job insecurity and job dissatisfaction. Failure in performing all the leadership tasks efficiently may lead to job insecurity and job dissatisfaction (Sikhwivhilu, 2003:16).

Economic pressures have forced organisations, including schools, to reduce costs while still preserving or increasing their productivity and quality (Maree, 2004:15). Organisations engage in right sizing, redeployment or restructuring or all three simultaneously in an attempt to survive these difficult economic conditions (Maree, *ibid.*). It is noted that employees, including primary school principals, are no longer secure in their jobs and this leads to job dissatisfaction.

Manese (2001:36) states that one of the organisational variables regarded to be experiencing an impact on job satisfaction is to have a secure and orderly school climate. If the work situation is unclear and unpredictable it will lead to the primary school principal's job dissatisfaction. Manese (*ibid.*) indicates that if employees (including primary school principals) experience the following conditions which allow them to experience security, their job will be satisfying:

- If they gain the confidence of stakeholders as they are able to meet set standards.
- If they feel their families are not exposed to threats i.e. financially, socially or otherwise.
- If they occupy permanent posts.

Job satisfaction seems to depend on factors like job security. De Bruyn and Van der Westhuizen (2007:306) are of opinion that employees, including the primary school principals, cannot render their best performance unless they feel secure. Employees in a work environment may experience different kinds of fear, for instance, of losing their jobs, being criticised, being held responsible for outcomes that are beyond their control or being unfairly treated and these lead to the primary school principal to experience job insecurity as well as job dissatisfaction.

It is evident from the above that the following factors emerge:

- The primary school principal needs to feel safe and secure personally and professionally.
- The impact of job insecurity on the primary school principal can erode effectiveness of the school.
- Redeployment in the South African education system leads to job insecurity.

### **3.4.5 Discipline of educators, learners**

The term discipline is derived from the Latin word *discipulus*, which means learner or follower and from *disciplina*, which has meanings such as education, learning, knowledge, science, fundamentals and discipline (Van der Westhuizen et al., 2008:211). When it comes to education Van der Westhuizen et al. (ibid.) explain it as the voluntary obedience of the child to the influence and leadership of the mature, adult educator and the child's personal appropriation of the knowledge and attitude.

In schools where discipline and the lack of a culture of teaching and learning is noticed, there is a culture of primary school learners unwilling to do any work and the principal experiences job dissatisfaction (Moloi, 2007:472). Clarke (2007:93) states that failure to establish discipline in schools is seldom the result of a lack of knowledge about what is required but it is a failure because there is a lack of will. Establishing a disciplined school takes energy, it takes hard work, it takes commitment, it takes persistence and the primary school principal's job satisfaction is enhanced because where good discipline prevails everyone wins.

- *Discipline of educators*

For the sake of discipline of educators the primary school principal should encourage co-operation between all educators in the school in order to increase opportunities for



co-operation and collective action (Mathibe, 2007:533). To add on this notion, there should be a mutual interdependence amongst educators and it is the management role to ensure that educators do not develop into islands or clubs that compete for power since this can lead to clashes which may affect the primary school principal's job satisfaction negatively (Mathibe, *ibid.*).

There is a general acceptance that educator discipline reliability and punctuality are problems that contribute to a weak culture of teaching and learning and are likely to exercise a negative impact on learner attitudes and discipline that would affect the primary school principal's job satisfaction negatively (Moloi, 2007:472).

The primary school principal as manager needs to talk with subordinates, discipline them and deal with conflict so as to maintain sound relationships in the school and experience job satisfaction (Makhalemele, 2003:38).

The first guidance is the labour relations act; the second is the code of conduct. Manese (2001:35) stipulates that it usually works better for primary school schools if the code of conduct for educators can be drawn up after proper consultation with all the stakeholders in the community. If educators are involved in drawing up or drafting their code of conduct, they will keep to the standards they have drawn for themselves and this will reduce the primary school principal's stress and will lead to job satisfaction.

The conduct, attitude and example displayed by primary school educators should always enjoy the respect of learners, all staff members and the community (De Bruyn & Van der Westhuizen, 2007:27).

The primary school principal has coercive power when it comes to disciplining educators. Coercive power is the power to force compliance by means of psychological, emotional or physical threat. For the primary school principal the means of coercion are limited to verbal reprimands, written reprimands and disciplinary layoffs (Moolla, 2004:15).

The third guiding principle is the informal disciplining. Clarke (2007:90) states that the majority of disciplining that takes place in schools is informal. This informal discipline is the foundation of a well-disciplined school and when it is effective, the

need to use more formal disciplinary structures is substantially reduced and the primary school principal experiences job satisfaction (Clarke, *ibid.*). Informal discipline is applicable to both primary school educators and learners.

Primary school educators' discipline by principals is sometimes hindered by the interference by teachers' unions. Trade union representatives have the right to assist and represent the employee (educator) in grievance and disciplinary proceedings at request of that employee in the workplace (Labour Relations Amendment Act, 12 of 2002 section 14, sub-section 4(a)).

Union representatives (site stewards) in schools are employees and at the same time represent the interests of the union and its members at the workplace. They also relay information about the work-place to the union and also assist and represent union members when they have work related problems (Basson, et al., 2005:242). Two conflicting considerations that affect the primary school principal's job satisfaction negatively are the fact that the union or its representative needs information in order to fulfil certain functions properly, and the employer's concern about potentially compromising information becoming public knowledge (Basson, et al., 2005:244).

Masitsa et al. (2004:233) shows that primary school principals are often reluctant and in some instances scared to deal with incompetent educators because they fear the teachers' union and this affects the primary school principal's job satisfaction negatively. To deal with incompetence also involves legal issues with which few primary school principals are familiar and it is not easy for such educators to be either dismissed or dealt with effectively by the Department of Education if they are reported (Masitsa et al., *ibid.*).

Educators who committed offences may not be punished, and late-coming, absenteeism and non-performance of duty is practised with impunity (Masitsa et al., 2004:233). This is *laissez-faire* type of discipline which leads to the primary school principal's experience of job dissatisfaction.

- *Discipline of learners*

South African education noticed that the methods of maintaining antiquated and old-fashioned disciplinary measures could no longer be condoned or applied in the new

socio-political and educational legal context (Van der Westhuizen et al., 2008:205). Corporal punishment has been abolished. Moloi (2007:472) is of opinion that the burning issue is the abolition of corporal punishment with no effective alternative measures provided to ensure classroom discipline. The situation may cause job dissatisfaction.

Masitsa et al. (2004:234) indicate that ill-discipline among primary school learners is a stumbling-block to academic performance which reduces the principal's job satisfaction. Undisciplined primary school learners pose the following problems to educators and principals: truancy, absenteeism, late-coming, dodging, insubordination, failure to complete assignments, vandalism, disruption of learning and all these affect the principal's job satisfaction negatively (Kamstra, 2005:55).

A huge percentage of the primary school principal's time is consumed by a small percentage of learners and this is made worse by ineffective disciplinary procedures (Jazzar, 2008:2). For the primary school principal to experience job satisfaction he/she should avoid a negative attitude towards discipline at all costs rather have effective discipline procedures and continue to improve these. The primary school principal should always inform parents about their child's misbehaviour and what the consequences thereof are.

SASA chapter 2 section 8(1) stipulates that a governing body of a public school must adopt a code of conduct for learners, parents and educators in the school. A code of conduct must be aimed at establishing a disciplined and purposeful school environment that will lead to improvement and maintenance of the quality of the learning process that will enhance the primary school principal's job satisfaction.

The code of conduct for learners should clearly stipulate the disciplinary measures that will be taken against a learner who does not comply with that code of conduct.

Less disorder is found in schools where learners know their code of conduct and the school rules, where these rules are enforced fairly and consistently, and where there is a clear reward and recognition systems (Employment of Educators Act 76 of 1998, H-7).

From the above it is evident that the following factors concern job satisfaction:

- Clubs or groups among educators lead to clashes and ill-discipline.
- Educators' and learners' behaviour is guided by the code of conduct.
- Educators' discipline by principals is sometimes hindered by the interference of the Unions.
- Ill-discipline among learners is a stumbling-block to academic performance.

#### **3.4.6 Physical work environment**

Physical work environment refers to infrastructure, workload, materials and equipment available and the overall condition of the school site. In Maslow's hierarchy, physical environment is a lower-level need which may cause dissatisfaction if inadequately provided for (Garudzo-Kusereka, 2003:74).

South African primary school principals have a multifaceted and enormous task of establishing an environment that could lead to effective schooling that will enhance his/her job satisfaction (Mestry & Globler, 2002:126). Supporting the above statement Steyn (2005:47) states that primary school principals need to provide an orderly and nurturing physical work environment that supports educators and stimulate their efforts.

For the primary school principal to be satisfied with his/her job, he/she needs to manage and maintain the physical work environment well. Ryff (1999:101) states that a positive primary school principal who enjoys job satisfaction has a sense of mastery and competence in managing the environment, controls the complex array of external activities, makes effective use of surrounding opportunities, is able to choose or create contexts suitable to personal needs and values. An ineffective primary school principal has difficulty in managing everyday affairs, feels unable to change or improve surrounding context, is unaware of surrounding opportunities, lacks sense of control over external world and experiences job dissatisfaction (Ryff, *ibid.*).

A school has to be a safe environment where learners can learn, work and play and it has to be free of fear of ridicule, intimidation, harassment, humiliation and violence (Kamstra, 2005:56). The primary school principal has to create an environment where people can best work and that will enhance his/her job satisfaction (Cushman, 2002:7). It is also important for the primary school principal to have his/her own work place office.

Sikhwivhilu (2003:10) states that in South African context, poor school facilities cause dissatisfaction among primary school educators and principals. In some rural areas, primary school educators and learners still sit under a tree on a rock or a broken chair trying to write. Under these circumstances handwriting and neatness of schoolbooks cannot be of good standard. Most employees experience job dissatisfaction and react negatively to extreme physical work environment (Sikhwivhilu, *ibid.*). It shows that physical work conditions that are seen and experienced as frustrating and unpleasant would influence the job satisfaction of the primary school principals negatively.

Poor physical work environment may lead to job dissatisfaction since poor infrastructure is not a motivator, it serves merely to eliminate job dissatisfaction and frustration (Maforah, 2004:31).

For the primary school principal to be able to improve the physical work environment, he/she needs to know the state of the school, identify strengths on which to build and to rectify weaknesses and to provide a basis for choosing priorities for development (Segale, 2005:21). Once weaknesses are addressed and turned to strengths, the primary school principal will experience job satisfaction.

Availability of resources in schools is of vital importance even for the job satisfaction of the primary school principal. Masitsa et al. (2004:226) indicate that lack of resources has a negative effect on the management and administration of a school because it can force the primary school principal to cancel some school programmes which may in turn affect educators, learners, parents and even the primary school principal's job satisfaction negatively. In their research they noticed that most of the schools lack laboratories for Science or Biology, libraries and sports facilities.

From the above it seems that the following factors influence the primary school principal's job satisfaction:

- The primary school principal must have his/her own work place office.
- Poor work environment and lack of resources may lead to job dissatisfaction.
- Teenage risk of substance abuse is high in schools.

#### **3.4.7 Professional isolation**

Profession refers to certain responsibilities entailing teamwork, working together, accepting different viewpoints and can be regarded as a career that involves some

kind of advanced learning (Manese, 2001:13). Isolation means not belonging to an intergraded work group or to the social work organisation and not being guided by group norms of behaviour (Khwela, 2001:52).

Professional isolation leads to job dissatisfaction. For primary school principals to enjoy job satisfaction Zepeda (2000:29) states that they need to be visible so as to be able to see what obstacles get in the way of educators when they are doing their job. Visibility diminishes in the main office and leads to professional isolation which will eventually lead to job dissatisfaction. Mathibe (2007:536) and Clarke (2007:94) support the notion saying that an effective primary school principal makes himself/herself available and is responsive to his/her staff members' concerns and problems. Primary school principals must be visible to parents, learners, educators and staff and open door policy is a must especially to educators and staff (Cushman, 2002:4).

Jazzar (2008:2) maintains that it is easy for the primary school principal to get caught up in what is going on in his/her school but not knowing of what is happening in the classrooms. The primary school principal is advised to greet learners and educators in the morning at assembly. The primary school principal needs to know his/her staff and learners and maintain meaningful relationships with them which will enhance his/her job satisfaction.

Mathibe (2007:526) states that most often primary school principals find themselves isolated and alone in the school situation. This then give rise to the need for creation of networks and principal councils in order that they (principals) have forums where they can discuss matters of common interest which may influence their job satisfaction positively.

Sikhwivhilu (2003:20) indicates that the fact that primary school principals work in an office and educators in a classroom does not mean that they should feel isolated. Primary school principals also want to feel that they are part of the team and to enjoy job satisfaction. Mestry and Singh (2007:483) suggest that there should be induction for newly appointed primary school principals to prevent professional isolation and job dissatisfaction through a thorough training.

Mentors are necessary for newly appointed primary school principals. A mentor is a more experienced or knowledgeable person who is willing to share his/her knowledge and skills with someone less experienced in relationship of mutual trust and understanding (De Bruyn et al., 2007:13). The circuit managers may identify such people (e.g. principals or EMGD officials) to be mentors of inexperienced primary school principals to help them not to be isolated but to experience job satisfaction (De Bruyn, et al., *ibid.*).

In his/her profession, the primary school principal has the need for love and affectionate relationships, belonging to a group and caring to avoid isolation and experience job dissatisfaction (Chapman, 2006:1).

Two of the most commonly mentioned disadvantages of rural settings have been professional isolation and lack of opportunity for professional development. However, recent advancements in telecommunications and interactive networking through the Internet may decrease feelings of isolation and improve rural job satisfaction levels in future (Worrell, 2004:22).

The following factors on professional isolation seem to have an influence on the primary school principal's job satisfaction:

- Professional isolation leads to job dissatisfaction.
- Primary school principals want to feel that they are part of the team.
- Primary school principals need to be visible and to know their staff and learners.

#### **3.4.8 Lack of formal education management qualification**

Certain occupations call for particular qualifications prescribed by law or a professional body/organisation and one of the constraints of the economic sphere is that persons who lack such qualifications may not engage in such occupations. But in education a qualified educator without management qualification can be promoted to principalship post (Maile, 2002:332). When the demands of this post are not met job dissatisfaction is experienced.

To support the above, Mathibe (2007:529) and Van der Westhuizen and Van Vuuren (2007: 434) state that in South Africa, unlike in the UK and USA, any educator can be appointed as principal irrespective of whether he/she has a school management or

leadership qualification or not. This places the school administration, management, leadership and governance in the hands of technically unqualified principals. Failure to perform these duties effectively leads to job dissatisfaction.

Primary school principals who lack formal education management qualifications should among others be exposed to programmes of professional development in order to ensure that schools are managed and led by appropriately qualified principals who understand the notion of optimum utilisation of educators' potential (Mathibe, 2007:524).

Mestry and Singh (2007:483) indicate that the majority of primary school principals without specific qualifications in education management have limited opportunities for leadership development which affect their job satisfaction negatively. But most of them attend short in-service events, lasting from one to two days, organised by the Department of Education.

Primary school principals need sufficient training in school management in order to avoid using trial-and-error methods in managing their schools. Masitsa et al. (2004:239) suggest that In-service training aims at professional development and that principals of effective schools should never stop learning, striving and growing but should participate in ongoing management development which will enhance their job satisfaction positively. This will make them skilled and certain about the role they are supposed to play in school.

The challenges facing South Africa's education system, such as establishing more effective schools, require skilled leaders. The new Advanced Certificate in Education (ACE) qualification is an explicit recognition that primary school principals cannot be expected to lead the transformation without specific and extended training that will improve their job satisfaction (Moloi, 2007:473). ACE has been developed by the Department of Education in collaboration with 14 universities. The universities train aspirant school principals and upgrade the skills of those already in the post (Moloi, 2007:471).

From the above the following factors can be singled out:



- Lack of formal education management qualifications lead to incompetent dealing with management tasks.
- Under qualified primary school principals are dissatisfied with their jobs.
- Primary school principals need sufficient training in education management.

#### **3.4.9 In-service training and development**

In-service training includes direct instruction, skill demonstration and involves workshops and presentations (Mathibe, 2007:524). In-service training aims at professional development. Cronje et al. (2004:207) indicate that in-service training involves providing employees with knowledge, skills, values and attitudes to do a particular job effectively so as to experience job satisfaction.

Primary school principals who must be proactive leaders need to be continuously learning to equip themselves with new developments for them to enjoy job satisfaction because this will make them more knowledgeable with regard to educational issues than their educators. Primary school principals who fail to continually learn become stagnant and educators may notice this and it may cause problems like educators challenging the principal (Tomal, 2007:24). In-service training is essential not only for continuous transformation in the school, but also for sustained development of primary school principals' competency, knowledge and job satisfaction (Mathibe, 2007:525).

Bull (2005:36) states that the higher the principal's qualification, the higher his/her job level and consequently, his/her degree of satisfaction. Most schools are not performing to their maximum and therefore primary school principals require training and development so that they may manage their schools effectively and enjoy job satisfaction.

The training and development of primary school principals can be considered as the strategically most important process necessary to transform education successfully and enhance job satisfaction (Mestry & Grobler, 2002:122).

It is evident from the above paragraph that the following factors have an influence on job satisfaction:

- In-service training aims at professional development.

- In-service training is essential for sustained development of primary school principals' competency.
- Primary school principals need to be more knowledgeable than their educators.

#### **3.4.10 Leadership/management style**

Leadership is defined as the ability to influence people to participate in transformation interventions and align their individual goals with those of the organisation (Naidu & Van der Walt, 2005:2). Mestry and Grobler (2002:137) describe leadership as the ability to get others involved in solving problems, ability to recognise when a group requires direction, to effectively interact with a group to guide them to accomplish a task. Job satisfaction is experienced by the primary school principal when the above can be achieved.

Management style is a manner of a working approach, a feeling, a method and a way. The term comprises cognitive, emotional and behavioural elements (Sikhwivhilu, 2003:15).

Management would include the functions that influence employees positively/negatively such as communication, control, planning, co-ordination and decision making (Martins & Von der Ohe, 2003:47; Sikhwivhilu, 2003:13, Singh et al., 2007:547). Management is about coping with complexity and leadership is about coping with change. All managers are leaders for they help others to identify and achieve goals (Woodward & Dobson, 2002:6). Managers lead change and drive transformation in organisations. This may lead to job satisfaction.

Many schooling systems do not fulfil their mandate because of poor management and leadership (Mathibe, 2007:523). The rigidity found in schools does not only stunt schools' capacity to develop, but also leads to schools that are dysfunctional and unproductive. This would influence the primary school principal's job satisfaction negatively (Mathibe, *ibid.*).

Steyn (2005:46) is of opinion that the principal needs to have a common vision with the stakeholders so as to be able to accomplish his/her own goal and experience job satisfaction. The primary school principal has to be the key leader in sharing the vision and continuing to motivate people towards the vision and once h/she gets the people on board, it becomes shared leadership which enhances job satisfaction.

Quality leadership is required for job satisfaction and effectiveness in schools. Asbill and Gonzalez (2000:15) indicate that current trends in the principal's leadership show a shift from bureaucratic managerial style to different leadership styles that reflect human dignity and promote collaboration in decision making.

The above indicate the following:

- Effective management styles bring about desired organisational transformation.
- Good leadership styles reflect human dignity and promote collaboration in decision making.
- Poor management and leadership lead to schools' dysfunctionality, unproductivity and job dissatisfaction.

#### **3.4.11 Lack of autonomy**

Autonomy is the degree to which work provides primary school principals considerable freedom, independence and discretion in scheduling their work as they see fit and in determining for themselves the procedures to be used for execution (Garudzo-Kusereka, 2003:83). Autonomy is defined by Martins and Van der Ohe (2003:48) as the perception of self-determination with respect to work procedures, goals and priorities. It can be concluded that autonomy is strongly related to job satisfaction.

Exercising autonomy has also been reported by Bull (2005:15) to be having a positive contribution to job satisfaction of the primary school principal. This statement simply means that lack of autonomy will definitely lead to the primary school principal's job dissatisfaction. The primary school principal's job satisfaction is associated with freedom to do his/her work as he/she sees fit.

An autonomous principal (Ryff, 1999:101; Martins & Von der Ohe, 2003:48) is self-determined and independent. He/she is able to resist social pressures to think and act in certain ways, to regulate behaviour from within, evaluate the self by personal standards and experience job satisfaction. One who lacks autonomy is concerned about the expectations and evaluations of others, relief on judgements of others to make important decisions, conforms to social pressures to think and act in certain ways.

Albert and Davia (2005:6) state that higher level of autonomy reduces routines in the job and enhances participation in the relevant decision making at work and this makes primary school principals satisfied. Sikhwivhilu (2003:14) indicates that primary school principals now enjoy greater autonomy in the management of their schools than formerly, they have normally been appointed because they are good classroom educators, skilful organisers, have an ability to manage change, a sound but sensitive in discipline management.

Further aspects of autonomy are accountability and responsibility. These aspects are discussed below.

- **Accountability and responsibility**

Richardson (2000:45) defines accountability as taking responsibility for actions and appropriately providing information on the results. Van der Westhuizen (2002:173) stipulates that accountability refers to the person's duty to give an account of having executed his work in terms of set criteria and determined standards. The delegator (primary school principal) remains primarily responsible and accountable for all activities as well as their execution.

Accountability goes with power and the way to improve schools and enhance job satisfaction is to treat primary school principals as managers and leaders (Ingersoll, 2003:242-243). Ingersoll (ibid.) argues that a major problem with the organisation of schools is that primary school principals, unlike their counterparts in the business world, are constrained by school Governing Bodies and have too little control over budgets, educator hiring and firing and school operation in general. These factors influence their job satisfaction negatively.

Accountability is not shared (Singh et al., 2007:553). The primary school principal is responsible and accountable for all school activities and his/her main obligation is the educational and academic well-being of the school. For the primary school principal to experience job satisfaction, he/she should ensure meaningful education and realisation of the school's objectives by means of good planning, organisation, leadership and control/monitoring of all school activities (DOE, 2007:18).

Feelings of responsibility for work outcomes would include the degree to which the individual feels personally accountable for the results of the work he/she performs (Garudzo-Kusereka, 2003:88). Bull (2005:22) suggests that job satisfaction is

influenced by opportunities for challenge and growth as well as by the opportunity to accept responsibility.

Accountability and responsibility form part of leading and involves the responsibility of a leader to perform a task according to orders, and the leader's duty to account for his actions (Makhalemele, 2003:39). Martins and Von der Ohe, 2003:47) sees responsibility as the feeling of being one's own boss and not having to have one's decisions double checked and this enhances ones' job satisfaction.

The above factors of job satisfaction show the following:

- Exercising autonomy has a positive contribution to job satisfaction.
- An autonomous principal is self-determined and independent.
- The primary school principal is responsible and accountable for all school activities.

#### **3.4.12 Time management**

Time needs to be managed fruitfully. Primary school principals who are able to manage this crucial aspect experience job satisfaction since they are able to deal with interruptions. Zepeda (2000:28) states that time during professional release or work days can be cleared off meetings and other interruptions. If there is a need to meet during these types of work days, the effective primary school principal has a well-prepared agenda so that the teaching staff can continue working with one another on instructional issues.

Botes (2006:29) states that the workload of principals has changed over the last few decades and is becoming more and more unmanageable, and many primary school principals experience job dissatisfaction due to lack of time for their leadership tasks.

Primary school principals who cannot manage time experience stress problems which are caused by too much to do in too little time (Sikhwivhilu, 2003:14). To add to this Clarke (2007:17) states that primary school principals frequently find that there is little time in the day for planning or developing new strategies to improve teaching and learning because of constant interruptions by educators, learners, parents, administrative staff or departmental officials and by the constant ringing of telephones. The busy primary school principals without a clear strategy to manage

their time will find themselves at the end of the day and week wondering what they have done and where the time has gone. In this way job satisfaction will suffer negatively affects.

With the South African education, educators spend seven hours at school a day and after seven hours most primary school principals have to do managerial tasks that take much of their time. Their job satisfaction is then negatively affected. A balanced professional and private life is very important and primary school principals need to manage time properly not to compromise private life (Sikhwivhilu, 2003:20).

Time management is made difficult by excessive time demands of the principalship which is one of the most dissatisfying aspects of the principals' positions (Eckman, 2004:370). In addition to the scheduled teaching time of the primary school principals, they have the following core duties and responsibilities to carry out: administrative duties, personnel management, extra and co-curricular activities and interaction with stakeholders (Segale, 2005:10).

Segale (2005:21) suggests that effective time management can play a role in minimising occupational stress and job dissatisfaction for the primary school principal.

It is noticed from the above that the following time management aspects are important to job satisfaction:

- Proper time management minimises occupational stress.
- A clear strategy of time management is of vital importance.
- Most primary school principals have to do managerial tasks after hours.

#### **3.4.13 Decision making**

For the primary school principal to experience job satisfaction he/she needs to use policies when making decisions since policies serve as general guidelines for management when making decisions and set the limits within which such decisions must be made when similar situations occur repeatedly (Makhalemele, 2003:30).

Niehaus and Myburgh (1999:9) state that primary school principals find it increasingly necessary to make choices and decisions very often with far-reaching consequences. The problem is that they are not always sufficiently equipped to

make carefully considered decisions in meeting situational demands that will enhance their job satisfaction.

- *Learners' participation in decision making and job satisfaction*

In the democratic government the organisational culture of schools changed to improve communication and to involve learners in democratic decision making. Learners own the decisions made and disputes are minimised while job satisfaction is enhanced (Moloi, 2007:472).

All learners have democratic rights to due processes and participation in decision making on matters affecting them at school [Grade 8 and above]. Agreed procedures for expressing and resolving school-related grievances (De Bruyn et al., 2007:34) are provided for.

- *Educators' participation in decision making and job satisfaction*

Participation in a decision often increases the educators' motivation to make sure the decision is executed properly and also gives educators the feeling that their contributions are valued, which is likely to fulfil the educators' needs for belongingness, achievement, recognition, respect and self-esteem, all of which would affect the principal's job satisfaction positively (Garudzo-Kusereka, 2003:81).

Cushman (2002:6) listed the following four broad rules that are important for decision making and the primary school principal's job satisfaction:

- Educators must participate in decisions that affect them.
- One cannot make decisions that affect someone else without involving him/her.
- Everyone who participates in a decision lives with it and has an interest in its execution.
- One is responsible for the effects of one's decision, it is one's job to make sure it works or together unmake and improve the decision (Cushman, *ibid.*).

From the above it is evident the following aspects are revealed:

- The primary school principal needs to follow a policy when making decisions.
- Participants of decision making live within that decision.
- Learners and educators need to be involved in decision making in the school.

### **3.4.14 Delegating and Participative management**

- **Delegating**

Delegating is the task carried out by the principal in entrusting duties and their responsibilities to subordinates and to divide the work meaningfully and to ensure its effective execution by making people responsible for the results or the achievement of objectives (Van der Westhuizen, 2002:173). For the primary school principal to experience job satisfaction and to have his/her tasks effectively executed him/she is compelled to delegate certain tasks in the school.

The primary school principal is expected to be an instructional leader. Malone et al. (2000:4) indicate that primary school principals retain the sensitive, highly charged elements of clinical supervision and to delegate less meaningful and more trivial tasks to subordinates. Van der Westhuizen (2002:175) states that the principal does not always have time to execute all tasks effectively, he/she therefore has to delegate some of them to subordinates. This will allow him/her to pay more attention to management tasks which will lead to his job satisfaction if properly done.

Mathibe (2007:536) indicates that the effective primary school principal who enjoys job satisfaction allocates work in ways that match staff members' capabilities and preferences. Delegation only works if it includes responsibility (Moolla, 2004:53).

The recognition for the need to delegate responsibilities, share decisions and a general wider distribution of workload can be seen as a strategy to help primary school principals cope better with their jobs so as to experience job satisfaction (Sikhwivhilu, 2003:16).

When delegating, the primary school principal should be careful not to overload individuals with challenges that are too difficult or impossible as that can be paralysing and may affect job satisfaction negatively (Syptak et al., 1999:3).

- **Participative management**

Primary school principals have a challenging managerial role of laying the groundwork for the sound motivation toward organisational goals by involving staff members in planning and formulating the organisational goals (Manese, 2001:38).



In a participative management the primary school principal must involve staff members, learners and parents. It has been noted that constant controlling of staff is contrary to their development needs and creates a disinvolving climate (Steyn, 2005:44). When everybody participates in achieving school goals everyone experiences a genuine sense of ownership of the process and this affects the job satisfaction of the primary school principal positively because it is noticed that ownership is a hallmark of a successful school (Steyn, 2005:48).

The effective primary school principal makes sure that he/she involves team members in those decisions that would affect them and their performance as well as his/her job satisfaction (Mathibe, 2007:536).

Erasmus and Van der Westhuizen (2007:249) indicate that under a system of participative management, the principal allows educators to participate in the management of the school and in making decisions that affect them and their work. Cushman (2002:6) suggests that the primary school principal must encourage people to be open about their various viewpoints, otherwise the faculty becomes subversive. The process of participatory management enhances the primary school principal's job satisfaction because it provokes teachers to learn new skills that they will use to promote the institution.

Participative management is the signal that the primary school principal has confidence in the subordinates' ability to participate in decision making (Martins and Von der Ohe, 2003:47).

It is evident from the above that the following factors on participative management influence the primary school principal's job satisfaction:

- The primary school principal is compelled to delegate some tasks in the school.
- Delegating allows the primary school principal to pay attention to management tasks.
- Participants in school transformation experience a sense of ownership of the process.

#### 3.4.15 Synthesis

The *extent* to which the above extrinsic factors play a role in the primary school principal's job satisfaction will be empirically determined in chapter 5.

### **3.5 FACTORS IN THE EDUCATION SYSTEM OUTSIDE THE SCHOOL THAT INFLUENCE THE JOB SATISFACTION OF THE SCHOOL PRINCIPAL**

In the present dispensation principals should understand that schools should have functioning linkage with their external environment and they should be in touch with the needs of their clientele. Primary school principals should also maintain this linkage as it will influence their job satisfaction positively.

#### **3.5.1 Circuit office**

The departmental official that is next most senior to the primary school principal is the circuit manager. Some factors in the circuit level do have an influence on the primary school principal's job satisfaction.

The circuit office has a responsibility of informing the higher office of the achievements and challenges noticed in schools. Aspects that affect job satisfaction of the primary school principal negatively are lack of human resources, lack of or dilapidated infrastructure and shortage of learner support material (LSM) (DOE, 2006:5).

In his book Zepeda (2000:29) has stated that to further the school initiatives and to secure resources, the primary school principal communicates with the circuit manager to gain the support needed for success. Keeping the circuit manager informed helps to minimise hearsay about activities occurring in the school. From this notion it means that the primary school principal will experience job satisfaction if the communication of the primary school principal and circuit manager is smooth.

To support the above Clarke (2007:198) states that the primary school principal should ensure that his/her relationship with the circuit manager remains cordial and businesslike by ensuring that he is kept informed on what is happening at school to establish and maintain high standards.

The primary school principals' relationship with superiors is discussed in the next paragraph.

- **Relationship with superiors**

Good relationship with superiors creates a sound atmosphere in which the primary school principal experiences job satisfaction. The fourth level of Maslow's hierarchy

of needs include aspects like need for recognition by others and achievement. Bull (2005:17) indicates that superiors can play an active role in satisfying the needs of the primary school principals by recognising and rewarding high achievers for good performance which will lead to their job satisfaction.

It is almost impossible to do a good enough job at one's work if one does not know what the job description requirements are. Scott (2007:1) indicates that sometimes it is difficult to know all of the requirements at a job when those in charge are poor communicators. Some superiors/supervisors, like circuit managers, although good relationships do exist between them and the primary school principal, sometimes seem to be vague about expectations and requests about new tasks without providing training (Scott, *ibid*). Scott further states that a primary school principal cannot prevent such occasions from happening altogether, he/she should learn to speak up for himself/herself in a respectful way and he/she will improve his/her work life and relationship, and decrease the risk of job dissatisfaction.

Superiors with positive relationship behaviour, strongly affect the primary school principal's job satisfaction in the areas of self-esteem, development opportunities, accomplishment, job expectations, respect and fair treatment, amount of supervision, informed in job and participation (Graham & Messner, 1998:196).

Jazzar (2008:1) indicates that to maintain job satisfaction and good relations with superiors, the primary school principal needs to keep them informed. Jazzar (*ibid*.) feels that it is better for the primary school principal to over-communicate with his/her immediate supervisor than to stay with problems he/she cannot solve. If the primary school principal is not sure he/she needs to call and this includes the sharing of the positive as well as the negative happenings at school.

For the relationship between the primary school principal and superiors to survive, the lines of communication should be open. Communication is of vital importance in all organisations (Sikhwivhilu, 2003:18). For the principal to experience job satisfaction, superiors should regard primary school principals as partners, having corresponding and shared goals.

It is clear from the above that the following factors on circuit office level influence the primary school principal's job satisfaction:

- Primary school principals' good relationship with circuit managers creates a healthy atmosphere.
- Primary school principals need to keep superiors informed of positive as well as negative happenings at school.
- The circuit office has to inform the higher office of the achievements and challenges noticed in primary schools.

### **3.5.2 District office**

Clear guidance and directives from the education district offices to schools is essential (Manese, 2001:45). To add on this notion Moolla (2004:63) supports this motion by pointing out that fundamental changes require support from the district office to enhance the primary school principal's job satisfaction.

Dysfunctionality in schools, particularly the breakdown in the culture of teaching and learning, as well as issues concerning teacher education, poor resources and a fragile learning environment need to be addressed by the district office (Waghid, 2002:95).

The district office has to see to it that the curriculum is implemented in schools and this is only possible through the use of subject specialists. Subject specialists empower educators on the implementation of the curriculum related policies like the National Curriculum Statement (NCS). Primary school principals experience job satisfaction when specialists visit their schools to assist educators concerning curriculum implementation (Clarke, 2007:198). To enhance the primary school principal's job satisfaction, the district office need to give positive feedback to schools on achievement noticed (Clarke *ibid.*).

From the above the following are evident:

- Support, clear guidance and directives from the district offices are essential.
- Dysfunctionality in schools is to be addressed by the district office.
- Subject specialists empower educators on policies like the National Curriculum Statement (NCS).

### 3.5.3 Provincial head office

Devos et al. (2006:31) state that regulations imposed by head office (government) on primary school principals and the school as a whole can be regarded as an important source of job dissatisfaction. The negative effect of complying with these regulations as well as the time to time evaluation also evokes negative experiences often damaging the primary school principal's job satisfaction.

Findings in the research of Devos et al. (2006:31) reveal that principals express dissatisfaction with their earnings. They feel underpaid when they compare themselves to people with similar job levels in the private sector.

Masitsa et al. (2004:245) recommend that the Department of Education at head office level should address the backlog in the shortage of human and physical resources at schools as this will facilitate the effective functioning and should renovate school buildings since this will enhance the primary school principal's job satisfaction.

The funding of learners whose parents have been exempted from paying school fees remains a challenge to the Department of Education. The delay of payment of this money to schools leads to the principal's job dissatisfaction (DOE, 2006:5).

Transformation of education in South Africa has become synonymous with ensuring the achievement of quality and relevance that was lacking in schools the previous years. The Quality Assurance Unit was appointed to ensure that there is quality and relevance starting from the classroom (subject content) to the management of the school (Waghid, 2002:95). Through Whole School Evaluation, Systemic Evaluation, IQMS and PMDS it can be established whether national goals in education are met. Principals of effective primary schools experience job satisfaction in this respect because of their good performance.

From the above it seems that the following factors on the provincial head office level may influence the primary school principal's job satisfaction:

- Primary school principals feel underpaid compared to people with similar job levels in the private sector.
- The Department of Education at head office level should address the shortage of human and physical resources.

- Head office should ensure quality and relevance in schools.

#### 3.5.4 Synthesis

In the following paragraph factors in the community that influence the job satisfaction of the school principal will be discussed.

### 3.6 FACTORS IN THE COMMUNITY

People constitute a community with the intention of sharing goals and values with others, with individuals conceiving themselves as members of the group and of their values as the values of the group (Waghid, 2002:97). A community is defined by Zepeda (2000:58) as the tie that binds the principal, educators, learners and parents together in special ways, to something more significant than themselves, shared values and ideas. It is the responsibility of the principal to bring together learners, educators and parents as a tight community to be closely involved in school governance and management so as to experience job satisfaction.

There are factors in the community that influence the job satisfaction of the primary school principal. These factors will be discussed below.

#### 3.6.1 Relationship with parents

Establishing a sound school-parent relationship is a key ingredient of success in securing mutual participation of parents in decision making, school activities, problem solving, providing assistance and offering service to the school (Masitsa et al., 2004:237). Primary school principals expect parents to work with them in mutual supportive ways so as to experience job satisfaction (Manese, 2001:46).

Parent and community support involves the influences outside the school that contribute to or detract from learner academic effort (Danzing et al., 2007:92). Children and adolescents spend the vast majority of time at home and parental support can promote learner effort outside of school in many ways, including setting standards for school performance, collaborating with the school in solving problems, establishing homework routines and parents reading to their children, creating a rich and positive language environment and limiting television viewing (Danzing, *ibid.*). Good relationships between the parents and the primary school principal are important for both the learners' academic efforts and the principal's job satisfaction.

The importance of effective partnerships between schools and parents is emphasised in the South African Schools Act of 1996. According to the findings of Heystek and Louw (2006:2) parental involvement in school activities is low (especially in the rural areas) mainly due to the negative attitude towards schools and this affects the primary school principal's job satisfaction negatively. Improved communication will ensure that the parents will know why and how they should and can be involved.

Ingersoll (2003:42) in his research found that principals are unduly disempowered and power is given to school governing bodies that influence their job satisfaction negatively.

Worrell (2004:7-8) indicates that access to the Internet and the World Wide Web is arguably the most significant change in recent years. Television and movies have an influence on learners. Parents now face enormous responsibilities raising their children and providing proper supervision and guidance. Children are also more vulnerable to these influences due to decreased parent supervision in the home, an increase in single-parent families and soaring poverty rates. Educating these children effectively is becoming more and more difficult and indeed the challenge and responsibilities of the school are tremendous (Worrell, *ibid.*). For this reason principals need to work very closely with parents to overcome problems that may be caused by the modern life styles.

Parents' poor attitudes to learning may be influenced by their own poor education during the previous dispensation and these attitudes, in turn may influence those of their children (Schulze & Steyn, 2007:703). Working with parents and in particular, lack of parental support, is identified as a possible stressor that may lead to job dissatisfaction.

Poor relationship between the primary school principal and parents can create problems that can lead to job dissatisfaction. Sikwivhilu (2003:18) indicates that the majority of primary school principals experience problems with getting to understand the parent politics within the school. Lack of knowledge of hidden agendas, the state of interpersonal relations among members and tension between individual parents and groups of parents are a problem. When tension between the primary school

principal and the parents occurs, it can cause job dissatisfaction for the primary school principal.

Parental involvement in some schools is poor due to the fact that some parents are unable to attend school activities because they work late, work over weekends, work away from home or are illiterate and do not consider it necessary to take part in school activities. It does happen that parents do not live up to their responsibilities with regard to their children such as ensuring that they attend school regularly and on time, do their homework and have all the necessary books and stationery (Masitsa et al., *ibid.*).

The primary school principal's job satisfaction and his/her relationship with parents seem to be influenced by the following factors:

- Parents working away from home and illiteracy diminish parental involvement in schools.
- Parents are to work with principals in mutual supportive ways.
- Principals are disempowered and power given to school governing bodies.

### **3.6.2 Customs/traditions (initiations) in the community**

Tradition envelopes people so completely that they often do not realise that there are different ways of dealing with the world, that others may have a different outlook on life, a different logic, a different way of responding to people and situations (Moloi, 2007:468). This stereotype life style leads to resistance to change which affects the primary school principal's job satisfaction negatively.

Creating a caring and inviting community requires the cultivation of shared values and the development of an appreciation for the value of working together and caring about each other and for the enhancement of job satisfaction (Steyn, 2005:47).

If the school helps the community, the community will help the school and cooperation is noticed when the school supports some of the health, welfare, urban and other cultural organisations in its area (Erasmus & Van der Westhuizen, 2007:283).



Customs, diversity and demands from the community challenge the principals to adjust their own mindset and beliefs in order to cater for the broad spectrum of learners in their care. Race, gender, language, religion, various disabilities and sexual orientation have to be taken into account when primary school principals engage with their communities (Botes, 2006:31).

It seems that the following factors with regard to customs/traditions influence the primary school principal's job satisfaction:

- Tradition in some cases leads to resistance to change.
- Communities expect the principal to respect their customs and demands.
- Diversity to be taken into account when primary school principals engage with their communities.

### **3.6.3 Religious organisations**

Snyder and Elliot (2005:1043) show a distinction between spirituality and religion. They state that spirituality is representing the various forms of belief in higher powers intervening in the lives of humans, whereas religion represents the formal systems of worship including specified rules for practice.

The various racial groups consider effective management to be essential. For example, the Indians are generally respectful of authority – their religious leaders, community leaders and heads of the family. Thus, they will also respect a primary school principal who manages schools effectively and this leads to the principal's job satisfaction (Mestry & Globler, 2002:132).

The primary school principal should know and accept that communities have different religions and beliefs. Snyder and Elliot (2005:1044) state that among Americans, 95% believe in God and 86% say that religion is important or very important in their lives.

Healthy school community relations lead to job satisfaction and can also help implement reform initiatives. Rather than withdrawing inside the school, primary school principals should reach out to the church and to the public and see them as a positive component to reform, not as the enemy (Sousa, 2003:17).

From the above it seems the following aspects are revealed:

- Religion represents the formal systems of worship and rules for practice.
- The primary school principal should accept the communities' different religions.

#### **3.6.4 Socio-economic environment**

The primary school principal's job satisfaction is also affected by the socio-economic environment factors. Moloi (2007:464) in his research came across schools that drew most of their learners from the local communities and more particularly from nearby overcrowded informal settlements. Many learners came from single-parent families and were looked after by their grandparents. Unemployment was high while others were employed as labourers or domestic workers. Generally the level of poverty was high and this was noticed in schools with a high number of learners being fed daily. In cases like these class rather than race would be the main determinant of educational opportunity for learners.

The socio-economic background of parents is revealed by their inability to pay fees and buy books. Managing a school without textbooks and appropriate teaching resources like microscopes, computers and televisions present a problem which affects the primary school principal's job satisfaction negatively (Sikhwivhilu, 2003:13).

Worrell (2004:22) in his research shows higher levels of job satisfaction in urban educational professionals when compared to those in rural settings. Rural schools consistently show higher repetition of drop-out rates than urban ones, have a deficiency of basic instructional inputs like libraries and other didactic materials and may have substandard infrastructure (Garudzo-Kusereka, 2003:57). Primary school principals' job satisfaction is negatively affected by the poor conditions in rural schools.

Sagale (2005:18) indicates that South African schools are largely middle-class orientated. The indication and implication here is that these schools accept middle-class norms of speech, conduct, values and communication. Due to this, children entering school have been more adequately prepared for learning to take place unhindered.

Segale (ibid.) states that rural communities live in a poverty cycle whereby children are born into poor homes; grow up in poor communities; go to poor schools; achieve poorly in schools; leave school poorly prepared for the job market; marry and have children in those poor homes, communities, and so the whole cycle starts again.

Poverty is the inability of individuals, households or communities to command sufficient resources to satisfy a socially acceptable minimum standard of living (Rosa, 2005:5). Children living in poverty are being denied their basic and fundamental Constitutionally guaranteed right to basic nutrition, shelter, basic health care services and social services (Rosa, ibid).

In their research Martin and Rosa (2002) found that high level of poverty in South Africa is noticed as 10% are underweight; the infant mortality rate is 49 per 1000 (average for SA); most children still use pit latrines for toilets; 24% of schools have no water within walking distance, an average of one toilet per 20 learners and 11.7% do not have any sanitation at all.

Unemployment in South Africa even among those with matric qualifications and the occurrence of HIV/AIDS may well increase general negativity and job dissatisfaction (Schulze & Steyn, 2007:703).

From the above it seems that the following factors with regard to the socio-economic environment influence the primary school principal's job satisfaction:

- Poor conditions in rural schools affect the primary school principal's job satisfaction negatively.
- High levels of poverty and unemployment are noticed in South Africa.
- Many learners come from single-parent families and are looked after by grandparents.

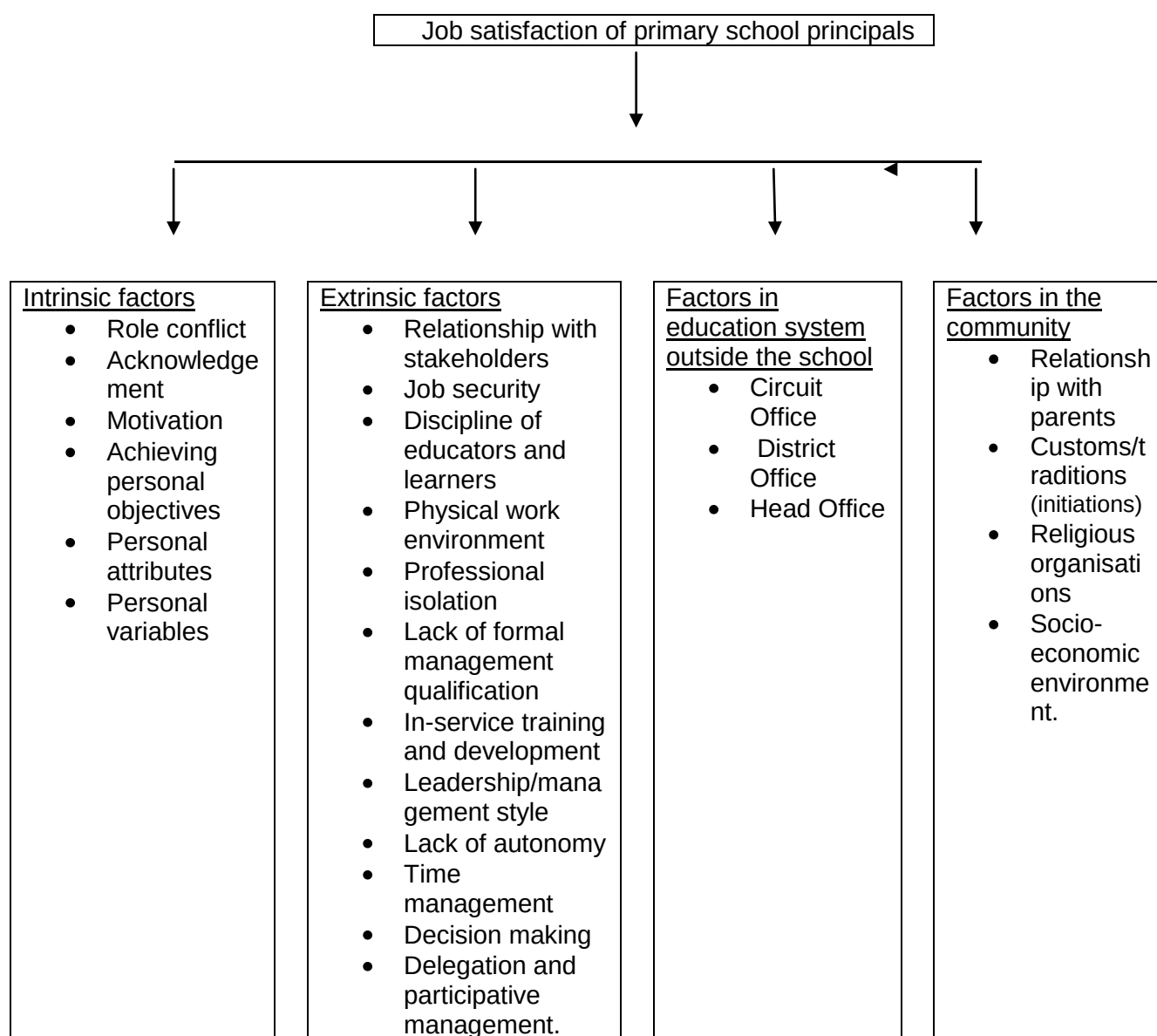
### 3.6.5 Synthesis

The *extent* to which the factors in the community play a role in the primary school principal's job satisfaction will be empirically determined in chapter 5.

## 3.7 CONCLUSION

In the next figure the four factors that contribute to the job satisfaction of the primary school principals are clearly outlined in a theoretical model.

### A Theoretical model of factors that contribute to job satisfaction of the primary school principals



**Figure 3.1: A Theoretical model of factors that contribute to job satisfaction of the primary school principals**

The theoretical model above displays the four factors that contribute to the job satisfaction of the primary school principals namely intrinsic factors, extrinsic factors, factors in the education system outside the school and the factors in the community. Each factor consists of a number of sub-factors that were broadly discussed in this chapter.

### 3.8 SUMMARY

Intrinsic factors as well as extrinsic factors contribute to job satisfaction of the primary school principal. Role conflict is associated with low job satisfaction and it is important for the primary school principal to reduce role conflict. Acknowledgement of work well done enhances the primary school principal's job satisfaction. Motivating people is getting people to do things that make them feel good and experience job satisfaction. De-motivated employees are not willing to give their best. Achievement of personal objectives leads to job satisfaction.

Job satisfaction of the primary school principal can be influenced by his/her own personality. The older the principal, the more experienced he/she is and the more job satisfaction he/she will experience. This pattern may change to show decline in satisfaction after the age of 55. For principals to boost their self-esteem they need to work to improve their strengths and acquire the knowledge and skills they need. Self-respect leads to respect for others which is a principle of harmony.

Good relationship with colleagues, personnel and learners creates a sound atmosphere in which the primary school principal experiences job satisfaction. The feeling of security/insecurity is rooted in the basic level of safety and security. The primary school principal needs to manage and maintain the physical work environment well. To avoid professional isolation the principal needs to be visible.

Primary school principals who lack formal management qualifications should be exposed to programmes of professional development and in-service training. Good time management and autonomy have a positive contribution to job satisfaction of the primary school principal. Participative management shows that the primary school principal has confidence in the subordinates. Officials in the circuit, district and head office need to support schools. A sound relationship with parents as well as respect for their customs is important. Poor conditions in rural schools affect the primary school principal's job satisfaction negatively.

## **CHAPTER 4**

### **RESEARCH APPROACH AND METHODOLOGY**

#### **4.1 Introduction**

The focus in this chapter will be on the research approach that served as the basis of departure for the empirical investigation and the research design and methodology that were employed to answer the research questions stated in par. 3.2 of Chapter 1. First, the research approach will be discussed and thereafter the research design and methodology will be described.

#### **4.2 RESEARCH APPROACH**

##### **4.2.1 Research paradigms**

Habermas (1971) postulated that all knowledge is constructed in terms of three categories of human interests: technical, practical and emancipatory (Maree, 2007:57). The theoretical frameworks that correlate with these human interests can be mapped as Positivism (technical interest: empirical-analytical sciences), (Habermas, 1992:159).

##### **4.2.2 The positivistic and post-positivistic approach**

The post-positivistic approach is a modification of the positivistic approach. Positivism is not a very informative label and includes a variety of schools of thought that view experience and reason as the bedrock for epistemological claims (Maree, 2007:65).

In order to answer the research questions and to achieve the aims of the research, the study departed from a post-positivistic perspective. The Post-positivistic approach has been widely adopted in the field of education and has come to be known as a quantitative type of research (McMillan, 2008:4, Salmani & Akbari, 2008:3, Onwuegbuzie et al., 2009:9). The Post-positivistic approach is factual and normally closed ended items are formulated and included in questionnaires to collect data.

The quantitative methodology used in this study describes and explains features of this reality by collecting numerical data on observable behaviours of samples and by subjecting these data to statistical analysis (Gall et al., 2007:650).

In the following paragraph an exploration of the research design of this study will be provided.

### **4.3 RESEARCH DESIGN AND METHODOLOGY**

#### **4.3.1 Research design**

Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment) (Hopkins 2008:1). This investigation was non-experimental in nature and a survey was conducted. Information was collected from a sample of primary school principals by means of structured questionnaires.

#### **4.3.2 Research methodology**

##### **4.3.2.1 Population and sample**

For the purposes of this study, the target population consisted of all the primary school principals in the North West Province. The North West Province consists of a large number of primary schools (n=1377) and it would be practically and financially impossible to involve the principals of all these primary schools in this study. It was therefore decided to limit the target population to a study population of primary schools with 300 or more learners. Out of four districts in the North West Province, only three districts were selected. The three districts involved in this study were Bojanala, Dr Kenneth Kaunda and Ngaka Modiri Molema.

The reason why principals of schools with 300 plus learners participated in the study was that these schools have eight or more educators as teaching staff members. This was important for the purpose of this study because the principal could respond to questions on managing schools with a larger staff and learner composition. The schools were also selected on the bases of accessibility and logistical factors such as distance.

Information regarding the number of primary schools with 300 or more learners in the North West Province was obtained from the North West Department of Education. Biographical information regarding the participants will be given in Chapter 5.

#### **4.3.2.2 Variables: Independent and dependent**

In quantitative research the aim is to determine the relationship between one variable (an independent variable) and another (a dependent or outcome variable) in a particular population (Hopkins, 2008:1; McMillan, 2012:38-39). Independent variables in this study included the following:

- **Age** of the respondents
- The highest **qualifications** they have obtained
- **Gender** of the respondents
- Years of **experience** as principals
- **Number of educators** in the school
- **Number of learners** in the school

The aim here was to determine whether there was a significant relationship between the above independent variables and the dependent variable, namely the primary school principal's job satisfaction.

#### **4.3.2.3 Data collection instrument**

A self-constructed structured questionnaire was used as a data collection instrument. The aim of the questionnaire was to obtain information about the extent to which primary school principals experience job satisfaction (Please consult Appendix C for a copy of the questionnaire).

#### Background and development of the questionnaire

The questionnaire was constructed in alignment with the literature overview (cf. chap. 3) and by consulting existing questionnaires on job satisfaction like the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967), Sources of Work Stress Inventory (SWSI), The Stress Profile and others developed in completed research (Kitavi, 1995, Griffioen, 1999, Kirsten, 2000, Smith, 2002) (cf. par. 3.2).



### Reasons why a structured questionnaire was used

Gillham (2008:2) states that a structured questionnaire is simple, specific and it includes mainly closed ended questions.

The reasons why a survey was conducted by means of a structured questionnaire are listed below (Neuman, 1997:251; Gall et al., 2007; Dawson, 2007:16; Gillham, 2008:5-7):

- In this research, questionnaires were sent to primary school principals in the North West Province. Structured questionnaires were used in this survey because they could be sent to a wide geographical area and they made the use of larger samples possible.
- Such questionnaires are easy to distribute and administer and can be conducted by a single researcher.
- Questionnaires offer anonymity. Due to the sense of anonymity it provides, the participants may be more truthful in their responses and this may lead to more reliable findings.
- Analysis of responses to closed-ended items in this research was relatively straightforward.
- Less pressure was placed on participants for immediate responses. The principals could answer at their own time and at their own pace.
- Respondents could complete the questionnaire when it suited them because the researcher would leave the questionnaires with them for not less than two weeks.
- All participants responded to the same items and this would eliminate biasness.

Notwithstanding the strengths of using a structured questionnaire listed above, structured questionnaires also have weaknesses and limitations. The weaknesses of structured questionnaires are listed below (Neuman, 1997:251; Gall et al., 2007; Dawson, 2007:16; Gillham, 2008:8):

- This method may result in a larger non-response rate (since questionnaires are not always a joy to complete).
- A researcher cannot control the conditions under which a questionnaire is being completed.

- It is difficult to control who completes the questionnaire. Although one asks the person who receives the questionnaire to pass it on to the appropriate person, one cannot be sure that this happens.
- Participants may simply give up if they find the questionnaire difficult or boring.

The following strategies were employed to minimise the occurrence of the above-mentioned weaknesses (Gephart, 2000:4, Gillham, 2008:8):

- Clear and uniform instructions for the completion of questionnaire were provided to participants.
- Follow-up actions to non-respondents for the completion of questionnaires took place.
- Thorough attention was given to item formulation.
- The questionnaire was prepared in a neat and practical way and was easy to complete.

#### Closed-ended items

Closed-ended items were used in the structured questionnaire for the following reasons (Neuman, 1997:241, Gillham, 2008:8):

- It provides the participant with an easy method of indicating his/her response – he/she does not have to think about how to articulate his/her answers on job satisfaction issues.
- It prompts the participant so that the participant (principal) has to rely less on memory in answering items since the items cover the daily issues that affect the principal's job satisfaction.
- Responses can be easily classified, making analysis very straightforward.
- It permits the participant to specify the answer categories most suitable for their purposes.

Although closed-ended items have certain advantages, they also have the following weaknesses (Neuman, 1997:241, Gillham, 2008:8):

- They do not allow the participant the opportunity to give a different response to those suggested on job satisfaction issues.
- They suggest answers that participants (principals) may not have considered before.

To compensate for these weaknesses/limitations questionnaire items were scrutinised for content that promoted bias, like presupposed and leading items.

### Instructions

Instructions on how to complete the questionnaire were clearly given on the questionnaire. The participants had to respond to items by circling the one option that was the most appropriate to them or to their schools on a four-point scale:

### Format of the items

The items consisted of statements to which the participant had to respond by utilising the following four-point scale:

1 = No extent; 2 = Slight extent; 3 = Some extent and 4 = Great extent.

This four-point scale was selected to enable scores of either low or high response values to represent the extent to which participants experienced job satisfaction.

### Different sections and subsections of the questionnaire

#### *Section A: General information (6 questions)*

Items in this section aimed at obtaining biographical information from the respondents as well as general information about the school setting. The information needed included the following (cf. section A question 1-6):

- The age of the respondents
- The highest qualifications they have obtained
- Gender of the respondents
- Years of experience as principals
- Number of educators in the school
- Number of learners in the school

The reason why this information was obtained was to determine whether a relationship existed between these independent variables and the dependent variable (job satisfaction of the participants) (cf. par. 3.3.5.2).

*Section B: Intrinsic factors (18 questions)*

Section B of the questionnaire aimed at gathering information about the intrinsic factors that might contribute towards the participants' job satisfaction. This section consisted of two sub-sections namely personal attributes and personal variables.

*Section C: Extrinsic factors (35 questions)*

Section C aimed at collecting information about the extrinsic factors that might contribute towards the respondents' job satisfaction.

*Section D: Factors in the education system outside the school (7 questions)*

There are educational structures outside the school that may affect the management of the school. The main aim of these educational structures is to support the schools. This section was included to determine to what extent these educational structures contributed towards the participants' job satisfaction.

*Section E: Factors in the community (8 questions).*

There are different factors within the community that may affect the participants' job satisfaction either positively or negatively, since they live and work in that community. Section E aimed at determining to what extent these factors contributed towards the participants' job satisfaction.

Finalising the questionnaire

In order to refine the questionnaire after its initial construction, a pilot study was undertaken in three primary schools (n=3) of the Kgetleng River Area Office (AO) in the North-West Province. The purpose of pre-testing the questionnaire was to determine the following (Crawford, 1990:11):

- Whether the instructions to the participants were adequate
- Whether the items as they were formulated would achieve the desired results
- Whether the items were placed in the best order
- Whether the items were understood by the participants

- Whether additional or more specific items were needed or whether some items should be eliminated from the questionnaire.

### Reliability

The reliability of a measuring instrument is the degree of consistency to which it measures whatever it is measuring. Reliability indicates that if the same variable is measured under similar conditions, a reliable measurement will produce the same or nearly the same results at different administrations of the instrument (Neuman, 1997:138; De Vos et al., 2005:163; Creswell, 2012:159).

### Validity

Face validity was determined by means of the pilot study that aimed at the participants' verification of the relevance of the various items in the questionnaire (Roberts et al., 2006:43). The primary school principals who were selected for the purposes of the pilot study, made comments on the content of the questionnaire.

Two other aspects of validity were also considered in the construction of the questionnaire, namely content and construct validity. Content validity was supported by the inclusion of items that emanated from the literature study in Chapter 3 and by two academic specialists who were asked to give their opinion on the content validity of the questionnaire.

The construct validity of the questionnaire was determined by means of exploratory factor analysis in the main study.

### **4.3.3 DATA COLLECTION PROCEDURE**

After the pilot study had been conducted, the finalised questionnaires were distributed to the principals of the primary schools that constituted the study population with the permission granted by the Superintendent General (SG) of the North West Province Department of Education (See Appendix B for letter of approval). A covering letter (cf. Appendix C for letter to the principals) with clear guidelines and instructions was also provided. Questionnaires were personally delivered to different Area Offices (AOs) by the researcher. The area managers then distributed the questionnaires among the primary school principals, either during

principals' meetings or by means of other ways. After the completion of the questionnaires, the participants returned them to the Area Offices and the researcher collected them personally from those Area Offices.

#### **4.3.4 DATA ANALYSIS**

Quantitative research by using statistical methods typically begins with the collection of data based on a theory, followed by the application of descriptive or inferential statistical method (Hopkins, 2008:1). A descriptive study establishes only associations between variables. Descriptive statistical techniques were therefore used to organise, analyse and interpret the quantitative data.

After the questionnaires had been collected from the respondents, the questionnaires were coded by the researcher and then sent to Statistical Consultation Services of the North-West University, (Potchefstroom Campus) for data capturing and further analysis.

Measurements were recorded as scores on a four-point Likert scale with a range from a low to a high level of the variable of interest.

An explanatory factor analysis was performed to establish latent construct validity about job satisfaction. The calculation of the Cronbach alpha coefficient to determine the reliability of the various sub-sections (constructs) of the questionnaire was performed. Data emanating from this research was analysed by means of descriptive (means and standard deviations) and inferential (t-tests, ANOVA and Pearson product-moment correlations) statistical techniques (cf. 3.2). The statistical analysis included the calculation of the practical significance of differences in means of different groups from the study population by means of effect sizes as there was no random sampling to obtain a study population.

Quantitative data are usually analysed by using statistical analysis programmes on a computer.

Practical significance

The effect size is independent of sample size and is a measure of practical significance (d-value). It can be understood as a large enough effect to be important in practice and is described for differences in means for this study. Since a random sample is not used, the statistical significance ( $p$ -value) was not interpreted in this research (Ellis & Steyn, 2003:51-53, Kamstra, 2005:95-96, Vos, 2005:88). A natural way of commenting on practical significance is by using the standardised difference between the means of two populations, i.e. the difference between the two means divided by the estimate for standard deviation. This measure is called the effect size which not only makes a difference independent of units and sample size, but also relates it to the spread of data (Ellis & Steyn, 2003:52).

The following guideline for the interpretation of the effect size is given by Cohen (1988) and is used as follows:

Small effect:  $d=0,2$  (\*)-the different populations do not differ in real terms.

Medium effect:  $d=0,5$  (\*\*)-there is a possible difference between the populations in real terms.

Large effect  $d=0,8$  (\*\*\*)-the populations differ in practice.

Ethical aspects to be considered during the survey will be discussed in the next paragraph.

#### **4.3.5 ETHICAL ASPECTS**

Ethics would include the principles and guidelines that help people to uphold the things they value (Johnson & Christensen, 2004:94; Creswell, 2012:169). In order to assure that the research would adhere to the necessary ethical considerations the following procedure was followed:

The North-West University Potchefstroom Campus' Ethics Committee approved the project and the particulars are as follows:

- Project title: Optimising the quality of working for example in primary schools.
- Ethics number: NWU-00054-07-S3.
- Approval date: 26 February 2008.

- Expiry date: 25 February 2013. (See Appendix F).

The following ethical aspects were also taken into consideration during the construction of the questionnaire, during data collection and reporting of the findings:

- A written approval to conduct a pilot study in three primary schools in the Kgetleng Area Office was granted by the Kgetleng Area Office manager (See Appendix D).
- Approval for conducting research in the North West primary schools was given by the Superintendent General of the Department of Education of the North West Province (cf. par.4.5). The letter from the Superintendent General was presented with the questionnaires to the respondents to motivate them to respond positively to the research (See Appendix B).
- Respondents were not subjected to any risk of unusual stress, embarrassment or loss of self-esteem.
- Privacy and confidentiality was guaranteed by a written statement in the cover letter.
- The research was conducted in accordance with the ethical requirement to report the findings in a complete and honest fashion.
- The informed consent of the participants to participate was considered, their participation was voluntary and they could withdraw from the research at any stage.
- Final report about the research findings and forthcoming recommendations would be provided to the participants who had requested for a copy and to the Department of Education at the end of the research.

#### Covering letter and informed consent

A covering letter accompanied each questionnaire with the aim of informing the respondents about the purpose of the research, the contents of the questionnaire and the ethical considerations that were adhered to in the research. The questionnaire was designed to be completed anonymously by the respondents. It was also indicated that the questionnaire would be completed voluntarily and once completed the informed consent to participate in the study would be noticed.



#### **4.4 SUMMARY**

The focus of this chapter was on the approach, design and methodology that were used in the research. The research plan was outlined and a description was given of the data collection instrument, the population and participants, data collection procedures, data analysis, ethical issues and the administrative procedures. In the next chapter the forthcoming results will be presented and discussed.

## CHAPTER 5

### RESULTS

#### 5.1 Introduction

In the previous chapter the research design and methodology that were followed in the study were described. In this chapter the data emanating from the empirical investigation will be analysed, presented and discussed.

The chapter starts with an analysis and interpretation of the participants' biographical data by means of frequencies and percentages. In the second part of the chapter, attention is given to the validity and reliability of the questionnaire. In order to do this, confirmatory factor analyses were conducted and Cronbach's alpha coefficients were calculated.

Thereafter, the data emanating from the items in Sections B, C, D and E of the questionnaire were analysed by means of frequencies and percentages and lastly, t-tests and analyses of variance (ANOVAs) were conducted to determine whether there were significant differences between the different biographical variables and the participants' job satisfaction.

#### 5.2 Biographical information about the participants

Biographical information about the participants is reported in Table 5.1

**Table 5.1: Biographical information about the participants**

| Item 1: | Age of participants            | Frequency (f) | Percentage (%) |
|---------|--------------------------------|---------------|----------------|
|         | 30 years or younger            | 3             | 1.0            |
|         | 31 to 40 years                 | 58            | 18.5           |
|         | 41 to 50 years                 | 117           | 37.3           |
|         | 51 years and older             | 134           | 42.7           |
|         | Total                          | 312           | 99.4           |
|         | Missing items                  | 2             | 0.6            |
|         | Total                          | 314           | 100            |
| Item 2: | Qualifications of participants |               |                |

|          |                                        |     |      |
|----------|----------------------------------------|-----|------|
|          | Certificate in Education               | 2   | 0.6  |
|          | Diploma in Education                   | 48  | 15.3 |
|          | Degree                                 | 29  | 9.2  |
|          | Degree and Diploma                     | 124 | 39.5 |
|          | Post-graduate qualification            | 103 | 32.8 |
|          | Total                                  | 306 | 97.5 |
|          | Missing items                          | 8   | 2.5  |
|          | Total                                  | 314 | 100  |
| Item 3   | Gender of participants                 |     |      |
|          | Male                                   | 173 | 55.1 |
|          | Female                                 | 133 | 42.4 |
|          | Total                                  | 306 | 97.5 |
|          | Missing items                          | 8   | 2.5  |
|          | Total                                  | 314 | 100  |
| Item 4   | Participants' experience as principals |     |      |
|          | 0 to 3 years                           | 29  | 9.2  |
|          | 4 to 6 years                           | 31  | 9.9  |
|          | 7 to 10 years                          | 67  | 21.3 |
|          | 11 years and more                      | 184 | 58.9 |
|          | Total                                  | 314 | 99.4 |
|          | Missing items                          | 2   | 0.6  |
|          | Total                                  | 314 | 100  |
| Item 5 : | Number of educators in the school      |     |      |
|          | 08 – 15                                | 110 | 35.0 |
|          | 16 – 20                                | 90  | 28.7 |
|          | 21 and more                            | 110 | 35.0 |
|          | Total                                  | 310 | 98.7 |
|          | Missing items                          | 4   | 1.3  |
|          | Total                                  | 314 | 100  |
| Item 6   | Number of learners in the school       |     |      |
|          | 001 – 300                              | 16  | 5.1  |

|              |     |      |
|--------------|-----|------|
| 301 – 400    | 55  | 17.5 |
| 401 – 500    | 65  | 20.7 |
| 501 – 600    | 46  | 14.6 |
| 601 – 700    | 48  | 15.3 |
| 701 and more | 83  | 26.4 |
| Total        | 313 | 99.7 |
| Missing item | 1   | 0.3  |
| Total        | 314 | 100  |

In order to gain a better understanding of the biographical profile of the participants, a short discussion of the biographical data in Table 5.1 is given below:

- Age of the participants

It is evident from the participants' age distribution in Table 5.1, that the majority of them (80% are older than 40 years) can be classified as mature and experienced educators, who in terms of their experience as educators and principals, should be able to reliably reflect upon and respond to items related to their job satisfaction.

- Qualifications

The majority of the participants are well qualified and 81.2% of them are in possession of degrees, degrees and diplomas and other post-graduate qualifications. Because of their qualifications, they should possess the necessary knowledge and skills to cope comfortably with the various demands of being a principal and therefore one would expect that a lack of academic and professional training should not be a cause of job dissatisfaction.

- Gender

It is evident from the participants' responses that 55.1 % are male while 42.4 % are female. The difference is not that large which shows that the historical discrepancy in terms of number between the number of male and female principals is gradually closing.

- Experience as principals

The majority of participants (80.2%) have more than 7 years of experience as principals. From this one can conclude that they are seasoned principals, who should be able to cope with the demands of their positions and that a lack of experience should not contribute towards job dissatisfaction.

- Number of educators

Most of these schools (63.7%) have more than 16 educators on the teaching staff. Thus, one could deduce that the participants have a relatively large number of teaching staff members to manage at the various schools and this can be more challenging since educators have different personalities and attitudes towards work.

- Number of learners

It is clear that the majority of these schools (56.4%) are larger schools with more than 500 learners on the register. One would expect that it is more challenging to manage larger schools than smaller schools and that this factor could influence the participants' job satisfaction negatively.

### **Synthesis**

The biographical information indicates that the majority of participants were well-qualified and experienced principals of relatively large primary schools. On the basis of their qualifications and managerial experience of relatively large schools, one can assume that they were able to provide valuable information regarding the job satisfaction of primary school principals.

## **5.3 Validity and reliability of the questionnaire**

In order to determine the validity and reliability of the questionnaire, factor analyses were conducted and Cronbach's alpha coefficients were calculated.

### **5.3.1 Factor analysis**

In order to determine the construct validity of the questionnaire, confirmatory factor analyses by utilising a principal axis factoring rotation method (Oblimin with Kaiser Normalization) were conducted. The results of these factor analyses are displayed in Tables 5.2 to 5.22.

#### **5.3.1.1 Factor analysis 1: Intrinsic factors contributing towards the participants' job satisfaction**

In Table 5.2 Information is given about the Kaizer-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

**Table 5.2: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity**

**KMO and Bartlett's Test**

|                                                  |                         |          |
|--------------------------------------------------|-------------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                         | .841     |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square      | 1328.410 |
|                                                  | Df                      | 105      |
|                                                  | Significance ( p-value) | <.001    |

Bartlett's test of sphericity resulted in a p-value smaller than 0.001 which indicates that the items correlated with each other. The Kaizer-Meyer-Olkin measure is 0.841 which indicates that the sample size was adequate for the purposes of a factor analysis.

Four factors were extracted according to Kaiser's criterion (Field, 2009:647), which stipulates that factors with eigenvalues larger than 1.0 must be extracted. Table 5.3 displays the total variance explained by these four factors.

**Table 5.3: Total variance explained by the four factors**

| Factor | Initial Eigenvalues |               |              |
|--------|---------------------|---------------|--------------|
|        | Total               | % of Variance | Cumulative % |
| 1      | 4.727               | 31.511        | 31.511       |
| 2      | 1.816               | 12.107        | 43.618       |
| 3      | 1.209               | 8.059         | 51.677       |
| 4      | 1.079               | 7.195         | 58.872       |

According to Table 5.3 the above four factors explained 58.87% of the variance.

The communalities were of importance as well. Communalities refer to the percentage of each item's variance which is accounted for by the four extracted factors. According to Hair et al. (1998) communalities should be larger than 0.3. This means that more than 30% of the variance of each item should be retained. The communalities ranged from 0.30 to 0.79 which indicated that the extracted factors adequately accounted for the items and that not too much information was lost.

The pattern matrix is presented in Table 5.4. In this table the factor loadings are given for the extracted factors on each item. The factor loadings indicate the correlations between the factors and the items.

**Table 5.4: Pattern Matrix 1: Intrinsic factors**

| Items | Factor |      |       |       |
|-------|--------|------|-------|-------|
|       | 1      | 2    | 3     | 4     |
| Q5    | .560   |      | .251  |       |
| Q14   | .530   |      |       |       |
| Q15   | .502   |      |       |       |
| Q4    | .479   |      |       |       |
| Q3    | .353   |      |       |       |
| Q2    |        | .922 |       |       |
| Q1    |        | .619 |       |       |
| Q12   | .283   | .334 | -.205 | -.215 |
| Q7    |        |      | .840  |       |
| Q6    | .329   |      | .641  |       |
| Q8    |        | .214 | .366  | -.319 |
| Q10   |        |      |       | -.600 |
| Q11   | .242   |      |       | -.580 |
| Q9    |        |      | .350  | -.541 |
| Q13   | .308   |      |       | -.435 |

The four factors which were extracted by the factor analysis and the items that loaded on them were compared with the intrinsic factors revealed by the theoretical analysis in Chapter 3. This comparison revealed adequate similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to intrinsic factors that contribute towards the job satisfaction of the principal.

The factors were labelled and information about the factors and their corresponding items can be found in Table 5.5 below.

**Table 5.5: Intrinsic factors contributing towards job satisfaction and their corresponding items**

| Intrinsic factors   | Items       |
|---------------------|-------------|
| Motivation          | 3,4,5,14,15 |
| Role balancing      | 1,2,12      |
| Career enhancement  | 6,7,8       |
| Personal attributes | 9,10,11,13  |

In Table 5.6 a correlation matrix is presented which gives an indication of the extent to which the intrinsic factors correlate with one another.

**Table: 5.6: Correlation matrix: Intrinsic factors**

**Correlation Matrix**

| Intrinsic factors      | 1     | 2     | 3     | 4     |
|------------------------|-------|-------|-------|-------|
| 1. Motivation          | 1.000 | .383  | .284  | .538  |
| 2. Role balancing      | .383  | 1.000 | .023  | .278  |
| 3. Career enhancement  | .284  | .023  | 1.000 | .294  |
| 4. Personal attributes | .538  | .278  | .294  | 1.000 |

From the above it can be concluded that factor 1 (motivation) correlated visibly with factors 2 (role balancing) and 3 (career enhancement) and significantly with factor 4 (personal attributes). Factor 2 (role balancing) correlated visibly with factor 4 (personal attributes) but showed a very small and thus insignificant correlation with factor 3 (career enhancement). Factor 3 (career enhancement) correlated visibly with factor 4 (personal attributes).

### **5.3.1.2 Factor analysis 2: Extrinsic factors contributing towards the participants' job satisfaction**

In Table 5.7 Information is given about the Kaizer-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.



**Table 5.7: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity**

**KMO and Bartlett's Test**

|                                                  |          |
|--------------------------------------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .874     |
| Bartlett's Approx. Chi-Square                    | 5420.249 |
| Test of Sphericity Df                            | 595      |
| Significance (p-value)                           | <.001    |

Bartlett's test of sphericity resulted in a p-value smaller than 0.001 which indicates that the items correlated with each other. The Kaizer-Meyer-Olkin measure is 0.874 which indicates that the sample size was adequate for the purposes of a factor analysis.

Nine factors were extracted according to Kaiser's criterion (Field, 2009:647), which stipulates that factors with eigenvalues larger than 1.0 must be extracted. Table 5.8 displays the total variance explained by these nine factors.

**Table 5.8: Total variance explained by the nine factors**

| Factor | Initial Eigenvalues |               |              |
|--------|---------------------|---------------|--------------|
|        | Total               | % of Variance | Cumulative % |
| 1      | 10.603              | 30.294        | 30.294       |
| 2      | 2.507               | 7.162         | 37.456       |
| 3      | 2.074               | 5.926         | 43.382       |
| 4      | 1.873               | 5.353         | 48.734       |
| 5      | 1.348               | 3.850         | 52.585       |
| 6      | 1.299               | 3.713         | 56.297       |
| 7      | 1.170               | 3.343         | 59.640       |
| 8      | 1.112               | 3.176         | 62.816       |
| 9      | 1.045               | 2.986         | 65.802       |

According to Table 5.8 the above nine factors explained 65.802% of the variance.

The communalities ranged from 0.26 (item 49) to 0.97 which indicated that except for item 49, the extracted factors adequately accounted for the other items and that not too much information was lost.

The pattern matrix is presented in Table 5.9. In this table the factor loadings are given for the extracted factors on each item. The factor loadings indicate the correlations between the factors and the items.

**Table 5.9: Pattern Matrix 2: Extrinsic factors**

**Pattern Matrix**

| Item | Factor |       |      |      |       |      |       |       |      |
|------|--------|-------|------|------|-------|------|-------|-------|------|
|      | 1      | 2     | 3    | 4    | 5     | 6    | 7     | 8     | 9    |
| Q42  | .657   |       |      |      |       |      |       |       |      |
| Q38  | .648   |       |      |      |       |      |       |       |      |
| Q36  | .541   |       |      |      |       |      |       |       |      |
| Q45  | .479   |       |      |      |       |      | -.212 |       |      |
| Q35  | .466   |       |      |      |       |      |       |       |      |
| Q46  | .450   |       |      |      |       |      |       |       |      |
| Q51  | .437   |       |      |      |       |      |       |       |      |
| Q41  | .342   |       |      |      |       |      | -.225 |       |      |
| Q20  | .331   | -.250 |      |      |       |      |       |       | .202 |
| Q48  | .318   | .237  |      |      |       | .206 |       | -.224 |      |
| Q49  | .308   |       |      |      |       |      |       |       |      |
| Q19  | .231   |       |      | .231 |       |      |       |       |      |
| Q52  |        | .778  |      |      |       |      |       |       |      |
| Q47  |        | .742  |      |      |       |      |       |       |      |
| Q29  |        |       | .840 |      |       |      |       |       |      |
| Q30  |        |       | .824 |      |       |      |       |       |      |
| Q22  |        |       |      | .677 |       |      |       |       |      |
| Q21  |        |       |      | .651 |       |      |       |       |      |
| Q37  |        | .230  |      | .399 |       |      |       |       |      |
| Q18  | .210   |       |      | .311 |       | .210 |       |       |      |
| Q40  |        |       |      |      | 1.016 |      |       |       |      |

|     |      |      |      |      |      |       |       |       |
|-----|------|------|------|------|------|-------|-------|-------|
| Q39 |      |      |      |      | .810 |       |       |       |
| Q17 |      |      |      |      |      | .980  |       |       |
| Q16 |      |      |      |      |      | .821  |       |       |
| Q44 |      |      |      |      |      |       | -.928 |       |
| Q43 |      |      |      |      |      |       | -.719 |       |
| Q27 |      |      |      |      |      |       |       | -.834 |
| Q28 |      |      |      |      |      |       |       | -.748 |
| Q26 |      |      |      | -    |      |       |       | -.446 |
|     |      |      | .237 |      |      |       |       | .238  |
| Q24 |      |      |      |      |      |       |       | .702  |
| Q25 |      |      |      |      |      | -.216 | -.229 | .571  |
| Q32 |      |      |      |      |      |       |       | .544  |
| Q33 |      | .306 |      |      |      |       |       | .420  |
| Q23 |      |      |      | .288 |      |       | -.262 | .316  |
| Q31 | .211 |      |      |      |      |       | -.254 | .303  |

The nine factors which were extracted by the factor analysis and the items that loaded on them were compared with the extrinsic factors revealed by the theoretical analysis in Chapter 3. This comparison revealed adequate similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to extrinsic factors that contribute towards the job satisfaction of the principal.

The factors were labeled and information about the factors and their corresponding items can be found in Table 5.10 below.

**Table 5.10: Extrinsic factors contributing towards job satisfaction and their corresponding items**

| Extrinsic factors                      | Items                                                  |
|----------------------------------------|--------------------------------------------------------|
| 1. Management style/approach           | 18, 19, 20, 35, 36, 38, 41, 42, 45, 46, 48, 49, 51, 46 |
| 2. Time management                     | 47, 52                                                 |
| 3. Role of Unions                      | 29, 30                                                 |
| 4. Learner support                     | 21, 22, 37                                             |
| 5. In-service training and development | 39, 40                                                 |
| 6. Relationship with colleagues        | 16, 17                                                 |

|                                       |                    |
|---------------------------------------|--------------------|
| 7. Autonomy                           | 43, 44             |
| 8. Discipline: Educators and Learners | 23, 26, 27, 28, 31 |
| 9. Physical work environment          | 24, 25, 32, 33     |

In Table 5.11 a correlation matrix is presented which gives an indication of the extent to which the extrinsic factors correlate with one another.

**Table: 5.11: Correlation matrix: Extrinsic factors**

**Factor Correlation Matrix**

| <b>Extrinsic factors</b>               | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9    |
|----------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| 1. Management style/approach           | 1.000 | .191  | .064  | .377  | .402  | .508  | .381  | .415  | .389 |
| 2. Time management                     | .191  | 1.000 | .095  | .082  | .256  | .009  | .393  | .032  | .102 |
| 3. Role of Unions                      | .064  | .095  | 1.000 | .135  | .034  | .095  | .216  | .202  | .178 |
| 4. Learner support                     | .377  | .082  | .135  | 1.000 | .209  | .261  | .326  | .181  | .076 |
| 5. In-service training and development | .402  | .256  | .034  | .209  | 1.000 | .289  | .318  | .280  | .235 |
| 6. Relationship with colleagues        | .508  | .009  | .095  | .261  | .289  | 1.000 | .252  | .348  | .305 |
| 7. Autonomy                            | .381  | .393  | .216  | .326  | .318  | .252  | 1.000 | .228  | .251 |
| 8. Discipline:                         | .415  | .032  | .202  | .181  | .280  | .348  | .228  | 1.000 | .422 |

|                              |      |      |      |      |      |      |      |      |       |
|------------------------------|------|------|------|------|------|------|------|------|-------|
| Educators and Learners       |      |      |      |      |      |      |      |      |       |
| 9. Physical work environment | .389 | .102 | .178 | .076 | .235 | .305 | .251 | .422 | 1.000 |

From the above table it can be concluded that factor 1(Management style/approach) correlated insignificantly with factors 2 (Time management) and 3 (Role of unions) and visibly with factors 4 (Learner support), 5 (In-service training and development), 7 (Autonomy), 8 (Discipline: educators and learners) and 9 (Physical work environment). Factor 1 correlated significantly with factor 6 (Relationship with colleagues).

Factor 2 (Time management) correlated insignificantly with factors 3 (Role of unions), 4 (Learner support), 6 (Relationship with colleagues) and 8 (Discipline: educators and learners). Factor 2 displayed visible correlations with factors 5 (In-service training and development) and 7 (Autonomy).

Factor 5 (In-service training and development) correlated visibly with factor 6 (Relationship with colleagues).

Factor 7 (Autonomy) correlated visibly with factors 2 (Time management), 4 (Learner support) and 5 (In-service training and development),

Factor 8 (Discipline: Educators and learners) correlated visibly with factors 5 (In-service training and development) and 6 (Relationship with colleagues).

Factor 9 (Physical work environment) correlated visibly with factors 6 (Relationship with colleagues) and 8 (Discipline: Educators and learners).

### **5.3.1.3 Factor analysis 3: Factors in Education System outside the school contributing towards the job satisfaction of principals**

In Table 5.12 information is given about the Kaizer-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

**Table 5.12: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity**

**KMO and Bartlett's Test**

|                                                  |                    |          |
|--------------------------------------------------|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .889     |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 1877.611 |
|                                                  | df                 | 45       |
|                                                  | Sig.               | <.0001   |

Bartlett's test of sphericity resulted in a p-value smaller than 0.001 which indicates that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.889 which indicates that the sample size was adequate for the purposes of a factor analysis.

Two factors were extracted according to Kaiser's criterion (Field, 2009:647), which stipulates that factors with eigenvalues larger than 1.0 must be extracted. Table 5.13 displays the total variance explained by these two factors.

**Table 5.13: Total Variance Explained by the two factors**

| Factor | Initial Eigenvalues |               |              |
|--------|---------------------|---------------|--------------|
|        | Total               | % of Variance | Cumulative % |
| 1      | 5.497               | 54.968        | 54.968       |
| 2      | 1.038               | 10.382        | 65.350       |

According to Table 5.13 the above two factors explained 65.350% of the variance.

The communalities ranged from 0.17 (item 59) to 0.79. 0.80 which indicated that except for item 59, the extracted factors adequately accounted for the other items and that not too much information was lost.

The pattern matrix is presented in Table 5.14. In this table the factor loadings are given for the extracted factors on each item. The factor loadings indicate the correlations between the factors and the items.

**Table 5.14: Pattern Matrix 3: Factors in Education System outside the school**

| <b>Pattern Matrix<sup>a</sup></b> |        |      |
|-----------------------------------|--------|------|
|                                   | Factor |      |
|                                   | 1      | 2    |
| Q54                               | .850   |      |
| Q56                               | .760   |      |
| Q55                               | .757   |      |
| Q57                               | .715   | .213 |
| Q58                               | .665   |      |
| Q53                               | .597   |      |
| Q61                               |        | .948 |
| Q60                               |        | .727 |
| Q62                               | .212   | .552 |
| Q59                               | .214   | .232 |

The two factors which were extracted by the factor analysis and the items that loaded on them were compared with the factors in the education system outside the school revealed by the theoretical analysis in Chapter 3. This comparison revealed adequate similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors in the education system outside the school that contribute towards the job satisfaction of the principal.

The factors were labeled and information about the factors and their corresponding items can be found in Table 5.15 below.

**Table 5.15: Factors in the education system outside the school contributing towards job satisfaction and their corresponding items**

| <b>Factors in the education system outside the school</b> | <b>Items</b>           |
|-----------------------------------------------------------|------------------------|
| 1. Circuit Office & District Office                       | 53, 54, 55, 56, 57, 58 |
| 2. Head Office                                            | 59, 60, 61, 62         |

In Table 5.16 a correlation matrix is presented which gives an indication of the extent to which the factors in the education system outside the school correlate with one another.

**Table 5.16: Correlation Matrix: Factors in the Education System outside the school**

**Factor Correlation Matrix**

| Factors in the education system outside the school | 1     | 2     |
|----------------------------------------------------|-------|-------|
| 1. Circuit Office & District Office                | 1.000 | .669  |
| 2. Head Office                                     | .669  | 1.000 |

From the above it can be concluded that factor 1 (Circuit Office and District Office) correlated significantly with factor 2 (Head Office).

#### **5.3.1.4 Factor analysis 4: Factors in the community contributing towards the participants' job satisfaction**

In Table 5.17 Information is given about the Kaizer-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

**Table 5.17: Kaizer-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity**

**KMO and Bartlett's Test**

|                                                  |                    |         |
|--------------------------------------------------|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .666    |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 379.890 |
|                                                  | Df                 | 10      |
|                                                  | Sig.               | <.0001  |



Bartlett's test of sphericity resulted in a p-value smaller than 0.001 which indicates that the items correlated with each other. The Kaizer-Meyer-Olkin measure is 0.666 which indicates that the sample size was adequate for the purposes of a factor analysis.

Two factors were extracted according to Kaiser's criterion (Field, 2009:647), which stipulates that factors with eigenvalues larger than 1.0 must be extracted. Table 5.18 displays the total variance explained by these two factors

**Table 5.18: Total variance explained by two factors**

| Factor | Initial Eigenvalues |               |              |
|--------|---------------------|---------------|--------------|
|        | Total               | % of Variance | Cumulative % |
| 1      | 2.410               | 48.207        | 48.207       |
| 2      | 1.141               | 22.817        | 71.024       |

According to Table 5.18 the above two factors explained 71.024% of the variance.

The communalities ranged from 0.31 to 0.82 which indicated that the extracted factors adequately accounted for the items and that not too much information was lost.

The pattern matrix is presented in Table 5.19. In this table the factor loadings are given for the extracted factors on each item. The factor loadings indicate the correlations between the factors and the items.

**Table 5.19: Pattern Matrix 4: Factors in the community**

**Pattern Matrix<sup>a</sup>**

|     | Factor |      |
|-----|--------|------|
|     | 1      | 2    |
| Q67 | .960   |      |
| Q66 | .574   |      |
| Q65 | .557   |      |
| Q64 |        | .919 |
| Q63 |        | .539 |

The two factors which were extracted by the factor analysis and the items that loaded on them were compared with the factors in the community revealed by the theoretical analysis in Chapter 3. This comparison revealed adequate similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors in the community that contribute towards the job satisfaction of the principal.

The factors were labeled and information about the factors and their corresponding items can be found in Table 5.20 below.

**Table 5.20: Factors in the community contributing towards job satisfaction and their corresponding items**

| <b>Factors in the community</b> | <b>Items</b> |
|---------------------------------|--------------|
| 1. Diversity in the community   | 65, 66, 67   |
| 2. Parental support             | 63, 64       |

In Table 5.21 a correlation matrix is presented which gives an indication of the extent to which the factors in the community correlate with one another.

**Table 5.21: Correlation matrix: Factors in the community****Factor Correlation Matrix**

| Factors in the community      | 1     | 2     |
|-------------------------------|-------|-------|
| 1. Diversity in the community | 1.000 | .410  |
| 2. Parental support           | .410  | 1.000 |

From the above it can be concluded that factor 1 (Diversity in the community) correlated visibly with factor 2 (Parental support).

**5.3.2 Reliability of the questionnaire**

In order to determine the reliability of the questionnaire, Cronbach's alpha coefficients were calculated. Table 5.22 displays the calculated alpha coefficients.

**Table 5.22: Reliability of the questionnaire (Cronbach's Alpha coefficients)**

| Factors                                                                                                                                                                                                                                                                                             | Cronbach's alpha coefficients                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Intrinsic factors:</b> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Role balancing</li> <li>• Career enhancement</li> <li>• Personal attributes</li> </ul>                                                                                                                     | .680<br>.694<br>.731<br>.728                                         |
| <b>Extrinsic factors:</b> <ul style="list-style-type: none"> <li>• Management style/approach</li> <li>• Time management</li> <li>• Role of Unions</li> <li>• Learners support</li> <li>• In-service training and development</li> <li>• Relationship with colleagues</li> <li>• Autonomy</li> </ul> | .867<br>.832<br>.820<br>.687<br>.913<br>.874<br>.856<br>.814<br>.745 |

|                                                                                                                                                                     |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <ul style="list-style-type: none"> <li>• Discipline: Educators and Learners</li> <li>• Physical work environment</li> </ul>                                         |              |
| <b>Factors in education system outside the school</b> <ul style="list-style-type: none"> <li>• Circuit Office and district Office</li> <li>• Head Office</li> </ul> | .899<br>.773 |
| <b>Factors in the community</b> <ul style="list-style-type: none"> <li>• Parental support</li> <li>• Diversity in the community</li> </ul>                          | .672<br>.730 |

The values of the alpha coefficients in Table 5.22 indicate that all these factors can be accepted as reliable.

### 5.3.3 Synthesis: Validity and reliability

The construct validity of the questionnaire was confirmed by the factor analysis (see Tables 5.2 to 5.21) because it identified the same factors related to the job satisfaction of principals, as was identified by the theoretical analysis in Chapter 3.

Cronbach's alpha coefficients in Table 5.22 above, confirms the reliability of the questionnaire.

In the following section, information will be given about the means and standard deviations for the different items in Section B of the questionnaire.

## 5.4 Frequency analysis of participants' responses to items in Section B of the questionnaire

In this section, frequency tables are presented that provide information about the participants' responses to the various items in Section B of the questionnaire.

### 5.4.1 Intrinsic factors

In Table 5.23 below, a frequency analysis of the intrinsic factors contributing towards principals' job satisfaction is presented. The aims with these items were to determine to what extent intrinsic factors influence the participants' job satisfaction.

**Table 5.23: Intrinsic factors that contribute towards principals' job satisfaction**

| Rank | Item no. | Abbreviated Item description<br><i>To what extent am I satisfied with my.....</i> | Mean | Std dev | Responses      |     |                    |      |                  |      |                   |      |
|------|----------|-----------------------------------------------------------------------------------|------|---------|----------------|-----|--------------------|------|------------------|------|-------------------|------|
|      |          |                                                                                   |      |         | 1<br>No extent |     | 2<br>Slight extent |      | 3<br>Some Extent |      | 4<br>Great extent |      |
|      |          |                                                                                   |      |         | f              | %   | f                  | %    | f                | %    | f                 | %    |
| 1    | 6        | Desire to succeed                                                                 | 3.75 | 0.469   | -              | -   | 5                  | 1.6  | 68               | 21.8 | 239               | 76.6 |
| 2    | 7        | Desire to excel                                                                   | 3.65 | 0.528   | -              | -   | 8                  | 2.6  | 91               | 29.4 | 210               | 68.0 |
| 3    | 5        | Self-motivation                                                                   | 3.47 | 0.583   | -              | -   | 14                 | 4.5  | 136              | 43.6 | 162               | 51.9 |
| 4    | 13       | Self-esteem                                                                       | 3.46 | 0.604   | 1              | 0.3 | 15                 | 4.8  | 137              | 43.8 | 160               | 51.1 |
| 5    | 9        | Achievement of excellent results                                                  | 3.45 | 0.620   | 2              | 0.6 | 15                 | 4.9  | 135              | 43.7 | 157               | 50.8 |
| 6    | 14       | Experience of mutual respect                                                      | 3.44 | 0.644   | 2              | 0.6 | 20                 | 6.4  | 128              | 40.9 | 163               | 52.1 |
| 7    | 15       | Behaviour being motivated by personal needs                                       | 3.22 | 0.592   | -              | -   | 28                 | 9.0  | 188              | 60.5 | 95                | 30.5 |
| 7    | 8        | Attainment of personal objectives                                                 | 3.22 | 0.590   | 1              | 0.3 | 24                 | 7.8  | 190              | 61.5 | 94                | 30.4 |
| 9    | 11       | Ability to convert weaknesses to strengths                                        | 3.16 | 0.586   | 1              | 0.3 | 29                 | 9.4  | 199              | 64.2 | 81                | 26.1 |
| 10   | 3        | Acknowledgement of my efforts                                                     | 3.15 | 0.816   | 13             | 4.2 | 44                 | 14.2 | 136              | 44.0 | 116               | 37.5 |
| 11   | 10       | The way I follow my work plan                                                     | 3.08 | 0.578   | 1              | 0.3 | 38                 | 12.1 | 210              | 67.1 | 64                | 20.4 |
| 12   | 12       | Personal values link with community                                               | 3.01 | 0.768   | 3              | 1.0 | 81                 | 25.9 | 138              | 44.1 | 91                | 29.1 |
| 13   | 2        | Balancing professional and personal life                                          | 2.90 | 0.828   | 18             | 5.8 | 69                 | 22.1 | 150              | 48.1 | 75                | 24.0 |
| 14   | 1        | Multiple roles                                                                    | 2.89 | 0.761   | 12             | 3.9 | 73                 | 23.5 | 163              | 52.6 | 62                | 20.0 |
| 15   | 4        | Salary                                                                            | 2.70 | 0.844   | 27             | 8.7 | 90                 | 28.8 | 144              | 46.2 | 51                | 16.3 |

The majority of the participants (98, 4 %) (rank 1 – item 6) were to some and a great extent satisfied with their desire to succeed. This implies that they were success orientated and that they were determined to fulfil their duties as principals well. The literature study indicated that successful primary school principals are able to help people to commit towards actions that will enable them to achieve personal objectives and to experience job satisfaction (cf. Par. 3.3.4).

The participants' need to achieve is also reflected by their desire to excel in whatever they are doing. The largest majority (97, 4%) - (rank 2 – item 7) of the participants responded that they were to some and a great extent satisfied with their desire to excel. Achievement is related to the employee's desire to excel and a need to achieve in competitive situations and this need to achieve in the working situation generally leads to greater efforts and even more achievement (cf. Par. 3.3.4).

The participants (95.5%) were to some and a great extent satisfied with their self-motivation (rank 3 – item 5) and 94.9% with their self-esteem (rank 4 – item 13). This indicates that they were self-confident and that they should be able to execute their duties with the minimum of stress. The literature study indicated that self-esteem, self-confidence and self-motivation enhance job satisfaction (cf. Par. 3.3.5.1).

The fact that 94.5% of the participants (rank 5 – item 9) responded that they were to some and a great extent satisfied that they could achieve excellent results bears testimony to the fact that they were motivated and self-confident individuals who have the ability to satisfy their need to be successful and to excel in their jobs as principals.

The majority of participants (93.0%) (rank 6 – item 14) were to some and a great extent satisfied that they experience mutual respect. The literature study indicated that educators and learners respect a school principal who respects them and this mutual respect enhances the principal's job satisfaction (cf. Par. 3.3.5.1).

It is noticed that the majority of the participants (91.0%) (rank 7 – item 15) were also to some and a great extent satisfied that their behaviour was motivated by their personal needs. This links with the literature study that indicated that the behaviour of individual primary school principals is largely motivated by their personal needs

rather than by force (cf. Par. 3.3.5.1). This response also correlates with items 6 (Desire to succeed), 7 (Desire to excel) and 5 (Self-motivation).

It is clear that (91.9%) of the participants (rank 7 – item 8) also responded that to some and a great extent they were satisfied with the attainment of their personal objectives. This response correlates with item 9 (Achievement of excellent results) and item 10 (The way I follow my work plan). Literature indicates that achieving personal objectives enhances both job-related and achievement-related satisfaction (cf. Par. 3.3.5.1).

90.3% of participants (rank 9 – item 11) responded that to some and a great extent they were satisfied with their abilities to convert their weaknesses to strengths. This ability bears testimony to the participants' positive self-esteem (Item13) and in any leadership position it is crucial that leaders are aware of their shortcomings and know how to address them. If leaders are blind to their shortcomings, or if they are unwilling to address them, it is going to affect their leadership styles and managerial abilities negatively. Literature suggests that for the primary school principal to experience job satisfaction he/she needs to examine his/her personal life by knowing his/her strengths and weaknesses so as to convert his/her weaknesses to strengths (cf. Par. 3.3.5.1).

The majority of participants (81.5%) (rank 10 – item 3) responded that to some and a great extent they are satisfied that their efforts are acknowledged. This response must be interpreted against the responses on items 9 (Achievement of excellent results), 14 (Experiencing mutual respect) and 8 (Attainment of personal objectives). It is very important for principals to experience that their personal efforts are acknowledged, because it serves as a powerful incentive to inspire principals towards even higher goals and objectives and it also fosters mutual respect between principals, teachers, learners and the parent community. According to the literature principals experience a sense of satisfaction if their efforts and performance at work are acknowledged (cf. Par. 3.3.2).

It is evident that 73.2% of the participants (rank 12 – item 12) were to some and a great extent satisfied that their personal values link with those of the community. This is very important, because if there is a clash between the personal values of the principal and the community it can cause conflict and stress and can influence the

principal's job satisfaction negatively. Literature suggests that primary school principals should also guard their schools against the influences of negative values and beliefs in the community, for example where gangsterism and drug abuse are supported in certain communities (cf. par. 3.3.5.1).

At least (72.1%) (rank 13 – item 2) of the participants were to some and a great extent satisfied that they manage to balance their professional and personal lives well. This response must also be interpreted against the responses to item 1 where 72.6% of the participants indicated that they manage to cope with the multiple roles that they must play at the same time. The response contradicts statements in the literature study where it is stated that in general, it seems to be difficult for principals to maintain a balance between the commitments of their professional and personal lives (cf. par. 3.3.1). Literature also suggests that reasonable parameters need to be developed so that principals can manage the demands of their professional and personal lives better (cf. par. 3.3.1).

Item 4 (*To what extent am I satisfied with my salary*) obtained the lowest mean score but 62.5% of the participants nevertheless responded that to some and a great extent they were satisfied with their salaries. Remuneration of principals is an important factor in experiencing job satisfaction. Literature states that employees who receive a good salary or living wage are usually more satisfied and more willing and prepared to perform and be productive, than employees who receive low salaries (cf. Par. 3.3.3).

## **Synthesis**

From the frequency analysis in Table 5.23 it can be deduced that in general there were no prominent intrinsic factors that exercised a negative impact on the participants' job satisfaction.

### **5.4.2 Extrinsic factors**

In Table 5.24 below, a frequency analysis of extrinsic factors contributing towards principals' job satisfaction is presented. The aims with these items were to determine to what extent extrinsic factors contribute towards the participants' job satisfaction.



**Table 5.24: Extrinsic factors contributing towards principals' job satisfaction**

| Rank | Item No | Abbreviated Item description<br><i>To what extent am I satisfied with my / that.....</i> | Mean | Std dev | Responses   |     |                 |      |               |      |                |      |
|------|---------|------------------------------------------------------------------------------------------|------|---------|-------------|-----|-----------------|------|---------------|------|----------------|------|
|      |         |                                                                                          |      |         | No extent 1 |     | Slight extent 2 |      | Some extent 3 |      | Great extent 4 |      |
|      |         |                                                                                          |      |         | f           | %   | F               | %    | f             | %    | f              | %    |
| 1    | 35      | That I am part of the educators' team                                                    | 3.66 | 0.539   | 1           | 0.3 | 7               | 2.2  | 90            | 28.8 | 214            | 68.6 |
| 2    | 36      | That I know all my educators well                                                        | 3.55 | 0.581   | -           | -   | 14              | 4.5  | 113           | 36.1 | 186            | 59.4 |
| 3    | 18      | Support to educators in their professional work                                          | 3.45 | 0.581   | 1           | 0.3 | 11              | 3.5  | 148           | 47.3 | 153            | 48.9 |
| 4    | 20      | That educators do not wish to leave my school                                            | 3.44 | 0.644   | 2           | 0.6 | 20              | 40.8 | 127           | 40.8 | 162            | 52.1 |
| 4    | 38      | That I can handle managerial tasks adequately                                            | 3.44 | 0.541   | -           | -   | 7               | 2.2  | 161           | 51.3 | 146            | 46.5 |
| 6    | 17      | Working together with other principals                                                   | 3.40 | 0.633   | 2           | 0.6 | 19              | 6.1  | 144           | 46.2 | 147            | 47.1 |
| 7    | 45      | Accountability for all school activities                                                 | 3.38 | 0.636   | 3           | 1.0 | 17              | 5.5  | 150           | 48.4 | 140            | 45.2 |
| 8    | 42      | That my leadership style is acceptable                                                   | 3.36 | 0.549   | -           | -   | 11              | 3.5  | 179           | 57.2 | 123            | 39.3 |
| 9    | 48      | Way of following policy when making decisions                                            | 3.35 | 0.618   | 3           | 1.0 | 15              | 4.8  | 164           | 52.4 | 131            | 41.9 |
| 10   | 51      | The way I delegate tasks                                                                 | 3.34 | 0.616   | 2           | 0.6 | 18              | 5.8  | 164           | 52.9 | 126            | 40.6 |
| 10   | 23      | Disciplinary measures I exercise                                                         | 3.34 | 0.620   | 2           | 0.6 | 19              | 6.1  | 163           | 52.2 | 128            | 41.0 |
| 12   | 21      | Way of interacting with the learners                                                     | 3.33 | 0.576   | 1           | 0.3 | 14              | 4.5  | 178           | 56.9 | 120            | 38.3 |
| 13   | 16      | Networking with other principals                                                         | 3.29 | 0.663   | 2           | 0.6 | 30              | 9.6  | 155           | 49.5 | 126            | 40.3 |
| 14   | 41      | That I successfully facilitate change at school                                          | 3.27 | 0.582   | 2           | 0.6 | 16              | 5.1  | 190           | 60.9 | 104            | 33.3 |
| 15   | 49      | The educators' involvement in decision making                                            | 3.22 | 0.619   | 2           | 0.6 | 27              | 8.6  | 185           | 58.9 | 100            | 31.8 |

|    |    |                                                                         |      |       |    |     |    |      |     |      |     |      |
|----|----|-------------------------------------------------------------------------|------|-------|----|-----|----|------|-----|------|-----|------|
| 16 | 22 | That I give learners sufficient attention                               | 3.20 | 0.607 | 2  | 0.6 | 26 | 8.3  | 191 | 61.0 | 94  | 30.0 |
| 16 | 27 | That educators' behaviour is guided by the code of conduct              | 3.20 | 0.719 | 10 | 3.2 | 25 | 8.0  | 168 | 54.0 | 108 | 34.7 |
| 18 | 39 | That in-service training opportunities develop me professionally        | 3.15 | 0.745 | 8  | 2.6 | 42 | 13.5 | 156 | 50.0 | 106 | 34.0 |
| 18 | 28 | That learners' behaviour is guided by the code of conduct               | 3.15 | 0.682 | 8  | 2.6 | 28 | 9.0  | 184 | 59.0 | 92  | 29.5 |
| 20 | 31 | The learner discipline in my school                                     | 3.14 | 0.701 | 8  | 2.6 | 33 | 10.6 | 176 | 56.6 | 94  | 30.2 |
| 20 | 40 | That in-service training opportunities help me to become more competent | 3.14 | 0.703 | 8  | 2.6 | 34 | 10.9 | 176 | 56.4 | 94  | 30.1 |
| 22 | 25 | Experience of professional security in my job                           | 3.13 | 0.736 | 8  | 2.6 | 42 | 13.4 | 161 | 52.1 | 98  | 31.7 |
| 22 | 46 | Time management strategy                                                | 3.13 | 0.639 | 4  | 1.3 | 34 | 10.9 | 192 | 61.5 | 82  | 26.3 |
| 24 | 19 | Way of supporting educators in their personal life                      | 3.12 | 0.740 | 5  | 1.6 | 54 | 17.4 | 152 | 48.9 | 100 | 32.2 |
| 24 | 24 | Experience of personal security at work                                 | 3.12 | 0.763 | 8  | 2.6 | 49 | 15.9 | 149 | 48.2 | 103 | 33.3 |
| 26 | 32 | Physical work conditions in my school                                   | 3.01 | 0.716 | 12 | 3.8 | 42 | 13.4 | 189 | 60.4 | 70  | 22.4 |
| 27 | 44 | The independence that I experience as a principal                       | 2.88 | 0.745 | 10 | 3.2 | 77 | 24.8 | 164 | 52.9 | 59  | 19.0 |
| 28 | 43 | Freedom to do things my own way                                         | 2.83 | 0.765 | 13 | 4.2 | 82 | 26.4 | 160 | 51.4 | 56  | 18.0 |
| 29 | 37 | Knowledge of all my learners                                            | 2.78 | 0.704 | 7  | 2.2 | 98 | 31.2 | 165 | 52.5 | 44  | 14.0 |
| 30 | 47 | Time allocated for managerial tasks                                     | 2.76 | 0.809 | 18 | 5.8 | 93 | 30.0 | 144 | 46.5 | 55  | 17.7 |
| 31 | 33 | Availability of resources in my                                         | 2.72 | 0.818 | 26 | 8.3 | 82 | 26.  | 158 | 50.5 | 47  | 15.  |

|    |    |                                                       |      |       |    |      |     |      |     |      |    |      |
|----|----|-------------------------------------------------------|------|-------|----|------|-----|------|-----|------|----|------|
|    |    | school                                                |      |       |    |      |     | 2    |     |      |    | 0    |
| 32 | 52 | Amount of time I have to execute my managerial duties | 2.71 | 0.827 | 23 | 7.4  | 96  | 30.8 | 142 | 45.5 | 51 | 16.3 |
| 33 | 26 | Issues of redeployment                                | 2.58 | 0.908 | 47 | 15.3 | 78  | 25.3 | 141 | 45.8 | 42 | 13.6 |
| 34 | 29 | Role of unions during disciplinary hearings           | 2.41 | 0.822 | 47 | 15.2 | 109 | 35.2 | 134 | 43.2 | 20 | 6.5  |
| 35 | 30 | Role of unions in the school                          | 2.30 | 0.780 | 46 | 14.7 | 143 | 45.8 | 107 | 34.3 | 16 | 5.1  |

The participants were 97,4% (rank 1 – item 35) to some and a great extent satisfied that they are part of the team in their schools. This response corresponds closely with the literature study where it was indicated that principals want to feel that they are accepted as part of the team (cf. par. 3.4.7).

The largest majority of participants (95.5%) (rank 2 – item 36) responded that to some and a great extent they were satisfied that they know their educators well. This is in line with the literature study that indicated that the principal needs to know his/her staff members well and maintain meaningful relationships with them (cf. par. 3.4.7).

It is clear that 96.2% of participants (rank 3 – item 18) were to some and a great extent satisfied with the way they support their educators in their professional work. Only 3.8% of the participants reported that they support their educators to no and a slight extent. The fact that the participants were satisfied with the professional support that they render to their educators is a very positive response, because it is emphasised in literature that the degree of job satisfaction that principals experience depend on the professional support that they give to educators (cf. par. 3.4.2). The fact that participants support their educators in their professional work can also be linked with their response to item 20 that to some and a great extent (92.9%) they are satisfied that educators do not wish to leave their schools.

It is noticed that 96.2% of the participants (rank 4 – item 38) responded that to some and to a great extent they are satisfied that they can deal with managerial tasks adequately. From this, one can deduce that the participants know how to manage

effectively. The literature study indicates that effective managerial ability brings about the desired organisational transformation (cf. par. 3.4.11) and that it contributes positively towards the job satisfaction of principals.

It is evident that 93.3% of participants were satisfied to some and a great extent, (rank 6 – item 17) by working with other principals. This item links with item 16 that shows that participants are satisfied with networking with other principals to some and a great extent (89.8%) (rank 13 – item 16). Networking is a good practice in which participants learn and share good practices from other colleagues. The literature study indicates that primary school principals should develop and maintain a positive relationship with colleagues and this should not be seen only in the work situation but also in out-of-work situations (cf. par. 3.4.1). It further states that this will help to maintain a network of relationships that are sustainable because there is concern for people and production (cf. par. 3.4.1).

It is clear that 93.6% of participants (rank 7 – item 45) were satisfied to some and a great extent that they are accountable for all school activities. This shows a sense of responsibility amongst the participants. Accountability is not shared. The primary school principal is responsible and accountable for all school activities and his/her main obligation is the educational and academic well-being of the school (cf. par. 3.4.11).

The largest majority of participants (96.5%) (rank 8 – item 42) were to some and a great extent satisfied with their leadership styles. This response correlates with the managerial ability of the participants reported above. Good leadership styles reflect human dignity and promote collaboration in decision making (cf. par. 3.4.11).

The majority of participants (94.3%) (rank 9 – item 48) were satisfied to some and a great extent with their way of following policy when making decisions in their schools. One will not go wrong when guided by a policy. Principals need to use policies when making decisions since policies serve as general guidelines for management when making decisions and setting the limits within which such decisions must be made when similar situations occur repeatedly (cf. par. 3.4.13).

It is noticed that 93.5% of the participants (rank 10 – item 51) were satisfied to some and a great extent with the way they delegate tasks. Delegating tasks alleviates

overload of work. The principal does not always have time to execute all tasks effectively; he/she therefore has to delegate some of them to subordinates (cf. par. 3.4.14).

It is clear that 93.3% of participants (rank 10 – item 23) were satisfied to some and a great extent with disciplinary measures they exercise in their schools. Old-fashioned disciplinary measures could no longer be applied in the new socio-political and legal context (cf. par. 3.4.5). The responses show that respondents embrace change and they apply acceptable disciplinary measures.

It is evident that 95.2% of participants (rank 12 – item 21) were satisfied to some and a great extent with the way they interact with the learners. It is important for the principal to increase personal interaction with learners so as to know them better (cf. par. 3.4.3). Participants seem to be doing well in terms of interaction with learners.

94.2 % (rank 14 – item 41) of the participants were to some and a great extent satisfied that they successfully facilitate change at school. Managers lead change and drive transformation in organisations that lead to job satisfaction (cf. par. 3.4.10). It seems participants are coping and responding well to change that is introduced in the Department of Education.

At least 90.7% (rank 15 – item 49) of participants were to some and a great extent satisfied with the educators' involvement in decision making. Educators must participate in decisions that affect them (cf. par. 3.4.13). Educators in the participants' schools seem to be involved in decision making and this makes them feel that their contributions are valued.

The largest majority of participants (91%) (rank 16 – item 22) were satisfied to some and a great extent that they give their learners sufficient attention. It is important for the principals to give their learners sufficient attention and to have deep personal relationship, mutual love, affection, empathy for their learners (cf. par. 3.4.3).

It is clear that the largest majority of participants (rank 10 – item 23, 93.3%) were satisfied to some and a great extent that educators' behaviour is guided by the code of conduct. The first guidance of educator behaviour is the labour relations act; the second is the code of conduct (cf. par. 3.4.5).

The largest majority of participants (84%) (rank 18 – item 39) were to some and a great extent satisfied that in-service training opportunities develop them as principals and 86.5% of them were also of the opinion that these opportunities help them to become more competent. The attendance of in-service training opportunities contributes positively to the continuous professional development of principals (cf. par. 3.4.10).

The largest majority of participants (88.5%) (rank 18 – item 28) were to some and a great extent satisfied that learners' behaviour is guided by the code of conduct. The code of conduct for learners should clearly stipulate the disciplinary measures that will be taken against a learner who does not comply with that code of conduct (cf. par. 3.4.5).

It is noticed that 86.8% of the participants (rank 20 – item 31) were satisfied to some and a great extent with the learner discipline in their schools. Learner discipline is made possible by a code of conduct that aims at establishing a disciplined and purposeful school environment that will lead to improvement and maintenance of the quality of the learning process (cf. par. 3.4.5).

The largest majority of participants (86.5%) (rank 20 – item 40) were to some and a great extent satisfied that in-service training opportunities help them to become more competent. This response corresponds closely with the literature study that indicates that in-service training opportunities help principals to become more competent (cf. par. 3.4.7). Sustainability of in-service training is important for the growth of the principals and it exposes them to new developments.

It is noticed that to some and a great extent, 83.8% of participants (rank 22 – item 25) are satisfied with the experience of professional security in their jobs. It is also evident that 73.2% of the participants (rank 24 – item 24) were to some and a great extent satisfied with their experience of personal security at work. Principals need to feel safe and secure personally and professionally. The impact of job insecurity of the principal can erode the effectiveness of the school (cf. par. 3.4.4).

The largest majority of participants (87.8%) (rank 22 – item 46) were to some and a great extent satisfied with their time management strategies. Principals who cannot

manage time experience stress problems which are caused by too much to do in too little time (cf.par. 3.4.12).

At least 81.1% (rank 24 – item 19,) of participants were to some and a great extent satisfied with the way of supporting educators in their personal lives. Literature shows that primary school principals tend to support educators in their professional work but not in their personal lives (cf. par. 3.4.2).

The majority of participants (82.2%) (rank 26 – item 32) were to some and a great extent satisfied with the physical work conditions in their schools. School principals need to provide an orderly and nurturing physical work environment that supports educators and stimulate their efforts. A school has to be a safe environment where learners can learn, work and play (cf. par. 3.4.6).

It is noticed from the participants' responses that 77.7% (rank 27 – item 44) were to a slight and some extent satisfied with the independence they experience as principals. They were also satisfied to a slight and some extent (77.8%) (rank 28 – item 43) with the freedom of doing things their own way. Exercising autonomy has a positive contribution to job satisfaction while lack of autonomy leads to job dissatisfaction (cf. par. 3.4.11).

It is evident that to some and a great extent, that 66.5% of participants (rank 29 – item 37) know their learners well. Although it is very difficult for principals to know all the learners in a large school, literature suggests that knowledge of the learners in the school will help principals to establish and maintain meaningful and positive relationships with the learners in the school (cf. par. 3.4.8). Such positive relationships will contribute to the establishment of positive discipline and a healthy school climate that is conducive to effective teaching and learning.

The majority of participants (76.5%) (rank 30 – item 47) were to a slight and some extent satisfied with time allocated to for managerial tasks. Only 17.7% participants were satisfied to a great extent with the time allocated for managerial tasks. Principals who are able to manage time allocated to managerial tasks are able to deal with interruptions (cf. par. 3.4.12). It is also noticed that 76.3% of the participants (rank 32 – item 52) were to a slight and some extent satisfied with the amount of time they have to execute their managerial duties. Literature shows that

time management is made difficult by excessive time demands of the principalship which is one of the dissatisfying aspects of the principals' position (cf. par. 3.4.12).

It is evident that 76.7% of the participants (rank 31 – item 33) were to slight and some extent satisfied with the availability of resources in their schools. Only 15% were satisfied to a great extent with the availability of resources in their schools. This shows that availability of resources in schools needs slight attention. Literature findings are that most of the schools lack laboratories for Science and Biology, libraries and sports facilities (cf. par. 3.4.6).

The majority of participants (71.1%) (rank 33 – item 26) were to a slight and some extent satisfied with issues of redeployment. Redeployment causes employees not to feel secure in their jobs and this leads to job dissatisfaction (cf. par. 3.4.4).

Almost half of participants (50.4%) (rank 34 – item 29) were to no and a slight extent satisfied with the role that unions play during disciplinary hearings. The response is in line with literature that indicates that educators' discipline by principals is sometimes hindered by the interference of unions (cf. par. 3.4.6). The unions represent their members and they protect them during disciplinary hearings. Some educators do not refrain from misconduct knowing that they will be protected by their unions. This makes it difficult for principals to manage their schools in terms of educator discipline and can contribute towards principals' job dissatisfaction.

The majority of participants (60.5%) (rank 35 – item 30) responded to no and a slight extent that they were satisfied with the role that unions play in their schools. Literature supports this response and states that principals are often reluctant and in some instances scared to deal with incompetent educators because they fear the actions of teacher unions (cf. par. 3.4.6). Teacher unions should support education departments in their vision of providing quality learning and teaching for all. Sometimes union members do not support this vision and they make the management of schools unbearable by opposing principals in their decision making.



## Synthesis

From the above it is noticed that in general there were no extrinsic factors that exercised a negative impact on the participants' job satisfaction although participants need to improve on knowing their learners well and the role of the unions during disciplinary hearings and their role in the school should be developmental.

### 5.4.3 Factors in the education system outside the school

In Table 5.25 below, a frequency analysis of factors in the education system outside the school contributing towards principals' job satisfaction is presented. The aims with these items were to determine to what extent factors in the education system outside the school contribute towards the participants' job satisfaction.

**Table 5.25: Factors in the education system outside the school contributing towards principals' job satisfaction**

| Rank | Item no | Abbreviated Item description<br><i>To what extent am I satisfied with my / that.....</i> | Mean | Std dev | Responses   |     |                 |      |               |      |                |      |
|------|---------|------------------------------------------------------------------------------------------|------|---------|-------------|-----|-----------------|------|---------------|------|----------------|------|
|      |         |                                                                                          |      |         | No extent 1 |     | Slight extent 2 |      | Some extent 3 |      | Great extent 4 |      |
|      |         |                                                                                          |      |         | f           | %   | F               | %    | f             | %    | f              | %    |
| 1    | 53      | Communication with the circuit manager                                                   | 3.25 | 0.699   | 4           | 1.3 | 35              | 11.2 | 153           | 49.0 | 120            | 38.5 |
| 2    | 62      | That head office ensures quality education in my school                                  | 2.82 | 0.674   | 12          | 3.8 | 67              | 21.5 | 197           | 63.1 | 36             | 11.5 |
| 3    | 55      | That the circuit office informs the district office about the challenges at my school    | 2.80 | 0.804   | 22          | 7.0 | 72              | 23.0 | 165           | 52.7 | 54             | 17.3 |
| 4    | 54      | That the circuit office informs the district office about the achievements of my school  | 2.77 | 0.849   | 26          | 8.4 | 77              | 25.0 | 148           | 48.1 | 57             | 18.5 |
| 5    | 57      | Guidance the district office gives to my school                                          | 2.75 | 0.768   | 20          | 6.5 | 78              | 25.3 | 168           | 54.5 | 42             | 13.6 |
| 6    | 56      | The support the district office gives to my school                                       | 2.73 | 0.771   | 22          | 7.0 | 80              | 25.6 | 171           | 54.6 | 40             | 12.8 |
| 7    | 59      | The support my educators receive from Subject                                            | 2.72 | 0.810   | 17          | 5.4 | 108             | 34.4 | 135           | 43.0 | 54             | 17.2 |

|    |    |                                                                           |      |       |    |      |     |      |     |      |    |      |
|----|----|---------------------------------------------------------------------------|------|-------|----|------|-----|------|-----|------|----|------|
|    |    | Specialists on curriculum issues                                          |      |       |    |      |     |      |     |      |    |      |
| 8  | 60 | The way head office addresses shortage of human resources in my school    | 2.62 | 0.834 | 34 | 10.9 | 88  | 28.3 | 152 | 48.9 | 37 | 11.9 |
| 9  | 58 | Positive feedback on achievements from the district office                | 2.57 | 0.835 | 33 | 10.7 | 103 | 33.6 | 135 | 44.0 | 36 | 11.7 |
| 10 | 61 | The way head office addresses shortage of physical resources in my school | 2.54 | 0.833 | 40 | 12.9 | 91  | 29.3 | 151 | 48.6 | 29 | 9.3  |

The largest majority of participants 87.5% (rank 1 – item 53) were to some and a great extent satisfied with their communication with their circuit managers. Circuit managers are their immediate superiors and they should support principals directly. Circuit managers are responsible for alleviating principals' frustrations and supporting them on managerial issues. Good relationships with their circuit managers will contribute towards a sound school atmosphere in which the primary school principal can experience job satisfaction (cf. par. 3.5.1).

It is evident that almost half of the participants (48.9%) (rank 2 – item 62) were to some extent satisfied with the way head office ensures quality education in their schools. Only 9.3% participants were to a great extent satisfied with the way head office ensures quality education in their schools. The reason may be that the head office is not the immediate office to them but the circuit office. The communication flows from the head office to the district office, from the district office to the circuit office and then to schools. Somewhere in this communication channel, information could get lost, or could be incorrectly communicated. The Department of Education at head office level should address the backlog in the shortage of human and physical resources at schools as this will facilitate the effective functioning of the school (cf. par. 3.5.3).

At least (75.7%) (rank 3 – item 55) of the participants responded that to a slight and some extent they were satisfied that the circuit office informs the district office about the challenges at their schools. The majority of participants (rank 4 – item 54, 73.1%) responded that to a slight and some extent they were satisfied that the circuit

office informs the district office about the achievements in their schools. Literature shows that the circuit office has a responsibility of informing the higher office of the achievements and challenges noticed in schools (cf. par. 3.5.1).

The participants 79.8% were (rank 5 – item 57) to slight and some extent satisfied with guidance the district office gives to their schools. Clear guidance and directives from the education district office to schools are essential (cf. par. 3.5.2).

The majority of participants (80.2%) (rank 6 – item 56) responded that to a slight and some extent they were satisfied with the support the district office gives to their schools. Fundamental changes require support from the district office (cf. par. 3.5.2).

It is evident that 77.4% of the participants (rank 7 – item 59) were to a slight and some extent satisfied with the support their educators receive from Subject Specialists on curriculum issues. The district office has to see to it that curriculum is implemented in schools and this is only possible through the use of subject specialists (cf. par. 3.5.2). Participants seem to be satisfied with the support subject specialists are giving to their educators on curriculum policies.

The majority of participants (77.2%) (rank 8 – item 60) responded that to a slight and some extent they were satisfied with the way head office addresses shortage of human resources in their schools. The majority of participants (77.9%) (rank 10 – item 61) responded that to a slight and some extent they were satisfied with the way head office addresses shortage of physical resources in their schools. The Department of Basic Education at head office level should address the backlog in the shortage of human and physical resources in schools as this will facilitate effective functioning of the schools (cf. par. 3.5.3).

It is noticed that 77.6% of the participants (rank 9 – item 58, 77.6%) were to a slight and some extent satisfied with positive feedback on achievements from the district office. The district office needs to give positive feedback to schools on achievements noticed (cf. par. 3.5.2).

## Synthesis

In general the majority of participants reported that they are satisfied to some extent with the communication, support and guidance they receive from the education systems outside the school.

### 5.4.4 Factors in the community

In Table 5.26 below, a frequency analysis of factors in the community contributing towards principals' job satisfaction is presented. The aims with these items were to determine to what extent factors in the community contribute towards the participants' job satisfaction.

**Table 5.26: Factors in the community contributing towards principals' job satisfaction**

| Rank | Item no | Abbreviated Item description<br><i>To what extent am I satisfied with my / that.....</i> | Mean | Std dev | Responses   |     |                 |      |               |      |                |      |
|------|---------|------------------------------------------------------------------------------------------|------|---------|-------------|-----|-----------------|------|---------------|------|----------------|------|
|      |         |                                                                                          |      |         | No extent 1 |     | Slight extent 2 |      | Some extent 3 |      | Great extent 4 |      |
|      |         |                                                                                          |      |         | f           | %   | F               | %    | f             | %    | f              | %    |
| 1    | 67      | Acceptance of the community's different religions                                        | 3.62 | 0.561   | 1           | 0.3 | 9               | 2.9  | 99            | 31.7 | 203            | 65.1 |
| 2    | 65      | Respect to the community's customs                                                       | 3.51 | 0.573   | 1           | 0.3 | 9               | 2.9  | 130           | 42.1 | 169            | 54.7 |
| 3    | 66      | That I take diversity into account when engaging with community                          | 3.34 | 0.793   | 11          | 3.5 | 50              | 9.6  | 113           | 36.1 | 159            | 50.8 |
| 4    | 64      | The power given to the SGB to govern the school                                          | 3.04 | 0.701   | 10          | 3.2 | 40              | 12.9 | 188           | 60.5 | 73             | 23.5 |
| 5    | 63      | The support I get from the parents                                                       | 2.82 | 0.710   | 9           | 2.9 | 85              | 27.2 | 172           | 55.1 | 46             | 14.7 |

The majority of the participants (96.8%) (rank 1, item 67) were to some and a great extent satisfied that they accept the community's different religions. If the principal accepts and respects the community's different religions there will be a harmonious relationship between him/her and the community. This is in line with literature that principals should know and accept that communities have different religions and beliefs (cf. par. 3.6.3).

The majority of participants (96.8%) - (rank 2 – item 65) also respect the community's customs to some and great extent while 86.9% of the participants were also satisfied to some and great extent that they take diversity into account when engaging with the community. Literature supports these responses by stating that customs, diversity and demands from the community challenge the principals to adjust their own mindset and beliefs in order to cater for the broad spectrum of learners in their care (cf. par. 3.6.2). The participants' responses show that they acknowledge the importance of the community's customs and this will enable principals to manage more effectively and to experience job satisfaction.

It is noticed that 86.9% of participants (rank 3 – item 66) responded that they were to some and a great extent satisfied with taking diversity into account when engaging with the community. Customs, diversity and demands from the community challenge the principals to adjust their own mindset and beliefs in order to cater for the broad spectrum of learners in their care cf. par. 3.6.2).

It is evident that 94% of participants (rank 4 – item 64) responded that they were to some and a great extent satisfied with the power given to the SGB to govern the school. This response contradicts what is said in literature that principals often feel that they are disempowered by the school governing bodies (cf. par. 3.6.1).

The participants 69.8% (rank 5 – item 63) were to some and a great extent satisfied with the support they get from the parents. Parental support is vital for the effective management of schools. Parents are expected to attend parents meetings, attend to their children's problems when called to school by an educator or principal and to support school activities like sports, cleaning campaigns, etc. 30.1% participants were satisfied to no and a slight extent with parental support. The above response indicates that there is still room for improvement in terms of parental support. This response is in line with literature that indicates that parental involvement in school activities is often low (especially in the rural areas) mainly due to the negative attitude towards schools and this affects the primary school principal's job satisfaction negatively. Improved communication will ensure that the parents know why and how they should and can become more involved (cf. par. 3.6.1).

## Synthesis

From the above it can be deduced that in general there were no factors in the community that exercised a negative impact on the participants' job satisfaction. Parental support needs a slight improvement since some participants seem not to be satisfied with it.

### 5.4.5 Conclusion: Frequency analysis of participants' responses to items in Section B of the questionnaire

In order to get an overview of the participants' most positive and negative responses to the different items in Section B of the questionnaire, this section concludes with a summary of the items that in terms of their means, obtained a ranking of the ten highest and the ten lowest means. In the case of the highest means, only nine items are reported since three items with exactly the same mean scores obtained a ranking of ten.

#### 5.4.5.1 Item responses according to the nine highest means

Table 5.27 presents the item responses according to the nine highest means.

**Table 5.27 Item responses according to the nine highest means**

| Highest Rank | Item no | Question                                          | Mean |
|--------------|---------|---------------------------------------------------|------|
| 1            | 6       | Desire to succeed                                 | 3.75 |
| 2            | 35      | That I am part of the educators' team             | 3.66 |
| 3            | 7       | Desire to excel                                   | 3.65 |
| 4            | 67      | Acceptance of the community's different religions | 3.62 |
| 5            | 36      | That I know all my educators well                 | 3.55 |
| 6            | 65      | Respect for the community's customs               | 3.51 |
| 7            | 13      | Self-esteem                                       | 3.46 |
| 8            | 9       | Achievement of excellent results                  | 3.45 |
| 8            | 18      | Support to educators in their professional work   | 3.45 |

Item 6 which obtained the highest mean (3.75) gave an indication that the participants were satisfied with their desire to succeed. This response also relates to item 7 which indicated that the participants were also satisfied with their desire to excel (mean= 3.65). These two items contributed positively to the job satisfaction of the participants. Thus, successful primary school principals should be able to inspire educators to commit themselves towards actions that will enable them to achieve

personal objectives and to experience job satisfaction as well (cf. Par. 3.3.4). The desire to succeed and to excel simply points at the goal orientated behaviour of the participants who experience a need, wish, desire or drive to do something that leads to successful achievement of goals that in turn, will enhance their job satisfaction (cf. par. 3.3.4).

The response with the second highest mean (3.66) was that the participants were satisfied that they were part of their educators' team (item 35). This response indicates that the participants felt that they are accepted by the educators in their schools, that they operate as a valuable team member in their schools and that they belong to a team which aspires to achieve great heights. The fact that primary school principals do most of their work in their offices and educators spend most of their time in classrooms does not mean that principals should be isolated; they also want to feel that they are part of the team and this contributes positively to their job satisfaction. Professional isolation leads to job dissatisfaction (cf. par. 3.4.7).

The extent to which participants are satisfied that they accept the community's different religions (item 67) is reflected by the fourth highest mean of 3.62. The community respects the school principal who accepts their religions and beliefs. Healthy school community relations lead to job satisfaction and can also help to implement reform initiatives in the school (cf. par. 3.6.3).

The response to item 36 with the fifth highest mean (3.55) gives an indication that participants were satisfied that they knew their educators well. The primary school principals must know their teachers well and maintain meaningful relationships with them to enhance their experience of job satisfaction (cf. par. 3.4.7).

The participants scored a mean of 3.51 on item 36 which indicates that they were satisfied with the respect they showed towards the community's customs. The participants' responses show that they acknowledged the importance of the community's customs and in turn, this would foster the respect of the community towards the principal which would enable principals to manage more effectively and to experience job satisfaction (cf. par. 3.6.2).

Question items 13 and 9 scored a mean of 3.46 and 3.45 respectively. This indicates that participants were satisfied with their self-esteem and their achievement of

excellent results. These responses also link with items six and seven. The achievement of excellent results boosts the principal's self-esteem and will motivate him/her to achieve even better results. The more positive the principal's self-esteem, the more job satisfaction he/she will experience (cf. par. 3.3.5.1; 3.3.4).

Item 18 obtained a mean score of 3.45 which indicates that the participants were satisfied with the support that they give to the educators in their schools. The fact that the participants were satisfied with the professional support that they render to their educators is a very positive response, because it is emphasised in literature that the degree of job satisfaction that principals experience depends on the professional support that they give to educators (cf. par. 3.4.2).

#### 5.4.5.2 Item responses according to the ten lowest means

Table 5.28 presents the item responses that obtained the ten lowest means.

**Table 5.28: Item responses according to the ten lowest means**

| Lowest Rank | Item no | Question                                                                       | Mean |
|-------------|---------|--------------------------------------------------------------------------------|------|
| 1           | 30      | Role of unions in the school                                                   | 2.30 |
| 2           | 29      | Role of unions during disciplinary hearings                                    | 2.41 |
| 3           | 61      | The way head office addresses shortage of physical resources in my school      | 2.54 |
| 4           | 26      | Issues of redeployment                                                         | 2.58 |
| 5           | 4       | Salary                                                                         | 2.70 |
| 6           | 52      | Amount of time I have to execute my managerial duties                          | 2.71 |
| 7           | 33      | Availability of resources in my school                                         | 2.72 |
| 7           | 59      | The support my educators receive from Subject Specialists on curriculum issues | 2.72 |
| 9           | 56      | The support the district office gives to my school                             | 2.73 |
| 10          | 57      | Guidance the district office gives to my school                                | 2.75 |

The two items that obtained the lowest means were item 30 (the role that unions play in the school) and item 29 (the role of unions during disciplinary hearings) with means of 2.30 and 2.41 respectively. These two responses should be viewed together since they both relate to teacher unions and how they may affect the job satisfaction of principals. Primary school principals are often reluctant and in some



instances scared to deal with incompetent educators because they fear the teachers' union and this could lead to job dissatisfaction (cf. par. 3.4.5). Sometimes school principals do not take the necessary disciplinary measures against educators, because teacher unions often interfere in the process and cause much of frustration and conflict. Trade union representatives have the right to assist and represent the employee (educator) in grievance and disciplinary proceedings at the request of the employee in the workplace (Labour Relations Amendment Act, 12 of 2002 section 14, sub-section 4(a)). Union representatives (site stewards) in schools are employees and at the same time represent the interests of the union and its members at the workplace (cf. par. 3.4.5).

Item 61 (The way head office addresses shortage of physical resources in the participants' schools) obtained a mean of 2.54 which reflects a negative response from the participants. The Provincial Department of Education at head office level should address the backlog in the shortage of physical resources at schools as this will facilitate the effective functioning of schools. Schools cannot function effectively without these resources and a shortage of resources makes school management very difficult. Under-resourced schools affect the principal's job satisfaction negatively (cf. par. 3.5.3).

A mean of 2.58 was obtained for item 26 (Issues of redeployment) this indicates that participants experienced these issues negatively. Economic pressures have forced organisations including schools to reduce costs while still preserving or increasing their productivity and quality. Organisations engage in redeployment in an attempt to survive these difficult economic conditions. It is noted that educators including primary school principals are no longer secure in their jobs and this leads to job dissatisfaction (cf. par. 3.4.4). Changes in the South African work environment include de-motivating factors such as redeployment and mergers and these factors affect primary school principals' motivation and commitment negatively and contribute to their job dissatisfaction (cf. par. 3.3.3).

It is evident from the mean of 2.70 which was obtained for item 4 that the participants were not very satisfied with their salaries. Employees who receive a good salary or living wage are usually more satisfied and more willing and prepared to perform and to be productive. Those with lower salaries appear to be less productive and usually experience job dissatisfaction (cf. par. 3.3.3). However, it must be noted, that

although there was some dissatisfaction amongst the participants about their salaries, most of them reported that they were still satisfied with their desire to succeed and achieve excellent results (see Table 5.27)

From the participants' responses to item 52 that obtained a mean of 2.71 it is evident that participants were not altogether satisfied with the time that they have at their disposal to execute their managerial duties.

The mean of 2.72 which was obtained for item 33 indicates that the participants were not entirely satisfied with the availability of resources in their schools. This response indicates that the availability of resources in schools needs attention. In Chapter 3 it was mentioned that most of the schools in South Africa lack laboratories for Science and Biology, libraries and sports facilities (cf. par. 3.4.6).

Participants were also not very satisfied with the support that they receive from Subject Specialists on curriculum issues (item 59). The district office has to see to it that curriculum is implemented in schools and this is only possible through the use of subject specialists (cf. par. 3.5.2).

The means of 2.73 and 2.75 which were respectively obtained for items 56 and 57 indicate that the participants were not very satisfied with the guidance and support that district offices offer to their schools and that this issue also needs to be addressed. Fundamental changes can only occur in schools with the support from district offices (cf. par. 3.5.2).

## **5.5 The relationship between the different biographical variables and the factors that contribute towards principals' job satisfaction**

### **5.5.1 Remark**

In this section the relationship between the different biographical variables and the factors that contribute towards the principals' job satisfaction will be investigated. In order to do this, two statistical methods were used, namely an independent t-test and analysis of variance (ANOVA).

The independent t-test was used in the case of gender as a biographical variable because there are only two gender categories, namely male or female. In order to determine whether statistically significant gender differences exist, p-values ( $p < 0.05$ )

were consulted. Effect sizes (Cohen's d-values) were then calculated to determine the practical significance of differences (Cohen, 1988).

In cases where a biographical variable contained more than two categories, for example in the case of age (30 – 40 yrs; 41 – 50 yrs; 50+ yrs) ANOVA was used to determine whether statistical and practical differences exist between the different age categories. The omnibus test was initially used to determine whether statistically significant differences exist between the different age categories ( $p < 0.05$ ). In such cases post-hoc tests were done to determine where the differences exist, for example between age categories 30 to 40 yrs and 50+ yrs. Cohen's d-values were then calculated to determine the practical significance of the differences between these categories. In order to determine the practical significance of d-values the following guidelines were used (Cohen, 1988):

d > 0.8: large significance \*\*\*

d > 0.5: medium (visible) significance \*\*

d > 0.2: small significance \*

### 5.5.2 The relationship between participants' gender and the different sub-factors that contribute towards their job satisfaction

Information regarding the relationship between the participants' gender and the different sub-factors that contribute towards their job satisfaction can be observed in Table 5.29.

**Table 5.29: The relationship between participants' gender and the different sub-factors that contribute towards their job satisfaction**

| Factors                  | Gender         | N          | Means | St. Deviations | Effect sizes |
|--------------------------|----------------|------------|-------|----------------|--------------|
| <b>Intrinsic factors</b> |                |            |       |                |              |
| Motivation               | Male<br>Female | 173<br>133 | 3.20  | 0.47           | 0.23         |
| Role balancing           | Male<br>Female | 173<br>133 |       |                | 0.17         |
| Career enhancement       | Male<br>Female | 173<br>133 | 3.21  | 0.45           | 0.11         |
| Personal attributes      | Male<br>Female | 173<br>133 | 3.00  | 0.57           | 0.03         |

|                                                       |                |            |      |      |      |
|-------------------------------------------------------|----------------|------------|------|------|------|
| <b>Extrinsic factors</b>                              |                |            |      |      |      |
| Management style/approach                             | Male<br>Female | 173<br>133 | 2.86 | 0.69 | 0.21 |
| Time management                                       | Male<br>Female | 173<br>133 | 3.55 | 0.44 | 0.21 |
| Role of unions                                        | Male<br>Female | 172<br>132 |      |      | 0.14 |
| Learner support                                       | Male<br>Female | 173<br>133 | 3.55 | 0.39 | 0.19 |
| In-service training and development                   | Male<br>Female | 173<br>133 | 3.27 | 0.44 | 0.14 |
| Relationship with colleagues                          | Male<br>Female | 173<br>133 |      |      | 0.23 |
| Autonomy                                              | Male<br>Female | 173<br>131 | 3.31 | 0.45 | 0.30 |
| Discipline: Educators and learners                    | Male<br>Female | 173<br>133 |      |      | 0.01 |
| Physical environment                                  | Male<br>Female | 173<br>133 | 3.33 | 0.39 | 0.30 |
| <b>Factors in education system outside the school</b> |                |            |      |      |      |
| Circuit office and district office                    | Male<br>Female | 173<br>133 | 3.42 | 0.37 | 0.01 |
| Head office                                           | Male<br>Female | 173<br>133 | 2.79 | 0.74 | 0.10 |
| <b>Factors in the community</b>                       |                |            |      |      |      |
| Parental support                                      | Male<br>Female | 172<br>133 | 2.66 | 0.80 | 0.07 |
| Diversity in the community                            | Male<br>Female | 172<br>133 | 2.32 | 0.72 | 0.07 |

Small effect:  $d=0.2$  (\*)      Medium effect:  $d=0.5$  (\*\*)      Large effect  $d=0.8$  (\*\*\*)

The small effect sizes (d-values) in Table 5.29 above indicate that there is no relationship of practical significance between the participants' gender and the different sub-factors that contribute towards their job-satisfaction. In other words, there were no significant differences between the male and female participants in terms of factors that influence their job satisfaction. Since the democratic era dawned in South Africa, men and women are regarded as equals. What men can do,

women can do as well. This may be a reason why there does not seem to be a relationship between gender and factors that influence job satisfaction. Literature shows that it is more difficult for female principals to balance their different roles than male principals (Eckman, 2004:368). Women employees are more satisfied than men in small organisations with female supervisors while males are more satisfied in larger organisations with male supervisors (cf. par. 3.3.5.2).

### Synthesis

From Table 5.29 above it is noted that there is no relationship of practical significance between the participants' gender and the different sub-factors that contribute towards their job satisfaction.

### 5.5.3 The relationship between participants' age and the different sub-factors that contribute towards their job satisfaction

In Table 5.30 below information is given about the relationship between participants' age and the different sub-factors that contribute towards their job satisfaction. Only those sub-factors that displayed a small to medium relationship with age will be reported in Table 5.30. Age category 1 (younger than 30 yrs.) was not included in the analysis, because there were only 3 participants. These 3 participants were included in age category 2 (30 – 40yrs.).

**Table 5.30: The relationship between participants' age and the different sub-factors that contribute towards their job satisfaction**

| Factors that contribute towards their job satisfaction |                |            |      |      |                |          |                |
|--------------------------------------------------------|----------------|------------|------|------|----------------|----------|----------------|
| Factor                                                 |                | Age Groups | N    | Mean | Std. Deviation | ANOVA    | Post Hoc Tests |
|                                                        |                |            |      |      |                | p-values | d-values       |
| <b>Intrinsic factors</b>                               |                |            |      |      |                |          |                |
| Role balancing                                         | 2. 30 – 40 yrs | 61         | 2.72 | 0.68 | .001           | 0.58**   |                |
|                                                        | 3. 41 – 50 yrs | 117        | 2.89 | 0.60 |                |          |                |
|                                                        | 4. 51+ yrs     | 134        | 3.08 | 0.58 |                |          |                |
|                                                        | Total          | 312        | 2.94 | 0.62 |                |          |                |
| Career enhancement                                     | 2. 30 – 40 yrs | 61         | 3.64 | 0.30 | .044           | 0.39*    |                |
|                                                        | 3. 41 – 50 yrs | 117        | 3.48 | 0.48 |                |          |                |
|                                                        | 4. 51+ yrs     | 134        | 3.55 | 0.43 |                |          |                |

| Total                     |                | 312 | 3.54 | 0.43 |      |          |
|---------------------------|----------------|-----|------|------|------|----------|
| <b>Extrinsic factors</b>  |                |     |      |      |      |          |
| Management style/approach | 2. 30 – 40 yrs | 61  | 3.26 | 0.32 | 0.14 | 0.44*    |
|                           | 3. 41 – 50 yrs | 117 | 3.34 | 0.40 |      | 2 with 4 |
|                           | 4. 51+ yrs     | 134 | 3.43 | 0.38 |      |          |
|                           | Total          | 312 | 3.36 | 0.38 |      |          |
| Time management           | 2. 30 – 40 yrs | 61  | 2.50 | 0.83 | .003 | 0.52**   |
|                           | 3. 41 – 50 yrs | 117 | 2.69 | 0.78 |      | 2 with 4 |
|                           | 4. 51+ yrs     | 134 | 2.89 | 0.68 |      |          |
|                           | Total          | 312 | 2.74 | 0.76 |      |          |
| Learner support           | 2. 30 – 40 yrs | 61  | 2.92 | 0.52 | .002 | 0.55**   |
|                           | 3. 41 – 50 yrs | 117 | 3.12 | 0.47 |      | 2 with 4 |
|                           | 4. 51+ yrs     | 134 | 3.18 | 0.48 |      |          |
|                           | Total          | 312 | 3.11 | 0.50 |      |          |
| In-service training       | 2. 30 – 40 yrs | 61  | 3.07 | 0.54 | .004 | 0.41*    |
|                           | 3. 41 – 50 yrs | 117 | 3.02 | 0.77 |      | 3 with 4 |
|                           | 4. 51+ yrs     | 134 | 3.29 | 0.66 |      |          |
|                           | Total          | 312 | 3.15 | 0.69 |      |          |
| Autonomy                  | 2. 30 – 40 yrs | 61  | 2.68 | 0.74 | .048 | 0.38*    |
|                           | 3. 41 – 50 yrs | 116 | 2.84 | 0.74 |      | 2 with 4 |
|                           | 4. 51+ yrs     | 133 | 2.95 | 0.65 |      |          |
|                           | Total          | 310 | 2.86 | 0.71 |      |          |

Small effect:  $d=0.2$  (\*)      Medium effect:  $d=0.5$  (\*\*)      Large effect  $d=0.8$  (\*\*\*)

The small and medium effect sizes (d-values) in Table 5.30 above indicate that there is a visible relationship between the participants' age and the different sub-factors that contribute towards their job satisfaction.

Table 5.30 indicates that a relationship of medium practical significance exists between age categories 2 (30 to 40 yrs) and 4 (older than 51 yrs). The means of the respective age categories indicate that the older participants (51yrs+) were visibly more satisfied with their ability to balance the different roles that they should fulfil, than their younger counterparts (30 to 40 yrs). The reason for this may be that the older and therefore more experienced participants are more adept at balancing their

multiple life roles. Older principals may have less complex and stressful life styles that make it difficult for them to balance their roles, they delegate tasks to minimise workload and they can manage time well. Younger principals still have active, complex and stressful life styles that challenge their attention simultaneously. However, the literature consulted in chapter 3 of this study does not say anything concerning the relationship between role balancing and age.

The medium effect size ( $d=0.39$ ) in Table 5.30 above indicates that there is a visible relationship between the participants' age and their career enhancement. The mean score of 3.64 for the age group 30 – 40 years shows that younger participants are more satisfied with their career enhancement than their middle aged (41 – 50 years) colleagues who obtained a mean score of 3.48. A possible reason for this finding could be that the younger participants have already reached a managerial position as principals of schools and are therefore satisfied with what they have achieved at a relatively young age. They still have quite a lengthy career span with further opportunities for career enhancement ahead of them, than their older counterparts, who could experience somewhat of a career ceiling at their age. In other words, the prospects for further career enhancement for the older principals are not as promising as is the case for the younger principals. The younger principals still have the desire to excel and to be successful. They have not yet achieved all their career goals; they are young and have the desire to do well. The older principals have already achieved their career goals and they are satisfied with what they have achieved.

It is evident ( $d=0.44$ ) that the older participants (51 yrs. +) were more satisfied with their management styles/approaches than the younger participants (30 – 40yrs.). The reason for this may be that older principals are more experienced as managers of schools and possibly better qualified than the younger ones. The younger principals are less prepared for the demands of managing a school. They are still unsure of themselves as managers and must develop and settle into their own management style/approach. They lack experience as principals, there is uneasiness and uncertainty relating to their job since there are so many managerial tasks that have to be carried out and time management may still be a problem. The older principals are at ease with managerial tasks. They have tried out or used different managerial styles/approaches with success. However, in the literature study

(see Chapter 3) the relationship between age and management style/approach was not addressed.

Concerning the time management of the participants there was a relationship of medium practical significance ( $d=0.52$ ) between age categories 2 and 4. The mean score of 2.50 for the age group 30 – 40 years is lower than the mean score of 2.89 for the age group 51 years and above. Participants of the age group of 51 years and older were more satisfied with the way they managed their time than the age group of 30 – 40 years. The reason for this response could be that the older participants are more experienced and better qualified than the younger ones. Older principals should be able to deal better with unforeseen interruptions in their daily schedules than their younger counterparts. They are also more likely to balance their professional and private lives better than younger principals who still have an active life style and lack experience of how to balance the demands of their private and professional lives without compromising. Because they are more experienced than their younger counterparts, older principals are more likely to plan their time better. They are better at the prioritisation of activities and delegation of tasks to other members of the school management team so that tasks are done and completed at the right time without any undue stress or compromise of other activities. Due to lack of confidence younger principals may be reluctant to delegate duties because they may fear that other people could see it as a lack of competence to execute the duties themselves.

The medium effect size of 0.55 which was obtained between the mean scores of age categories 2 and 4 indicates that the older principals (51 yrs+) were more satisfied with the support that they render to learners than their younger counterparts (30 to 40 yrs). From this response one can deduct that older principals prioritise learners in their schools. They know how to be informally involved in the learners' everyday's school lives and how to increase personal interaction with them so as to know them better and be able to give them support when they need it. During such informal interactions learners are free to tell the empathetic principal about things that bother them and he will in turn give them relevant support they need. Maybe younger principals who are still inexperienced spend more time in the office on their managerial duties and less time on personal interaction with learners. .



The medium effect size of 0.41 which was calculated for the difference in mean scores between age categories 3 (41 to 50 yrs) and 4 (51 yrs+) indicates that the younger participants (41 to 50yrs) were less satisfied with in-service training and development opportunities than their older (51yrs+) counterparts. The reason for this could be that the younger participants need more in-service training and development opportunities because they are more inexperienced than their older colleagues. The older principals have already had the opportunity to attend a number of in-service training sessions and may not experience the need to attend further training sessions because they have already gained sufficient knowledge and skills by attending previous in-service training opportunities. In-service training is seen by the younger counterparts as an opportunity for personal growth and development and a way of developing job related self-esteem. The younger principals feel that they must attend these trainings since they equip them with more knowledge and skills to become better principals.

The medium effect size ( $d=0.38$ ) which was calculated for the difference in means between age categories 2 (30 to 40yrs) and 4 (51yrs+) indicates that the older principals were visibly more satisfied with their autonomy than the younger ones. A possible reason for this finding may be that the older participants are more experienced managers than the younger group. Exercising autonomy is associated with the freedom of participants to do work as they see fit (cf. par. 3.4.11). The knowledge the older principals have acquired during the years as principals enable them more freedom, independence and discretion in scheduling their work as they see fit and in determining for themselves the procedures to be used for its execution. They do not need someone to tell them what to do and how to do it, as younger school principals sometimes require. They are able to resist social pressures which expect of them to think and act in certain ways and they evaluate themselves against their own personal standards. Younger principals are more likely to be concerned about the expectations and evaluation of others and to conform to social pressures.

### **Synthesis**

The responses indicated that older principals (51yrs+) were visibly more satisfied with their ability to balance their different life roles and they were also more satisfied with their management styles/approaches. Principals of this age group were also more satisfied with their ability to manage their time and, the support that they render to learners than their younger, counterparts. Older principals also reported that they

were more satisfied with in-service training and development opportunities than younger principals and they also experienced more autonomy than the younger ones. Younger participants were more satisfied with their career enhancement opportunities than middle aged principals.

#### 5.5.4 The relationship between participants' qualifications and the different sub-factors that contribute towards their job satisfaction

In Table 5.31 information is given about the relationship between participants' qualifications and the different sub-factors that contribute towards their job satisfaction. Only those sub-factors that displayed a small to medium relationship with participants' qualifications will be reported in Table 5.30. Qualification category 1 (Teaching certificate only) was not included in the analysis, because there were only 3 participants with this qualification. These 3 participants were included in qualification category 2 (Diploma in education).

**Table 5.31: The relationship between participants' qualifications and the different sub-factors that contribute towards their job satisfaction**

| Factors          | Qualification        | N   | Mean | Std.<br>Deviation | ANOVA    | Post Hoc<br>Tests |
|------------------|----------------------|-----|------|-------------------|----------|-------------------|
|                  |                      |     |      |                   | p-values | d-values          |
| Intrinsic factor |                      |     |      |                   |          |                   |
| Role balancing   | 2. Diploma in Educ.  | 48  | 2.90 | 0.59              | .000     | 0.63**            |
|                  | 3. Degree            | 29  | 3.02 | 0.48              |          | 4 with 5<br>0.42* |
|                  | 4. Degree & Diploma  | 124 | 2.78 | 0.61              |          | 2 with 5<br>0.41  |
|                  | 5. Post graduate qua | 103 | 3.15 | 0.60              |          | 3with 4           |
|                  | Total                | 304 | 2.95 | 0.61              |          |                   |

Small effect:  $d=0.2$  (\*)      Medium effect:  $d=0.5$  (\*\*)      Large effect  $d=0.8$  (\*\*\*)

The small to medium effect sizes in Table 5.31 above indicate that there is a visible practical relationship between the participants' qualifications and their role balancing abilities. The higher the qualification of the participants, the more satisfied they were with their role balancing abilities.

In terms of role balancing, participants with post-graduate qualifications were more satisfied with their ability to balance their roles effectively than those with lower

qualifications (diploma in education and degree). The same applied to participants with a degree and diploma in education and participants with a degree only.

The above finding can be ascribed to the fact that principals with higher qualifications have been exposed to more knowledge and skills during their studies. The knowledge and skills that they have gained from these studies enabled them to balance their roles more effectively since they are able to analyse the demands of their jobs and personal lives better and have learnt to cope better with stress.

### Synthesis

It is noticed from Table 5.31 above that the better qualified the participants were the better they could balance their multiple roles.

### 5.5.5 The relationship between participants' experience and the different sub-factors that contribute towards their job satisfaction

In Table 5.32 below information is given about the relationship between participants' experience and the different sub-factors that contribute towards their job satisfaction. Only those sub-factors with d-values larger than 0.3 are reported in Table 5.32

Table 5.32: The relationship between participants' experience as principals and the different sub-factors that contribute towards their job satisfaction

| Factors                   |                   | Experience | N    | Mean | Std. Deviation | ANOVA<br>p-values                        | Post Hoc Tests<br>d-values |
|---------------------------|-------------------|------------|------|------|----------------|------------------------------------------|----------------------------|
| Intrinsic factor          |                   |            |      |      |                |                                          |                            |
| Personal attributes       | 1.0 to 3 years    | 29         | 3.13 | 0.52 | .004           | 0.58** 2<br>with 4<br>0.50 **1<br>with 4 |                            |
|                           | 2.4 to 6 years    | 31         | 3.10 | 0.41 |                |                                          |                            |
|                           | 3.7 to 10 years   | 67         | 3.26 | 0.35 |                |                                          |                            |
|                           | 4.11 yrs and more | 185        | 3.35 | 0.45 |                |                                          |                            |
|                           | Total             | 312        | 3.29 | 0.44 |                |                                          |                            |
| Extrinsic factor          |                   |            |      |      |                |                                          |                            |
| Management style/approach | 1.0 to 3 years    | 29         | 3.20 | 0.36 | .016           | 0.54** 1<br>with 3<br>0.52** 1<br>with 4 |                            |
|                           | 2.4 to 6 years    | 31         | 3.24 | 0.36 |                |                                          |                            |
|                           | 3.7 to 10 years   | 67         | 3.25 | 0.36 |                |                                          |                            |
|                           | 4.11 yrs and more | 185        | 3.40 | 0.31 |                |                                          |                            |
|                           | Total             | 312        | 3.39 | 0.41 |                |                                          |                            |
| Factors in the            |                   |            |      |      |                |                                          |                            |

| <b>community</b>           |                   |     |      |      |      |              |
|----------------------------|-------------------|-----|------|------|------|--------------|
| Diversity in the community | 1. 0 to 3 years   | 29  | 3.25 | 0.54 | .029 | 0.67 1with 3 |
|                            | 2.4 to 6 years    | 30  | 3.25 | 0.55 |      | 0.45 1with 4 |
|                            | 3.7 to 10 years   | 67  | 3.60 | 0.48 |      |              |
|                            | 4.11 yrs and more | 185 | 3.48 | 0.49 |      |              |
|                            | Total             | 311 |      |      |      |              |

Small effect:  $d=0.2$  (\*)      Medium effect:  $d=0.5$  (\*\*)      Large effect  $d=0.8$  (\*\*\*)

The medium effect sizes in Table 5.32 above indicate that there are practically significant relationships between participants' experience and the different sub-factors that contribute towards their job satisfaction.

Participants with more than 11 years of experience as principals were more satisfied with their personal attributes than principals with less than three years of experience ( $d=0.50$ ) and principals with four to six years of experience ( $d=0.58$ ). The reason for this may be that the more experienced principals feel more secure, adequate, positive, optimistic and confident in their positions than their less experienced counterparts.

Participants with seven to ten years of experience as principals were more satisfied with their management style/approach than participants with less than three years of experience ( $d=0.54$ ). The same applied to principals with more than eleven years of experience and principals with less than three years of experience ( $d=0.52$ ). Thus it can be deduced that the more experienced principals are more satisfied with their management style/approach than their less experienced counterparts.

Participants with seven to ten years of experience as principals were more satisfied with their ability to cope with diversity in the community than participants with less than three years of experience ( $d=0.67$ ). The same applied to principals with more than eleven years of experience and principals with less than three years of experience ( $d=0.45$ ).

This result indicates that participants with the highest years of experience were more satisfied with the way they take diversity into account when engaging with the community than those with less years of experience. The more experienced participants are probably middle aged or elderly principals who have spent more time

with people of diverse cultures in the community than their younger counterparts and this has taught them to deal with diversity in communities better.

### Synthesis

The above shows that more experienced participants were more satisfied with their personal attributes than those with less experience. It is also noticed that more experienced participants were more satisfied with their management style/approach than their less experienced counterparts. Participants who are more experienced were also more satisfied with their ability to take diversity into account when engaging with the community than those with less experience.

#### 5.5.6 The relationship between the number of educators in the school and the different sub-factors that contribute towards the participants' job satisfaction

Information regarding the relationship between the participants' number of educators and the different sub-factors that contribute towards their job satisfaction can be observed in Table 5.33.

Table 5.33: The relationship between the number of educators in the school and the different sub-factors that contribute towards the participants' job satisfaction

| Factors<br>educators                                          |               | Number of | N    | Mean | Std.<br>Deviation | ANOVA             | Post Hoc<br>Tests |
|---------------------------------------------------------------|---------------|-----------|------|------|-------------------|-------------------|-------------------|
|                                                               |               |           |      |      |                   | p-<br>values      | d-values          |
| <b>Extrinsic factor</b>                                       |               |           |      |      |                   |                   |                   |
| Learner support                                               | 1.08-15       | 110       | 3.16 | 0.50 | .003              | 0.44* 2with<br>3  |                   |
|                                                               | 2.16-20       | 90        | 2.96 | 0.49 |                   |                   |                   |
|                                                               | 3.21 and more | 110       | 3.18 | 0.47 |                   |                   |                   |
|                                                               | Total         | 310       | 3.11 | 0.50 |                   |                   |                   |
| <b>Factors in<br/>education system<br/>outside the school</b> |               |           |      |      |                   |                   |                   |
| Circuit office and<br>district office                         | 1.08-15       | 110       | 2.65 | 0.66 | .001              | 0.51**<br>1with 3 |                   |
|                                                               | 2.16-20       | 90        | 2.81 | 0.60 |                   |                   |                   |
|                                                               | 3.21 and more | 109       | 2.97 | 0.63 |                   |                   |                   |
|                                                               | Total         | 309       | 2.81 | 0.64 |                   |                   |                   |

Small effect:  $d=0.2$  (\*)      Medium effect:  $d=0.5$  (\*\*)      Large effect  $d=0.8$  (\*\*\*)

Principals of schools with 21 and more educators were more satisfied with the support that they render to learners in the schools than was the case with principals of schools with 16 to 20 educators ( $d=0.44$ ). The reason for this may be that educators in schools with a large staff composition are not overloaded with work, as could be the case in schools with smaller numbers of educators where classrooms may be overcrowded or where multi-grade teaching takes place. In larger schools, each educator is normally responsible for one class or subject that allows him/her an opportunity to support learners educationally, emotionally and socially. Schools with many educators also have many learners but the numbers may be balanced by the pupil-teacher ratio (1 is to 35) as stipulated by the Department of Education.

Principals of schools with a staff composition of more than 21 educators were more satisfied with the support of the circuit or district office than principals of schools with fewer than 16 educators ( $d=0.51$ ). The reason for this could be that the circuit office and district office render more support to bigger schools than smaller schools in terms of physical and human infrastructure. Some smaller schools are so-called farm schools where some degree of uncertainty exists for taking the responsibility for rendering services and support to the school. There is a question of whether it is the farm owner on whose farm the school is situated who is responsible for the maintenance of the school or the Department of Education?

## Synthesis

From Table 5.33 above it is evident that principals of schools with a larger staff composition were more satisfied with the support given to learners than principals of schools with a smaller staff composition. Principals of larger schools (in terms of staff composition) were also more satisfied with the support of the circuit and district office than principals of smaller schools.

### **5.5.7 The relationship between the number of learners in the school and the different sub-factors that contribute towards the participants' job satisfaction**

In table 5.34 below information is given about the relationship between the number of learners in the school and the different sub-factors that contribute towards the participants' job satisfaction. Only those sub-factors with  $d$ -values larger than 0.3 are reported in table 5.34.

Table 5.34: The relationship between the number of learners in the school and the different sub-factors that contribute towards the participants' job satisfaction

| Factors Number of Learners                            |                 | N   | Mean | Std. Deviation | ANOVA    | Post Hoc Test                            |
|-------------------------------------------------------|-----------------|-----|------|----------------|----------|------------------------------------------|
|                                                       |                 |     |      |                | p-values | d-values                                 |
| <b>Extrinsic factor</b>                               |                 |     |      |                |          |                                          |
| Learner support                                       | 1. 001 – 300    | 16  | 3.38 | 0.50           | .005     | 0.87***<br>5with 1<br>0.85***<br>4with 1 |
|                                                       | 2. 301 – 400    | 55  | 3.15 | 0.50           |          |                                          |
|                                                       | 3. 401 – 500    | 65  | 3.11 | 0.50           |          |                                          |
|                                                       | 4. 501 – 600    | 46  | 2.96 | 0.46           |          |                                          |
|                                                       | 5. 601 – 700    | 48  | 2.95 | 0.47           |          |                                          |
|                                                       | 6. 701 and more | 83  | 3.20 | 0.49           |          |                                          |
|                                                       | Total           | 313 | 3.11 | 0.50           |          |                                          |
| <b>Factors in education system outside the school</b> |                 |     |      |                |          |                                          |
| Circuit office and district office                    | 1. 001 – 300    | 15  | 2.57 | 0.79           | .049     | 0.65** 1with 6                           |
|                                                       | 2. 301 – 400    | 55  | 2.77 | 0.71           |          |                                          |
|                                                       | 3. 401 – 500    | 65  | 2.75 | 0.60           |          |                                          |
|                                                       | 4. 501 – 600    | 46  | 2.68 | 0.59           |          |                                          |
|                                                       | 5. 601 – 700    | 48  | 2.85 | 0.59           |          |                                          |
|                                                       | 6. 701 and more | 83  | 2.98 | 0.63           |          |                                          |
|                                                       | Total           | 312 | 2.81 | 0.64           |          |                                          |

Small effect:  $d=0.2$  (\*)      Medium effect:  $d=0.5$  (\*\*)      Large effect  $d=0.8$  (\*\*\*)

It appears that principals of schools with below 300 learners were more satisfied with the support that is rendered to learners in their schools than principals of schools with between 400 to 500 learners ( $d=0.85$ ) and schools with between 600 to 700 learners ( $d=0.87$ ). The reason for this could be that it is very difficult to give individual attention and support to learners in large schools. In a large school some learners who need support can easily “disappear” in the group and may not be identified.

In terms of principals' satisfaction with the circuit and district offices, principals of schools with 700 and more learners were more satisfied with these offices than principals of schools with below 301 learners. Again it seems as if larger schools are better resourced and supported by circuit and district offices as is the case with the smaller schools. Most of the larger schools are normally situated in urban settings where most of the circuit and district offices are also situated. Therefore it is easier for principals and departmental officials to meet and consult each other on a regular

basis and this will contribute towards the support that principals experience from circuit and district offices. Smaller schools are normally situated in more remote rural areas which complicate access to either the schools, or the circuit and district offices. Because of their geographic isolation, principals of these schools may feel a little bit neglected in terms of the support and attention that they receive from departmental officials in circuit and district offices.

### Synthesis

From Table 5.34 above it is clear that principals in the smaller schools (in terms of the number of learners in these schools) were more satisfied with the support rendered to learners in their schools, than principals of larger schools. On the other hand, principals of large schools were more satisfied with the circuit and district offices than principals of small schools.

## 5.6 SUMMARY OF FINDINGS

The following findings emanated from the empirical research:

### 5.6.1 Finding 1: Factors that contributed towards the job satisfaction of primary school principals

The factor analyses (see Tables 5.6, 5.10, 5.15 and 5.20) revealed that the following factors as presented in Table 5.35 below, contributed towards the job satisfaction of the primary school principals:

**Table 5.35: Factors that contributed towards job satisfaction of primary school principals**

| <b>Factors</b>                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intrinsic factors:</b> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Role balancing</li> <li>• Career enhancement</li> <li>• Personal attributes</li> </ul> |
| <b>Extrinsic factors:</b> <ul style="list-style-type: none"> <li>• Management style/approach</li> <li>• Time management</li> </ul>                                              |



|                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Role of Unions</li> <li>• Learners support</li> <li>• In-service training and development</li> <li>• Relationship with colleagues</li> <li>• Autonomy</li> <li>• Discipline: Educators and<br/>Learners</li> <li>• Physical work environment</li> </ul> |
| <b>Factors in education system outside the school</b> <ul style="list-style-type: none"> <li>• Circuit Office and district Office</li> <li>• Head Office</li> </ul>                                                                                                                              |
| <b>Factors in the community</b> <ul style="list-style-type: none"> <li>• Parental support</li> <li>• Diversity in the community</li> </ul>                                                                                                                                                       |

### **5.6.2 Finding 2: The extent to which the school principals experience job satisfaction**

The frequency analyses of the participants' responses to the items in Section B of the questionnaire revealed (see Tables 5.23, 5.24, 5.25 and 5.26) that to some, or a great extent, the majority of the primary school principals experienced job satisfaction.

### **5.6.3 Finding 3: Items that contributed the most positively towards the principals' job satisfaction**

The following nine items (see Table 5.27) contributed the most positively towards the principals' job satisfaction and should be regarded as strengths to be utilised further when developing a strategy to optimise the job satisfaction of primary school principals:

- Principals' desire to succeed
- Principals being part of the educators' team in the school

- Principals' desire to excel
- Principals' acceptance of the community's religious diversity
- Principals' knowledge of all the educators in the school
- Principals' respect for the community's customs
- Principals' satisfaction with their self-esteem
- Principals' achievement of excellent results
- Principals' support to educators in their professional work.

#### **5.6.4 Finding 4: Items that contributed the most negatively towards the principals' job satisfaction**

The following ten items (see Table 5.28) contributed the most negatively towards the principals' job satisfaction and should be regarded as weaknesses to be addressed when developing a strategy to optimise the job satisfaction of primary school principals:

- The role that unions play in schools
- The role that unions play during disciplinary hearings
- The way head office addresses shortage of physical resources in the school
- Principals' salaries
- The amount of time to execute managerial duties
- Availability of resources in schools
- The support from subject specialists on curriculum issues
- The support district offices give to schools
- Guidance given to schools by district offices.

#### **5.6.5 Finding 5: The relationship between biographical variables and factors that contribute towards principals' job satisfaction**

#### **5.6.5.1 Gender**

No relationship of practical significance was found between the participants' gender and the different sub-factors that contribute towards their job satisfaction (See Table 5.29).

#### **5.6.5.2 Age**

Older principals (51yrs+) were visibly more satisfied with their ability to balance their different life roles and they were also more satisfied with their management styles/approaches than younger principals. Older principals were also more satisfied with their ability to manage their time and, the support that they render to learners, than their younger, counterparts. Older principals were more satisfied with in-service training and development opportunities than younger principals and they also experienced more autonomy than the younger ones. Younger participants were more satisfied with their career enhancement opportunities than older principals (see Table 5.30).

#### **5.6.5.3 Qualifications**

Principals with higher qualifications balanced their multiple roles better than principals with lower qualifications (see Table 5.31).

#### **5.6.5.4 Experience**

The more experienced principals were more satisfied with their personal attributes than those with less experience. More experienced principals were more satisfied with their management styles/approaches than their less experienced counterparts. More experienced principals were also more satisfied with their ability to take diversity into account when engaging with the community, than less experienced principals (see Table 5.32).

#### **5.6.5.5 Number of educators in the school**

Principals of schools with a larger staff composition were more satisfied with the support given to learners than principals of schools with a smaller staff composition. Principals of larger schools (in terms of staff composition) were also more satisfied with the support of the circuit and district office than principals of smaller schools (see Table 5.33).

#### **5.6.5.6 Number of learners in the school**

Principals of smaller schools (in terms of the number of learners in these schools) were more satisfied with the support rendered to learners in their schools, than principals of larger schools. Principals of larger schools were more satisfied with the circuit and district offices than principals of small schools (see Table 5.34).

### **5.6 Summary**

In this chapter the results emanating from the empirical investigation were presented and discussed. On the basis of the items that contributed the most positively and negatively towards the job satisfaction of the participants, a strategy for optimising the job satisfaction of primary school principals will be presented in Chapter 6.

## **CHAPTER 6**

### **MANAGEMENT STRATEGIES TO IMPROVE JOB SATISFACTION OF PRINCIPALS IN PRIMARY SCHOOLS**

#### **6.1 INTRODUCTION**

In the previous chapter the data obtained from the empirical research were presented and interpreted. Based on the findings, a management strategy will be developed in this chapter to improve the job satisfaction experienced by primary school principals.

#### **6.2 DESCRIPTION OF CONCEPTS**

##### **6.2.1 Strategic management / planning**

The term strategic management is used to refer to strategy formulation, implementation and evaluation, while strategic planning refers to strategy formulation only (David, 2004:5). Strategic planning is often treated as an event – a one-time activity that produces an official document called the strategic plan (Sherman et al., 2006:11).

Strategic management is a process that combines four major interrelated activities namely strategic analysis; strategic formulation; strategic implementation and strategic evaluation (Dess, 1995:9). Basically, strategic analysis is the homework required to develop an appropriate strategy. Strategy formulation is the process that transforms this homework into a plan – the intended strategy. Strategic implementation is the process of putting the plan into action – seeing that as much as possible of the intended strategy becomes the realised strategy at the end the strategy is evaluated (Dess, 1995:9; Sherman et al., 2006:11). Strategic management cannot be effective if it is unable to support and empower the persons within the organisation (Sherman et al., 2006:20).

Strategic management is directed at the school in its totality and more specifically at the long-term development and growth of the school as organisation (Van der Westhuizen et al., 2011:73).

The two main actions involved in strategic management are planning analysis (vision, mission, and SWOT analysis) and operational planning (goals and action steps). The traditional strategic management / -planning process is summarised in figure 6.1

and is adapted from Els (2008:244), Van Vuuren (2008), Van der Westhuizen (2011:76-78) and Van der Vyver (2011:227).

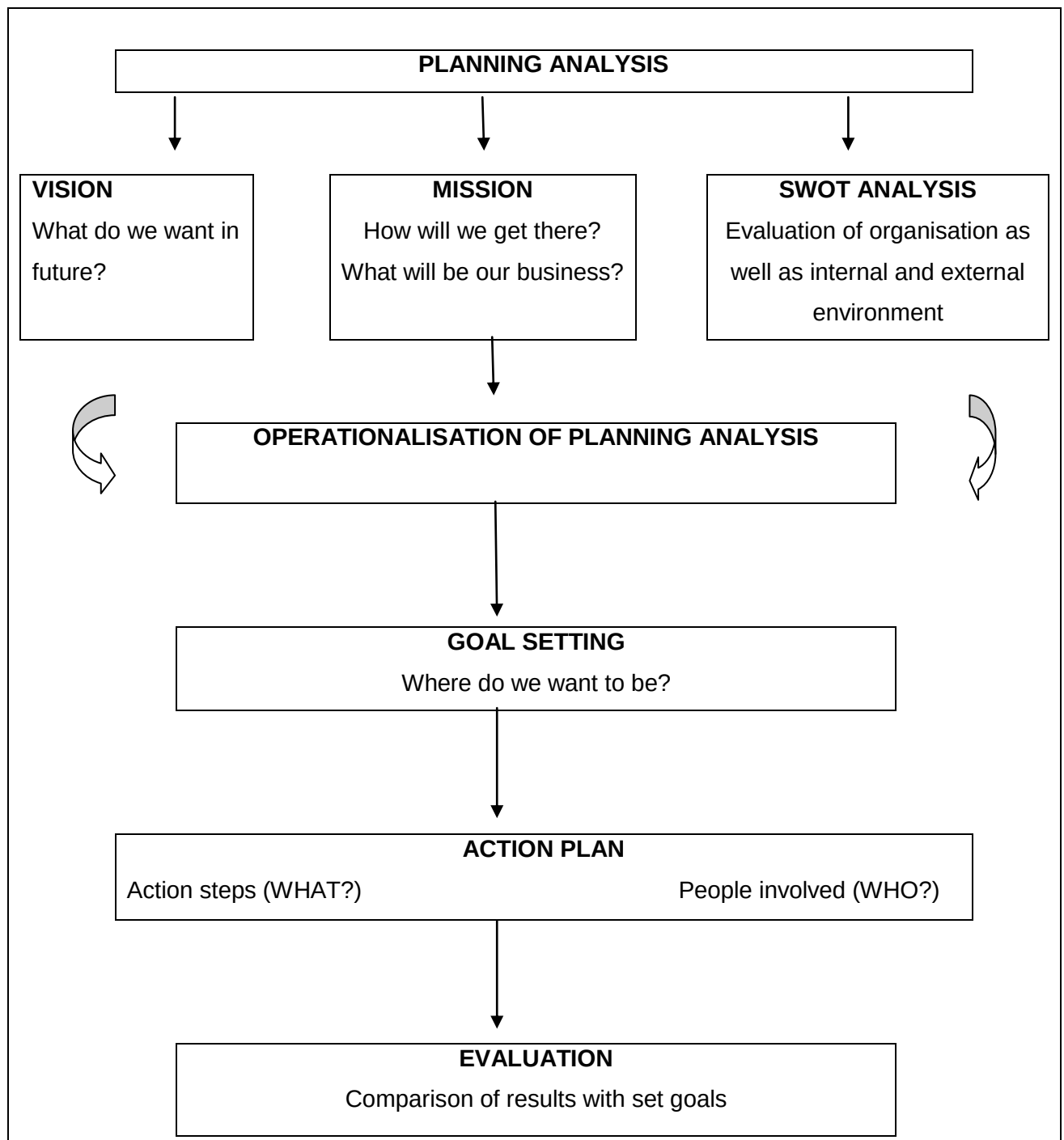


Figure 6.1 Illustration of the strategic planning process

The planning analysis starts with the formulation of a vision. The senior management team of the school formulates vision and mission statement (Teu, 2002:97). The

vision statement is often used by organisations to set strategic direction. It answers the question “What do we want to become?” serves as the road map of the organisation and focuses on a desirable future (Ehlers & Lazenby, 2005:56). In the process of strategic planning the vision and mission of the school should be kept in mind. Vision is an expression of what an organisation wishes to be (Naidu et al., 2008:62).

Following on the vision statement is the mission formulation. The mission statement is a key indicator of how the organisation sees its stakeholders. A mission statement, as a way of setting strategic direction, forms a very significant part of a strategic management process. A clear mission statement is needed before any of the other steps in strategy formulation can be performed (Teu, 2002:97; Ehlers & Lazenby, 2005:53). The mission statement is the foundation on which the goals and objectives of a school should be based (Naidu et al., 2008:62).

SWOT analysis is a methodology of examining potential strategies derived from the synthesis of organisational strengths, weaknesses, opportunities and threats (SWOT). The partnering of the different elements and the extensive data collected as a result of the analysis can serve as a spark for roundtable discussions and refinement of current strategies or generation of new strategies (Blaxill & Eckardt, 2009:77).

The last step in the planning analysis of the strategic planning process is a situation analysis. Strategic management thus can be viewed as a series of steps in which managers should accomplish the following steps (SWOT analysis) (Wright et al., 1995:4; Sherman et al., 2006:10-11):

- Analyse the opportunities and threats that exist in the external environment.
- Analyse the organisation’s internal strengths and weaknesses.
- Establish the organisation’s mission and develop its goals.
- Formulate strategies that will match the organisation’s strengths and weaknesses with the environment’s opportunities and threats.
- Implement the strategies.
- Engage in strategic control activities to ensure that the organization’s goals are attained.

Strategic planning can be described according to the following (Ehlers & Lazenby, 2005:3; Nag et al., 2007:935-955; Yashpal, 2008:15; Mulcaster, 2009:69):

- Ongoing process

Thinking strategically is an ongoing way of thinking about an organisation in a proactive way - not something that one can merely do once every two or three years.

- Long range view

Strategic thinking makes people stop thinking of short-term crises only and forces them to ask: Where is the organisation going in the next 3 to 5 years?

- Focus on the context

Thinking strategically means that people cannot think about their organisation in isolation. They need to take into account the reality that the organisation is not a closed system. What is going on "out there" affects them. Strategic planning starts with a special focus on our stakeholders and their needs.

- Strategic (rather than tactical) approach

Short-term solutions and decisions about the quickest and cheapest way to do something are about 'tactics'. Strategy is about developing a coherent approach to the work people do. It is based on a thorough understanding of the causes, consequences and cures for the problems facing us, in contrast to reacting in an *ad hoc* way to a series of crises or challenges.

*Summary: Strategic management is a process that combines three major interrelated activities namely strategic analysis, strategic formulation and strategic implementation. It manages the activities that were strategically planned to achieve the long-term objectives and the mission of the organisation. More recent literature refers to only two phases as indicated above.*

### **6.2.2 Strategy**

Strategy is explained by the Oxford dictionary as a plan that is intended to achieve a particular purpose (Oxford Advanced Learner's Dictionary, 2005:1461).



A strategy is defined by Ehlers and Lazenby, (2005:2) as an effort or deliberate action that an organisation implements to out-perform its rivals. It is a process whereby all the organisational functions and resources are integrated and coordinated to implement formulated strategies that are aligned with the environment, in order to achieve the long-term objectives of the organisation and therefore gain a competitive advantage through adding value for the stakeholders.

The concept of strategy comes from military science. Strategy is the art of winning wars. In organisations people are not in the business of winning wars, but strategy is as important. It is about winning in the work people do. It is about organisational success. Strategy is the "how" in an organisation. It is the way in which the organisation decides to achieve its mission (Sherman et al., 2006:7; Van der Vyver, 2011:228).

Strategy is a medium to long-term intervention plan with a specific focus to obtain certain results in a structured manner (Van Vuuren, 2008:316). It takes time to formulate, additional time to implement and still more time to measure and evaluate. Organisations do not change their overall guiding strategies very often, though they more often change the policies and procedures they use to play out their strategies (Sherman et al., 2006:8).

Strategy refers to top management's plans to attain outcomes consistent with the organisation's mission and goals. A strategy can be looked at from three vantage points: (1) strategic formulation (developing a strategy) in order to achieve the vision and mission statement, (2) strategic implementation (putting the strategy into action) and (3) strategic evaluation (modifying either the strategy or its implementation to ensure that the desired outcomes are attained) (Wright et al., 1995:3-4; David, 2004:5; Bradford et al., 2007:28-29; Vos, 2010:219). The reason for strategic planning is to get results.

*Summary: A strategy is a well-organised medium to long-term plan that is formulated by a team of people who wish to attain certain objectives through the implementation of that strategy. Strategy is the "how" desired outcomes will be achieved in an organisation.*

## **6.3 Phases in the strategy development**

### **6.3.1 Introduction**

Strategy development consists of phases and action steps. These phases can be considered when developing a strategy. Some of these different phases will be indicated below.

### **6.3.2 Phases**

The paragraph below identifies the classification of phases that can be used in the development of strategies.

- Three phases

The three phases identified are: the planning/formulation phase, the implementation phase and the evaluation phase (David, 2004:5; Hrebiniak, 2005:8). Other three phases almost the same as the above are strategic formulation, strategic implementation and strategic evaluation (Bradford et al., 2007:28-29; Van Vuuren, 2008:323; Mulcaster, 2009:65; Vos, 2010:219).

- Four phases

The four phases available are the identification of the strategy needs, planning and development, implementation and evaluation of the results (Scholes & Whittington, 2008:127; Blaxill & Eckardt, 2009:77; Traverso, 2009:25; Van der Vyver, 2011:230). The four phases are usually divided into two components namely planning analysis and planning of strategies and action steps. Planning analysis usually consists of situational analysis or SWOT analysis and the second consists of strategy planning, strategy implementation and strategy evaluation/monitoring (Blaxill & Eckardt, 2009:77; Van der Vyver, 2011:230).

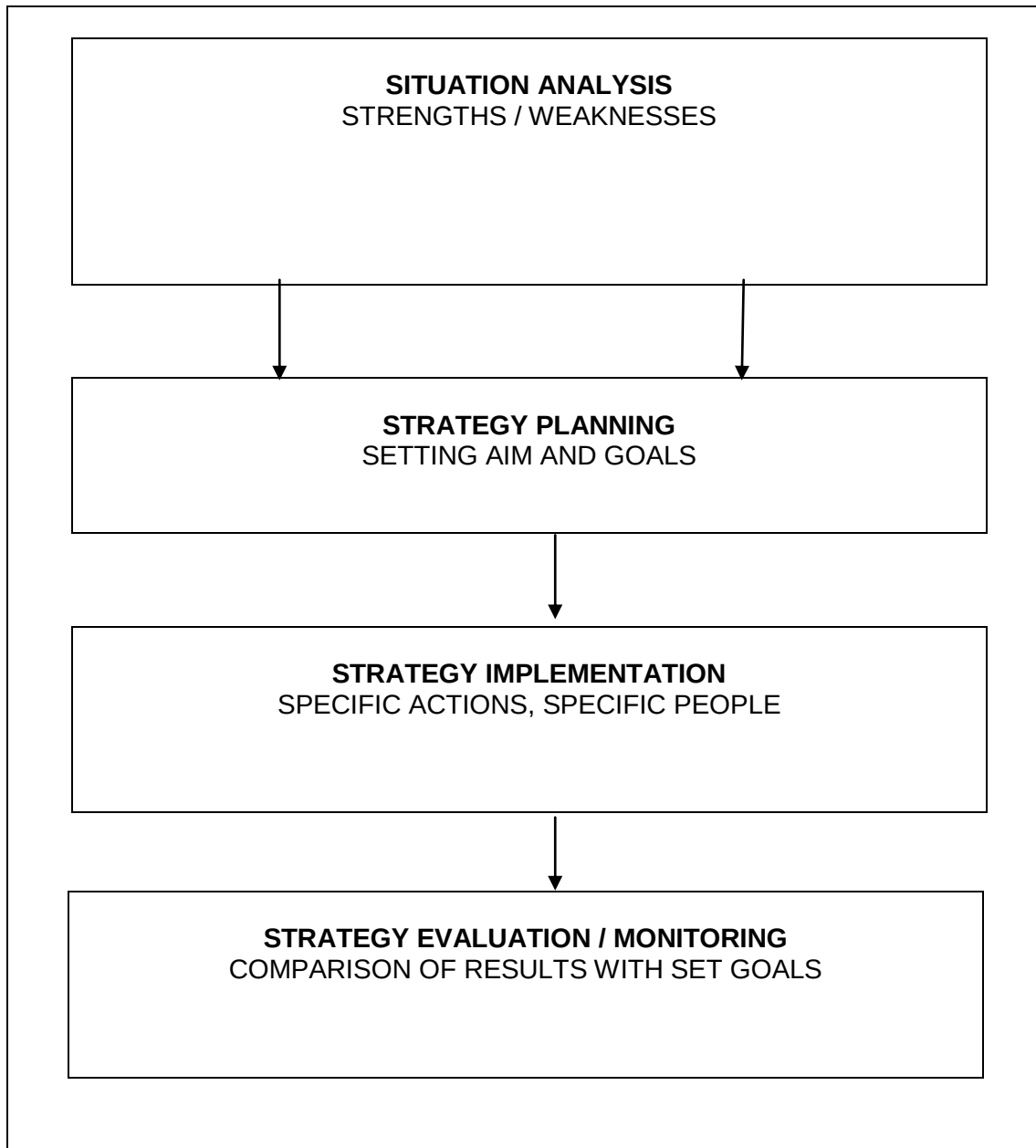
- Five phases

Ryszard (2007:9) and Vos (2010:220-223) identified five basic phases namely formulation of the problem statement, formulation of the aims, formulation of action steps and their operational value, identification of people who will be involved in the action plan and the evaluation phase.

In this study the following four phases will be used to develop a strategy to improve job satisfaction of primary school principals:

- Situation analysis (Identification of strengths and weaknesses)
- Strategy planning(setting goals)
- Strategy implementation (action steps and people involved)
- Strategy evaluation (comparison of results with set goals).

From the above the different phases of the development of a management strategy process can be summarised in figure 6.2 and is adapted from (Van der Vyver, 2011:231 & Van der Westhuizen et al., 2011:76).



**Figure 6.2: The different phases in the development of a management strategy.**

Each of these phases will be briefly discussed below.

### **6.3.2.1 Situation analysis - Strengths / weaknesses**

The aim here is to look at those aspects of planning and strategy with the strong points and those with the weak points that work derived from the SWOT analysis. There is a need for sound planning and clear, focused strategies at organisational level. There is a need to define and communicate clearly the key operational components of strategies and the measurement of execution results (Hrebiniak, 2005:66; Blaxill & Eckardt, 2009:78).

In chapter 5 results have shown some determinants of job satisfaction that obtained low mean scores, i.e. those that need attention when strategic management to improve job satisfaction is formulated (cf. table 5.28). There are also nine determinants that obtained the highest mean scores (cf. table 5.27) with strengths that need to be improved.

### **6.3.2.2 Strategy planning / formulation**

Strategic planning is an essential organisational action that involves a process of conscious decision making and constant review. The process of engaging on strategic planning must therefore be well-managed, taking into consideration a school's context and societal structures, the specific culture of the school and human and physical resources available at the school (Naidu et al., 2008:59). Strategic planning takes into account the interaction between people and an institution, with the aim of guiding activities in a purposeful, coordinated and consistent manner in order to achieve a vision (Naidu, *ibid.*).

Hrebiniak (2005:88) indicates that objectives of a strategy are useful for strategy execution if they measure important results. Successful strategic outcomes are best achieved when those responsible for implementation are also part of the planning or formulation process (Hrebiniak, 2005:8).

- Choosing the most suitable strategy:

When the school is confronted by choices about what strategy to choose, it is often tempting to follow the strategy that people are personally interested in. However, personal interest is not the best way to make this kind of choice (Ehlers & Lazenby, 2005:158-167; Bradford et al., 2007:140; Traverso, 2009:45).

There are a number of things that people need to consider, such as the following (Ehlers & Lazenby, 2005:158-167; Bradford et al., 2007:140; Traverso, 2009:45):

- 1 Situation analysis: Whom does the school want to serve and what are their needs?
- 2 Does the strategy fit with the school's mission and vision?
- 3 Will the strategy help the school to achieve what is important to it? (e.g. uplifting the community, or making a difference in terms of performance)

- 4 Does the strategy build on what the school is good at? Will the school need to develop new skills?
- 5 What is happening in the environment in which the school staff works? (Community dynamics? Funding? Government regulations and policies? etc.). The answers to questions like these help the school to clarify which strategy is the most appropriate one for it.

When measuring the effectiveness of the organisational strategy, it is extremely important to conduct a SWOT analysis to determine the internal strengths and weaknesses, and external opportunities and threats of the entity in the organisation. This may require taking certain precautionary measures or even changing the entire strategy (Scholes & Whittington, 2008:129).

### 6.3.2.3 Strategy implementation or setting the objectives (aim and goals)

Once a particular strategy is adopted, situation and needs specific objective must be formulated as precise statements of intent that represent the major targets or end results of the strategy. Requirements for the objectives of a strategy are that they must be understandable, measurable, agreed upon, realistic and must indicate clear time frames (Van Vuuren, 2008:319).

In order to be used effectively in the strategic management process, long-term goals should incorporate SMART criteria as indicated below (Teu, 2002:104; Ehlers & Lazenby, 2005:121; Van der Westhuizen et al., 2011:76):

**Specific:** The objectives need to be specific rather than general, ill-defined or theoretical.

**Measurable:** The objectives must be expressed in numbers, figures, units, ratios or any other form that will enable us to physically measure whether they have been achieved. They must also link to time by providing deadlines for their attainment.

**Achievable:** The objective must be achievable rather than discouragingly beyond reach.

**Relevant / realistic:** The availability of people, skills, time and funds are key determinants of whether an objective is attainable (realistic) or not. Setting unrealistic objectives and not being able to achieve them in time is very demotivating.

Challenging goals are high enough to enable the manager and staff to exert them and therefore contain elements of growth and development.

**Time:** Objectives must be attained in a given period of time and should encourage purposeful action (Ehlers & Lazenby, 2005:121; Mulcaster, 2009:68-69; Van der Westhuizen et al., 2011:76).

Implementing a strategy means mobilising employees and managers to put formulated strategies into action. Strategy implementation requires personal discipline, commitment and sacrifice. Successful strategy implementation hinges upon managers' ability to motivate employees (David, 2004:6). Implementation represents a disciplined process or a logical set of connected activities that would enable an organisation to take a strategy and make it work. Without a carefully planned approach of implementation, strategic goals cannot be attained (Hrebiniak, 2005:3).

- Action steps

It should be ensured that each step is a true action step, not a milestone. A passive milestone should be turned into an active action step. Objectives need to be broken down into steps but these steps need not be crafted in the way that they turn into ongoing activities. An action step should establish a measurement system; one should assign responsibility and set up a monitoring programme (Bradford et al., 2007:194-195; Traverso, 2009:33).

When formulating the action steps participants should bear the following two questions in mind: How will they get there and how will they know whether they have got there (Van der Westhuizen et al., 2011:77).

- People involved

To be able to implement the strategies chosen in the previous section, people are available to successfully achieve the goals and mission. Strategic planning comes from people and people have different perspectives (Bradford et al., 2007:16). One needs to get people to believe in the process because if they do not believe in it, it is not going to work (Bradford, *ibid.*). People involved in strategy implementation are all stakeholders. Stakeholders are those people who are directly and indirectly influenced by the acts of the organisation or people who can influence an

organisation's operations (Wright et al., 1995:42; Ehlers & Lazenby, 2005:3). In the case of the job satisfaction experienced by primary school principals in this study, people involved are learners, educators, Department of Basic Education, SGB and parents.

Employees, supervisors and middle managers must be familiar with strategic management. An appreciation of their organisation's strategy helps them relate their work assignments more closely to the direction of the organisation, thereby enhancing their job performance and opportunity for promotion and making their organisation more effective (Wright et al., 1995:5; David, 2004:9). David (ibid.) further indicates that strategists in their attitudes, values, ethics, willingness to take risks, should bear in mind concern for social responsibility and management style.

#### **6.3.2.4 Strategy evaluation**

Strategy evaluation is when service delivered is monitored through observation, careful note taking and record keeping (Naidu et al., 2008:144). At least once a month, individuals involved should present progress reports relating to needs that are being adequately met, services that are in place and aspects that still need attention (Naidu ibid.).

Evaluation strategy is important because it evaluates the effectiveness of an organisational strategy in achieving organisational objectives. It performs the task of keeping organisation on track (Yashpal, 2008:27; Traverso, 2009:36).

Strategy evaluation is the final stage in strategic management. Managers desperately need to know when particular strategies are not working well and strategy evaluation is the primary means for obtaining this information. All strategies are subject to future modification because external and internal factors are constantly changing. Three fundamental strategy-evaluation activities are (1) reviewing external factors that are the bases for current strategies, (2) measuring performance and (3) taking corrective actions (David, 2004:6; Traverso, 2009:34). According to Van Vuuren (2008:321) and Scholes and Whittington (2008:129) the evaluation phase of a strategy includes inter alia the following:

- Monitoring of results
- Comparing to benchmark and best practices
- Evaluating the efficiency of the process



- Controlling for variances
- Making adjustments to the process as necessary.

It is important that strategy evaluation be performed on a continuous basis, rather than at the end of specified periods of time or after problems have occurred. Timely strategy evaluation can alert management to deviations and problems or potential problems that may require corrective action. Strategic evaluation should initiate managerial questioning of performance, assumptions and expectations in order to determine to what extent the organisation is achieving its objective (David, 2004:313; Ehlers & Lazenby, 2005:233).

To evaluate the strategy the following questions may be asked (David, 2004:318):

1. Is the strategy internally consistent?
2. Is the strategy internally consistent with the environment?
3. Is the strategy appropriate in view of available resource?
4. Does the strategy have an appropriate time framework?
5. Is the strategy workable?

## **Synthesis**

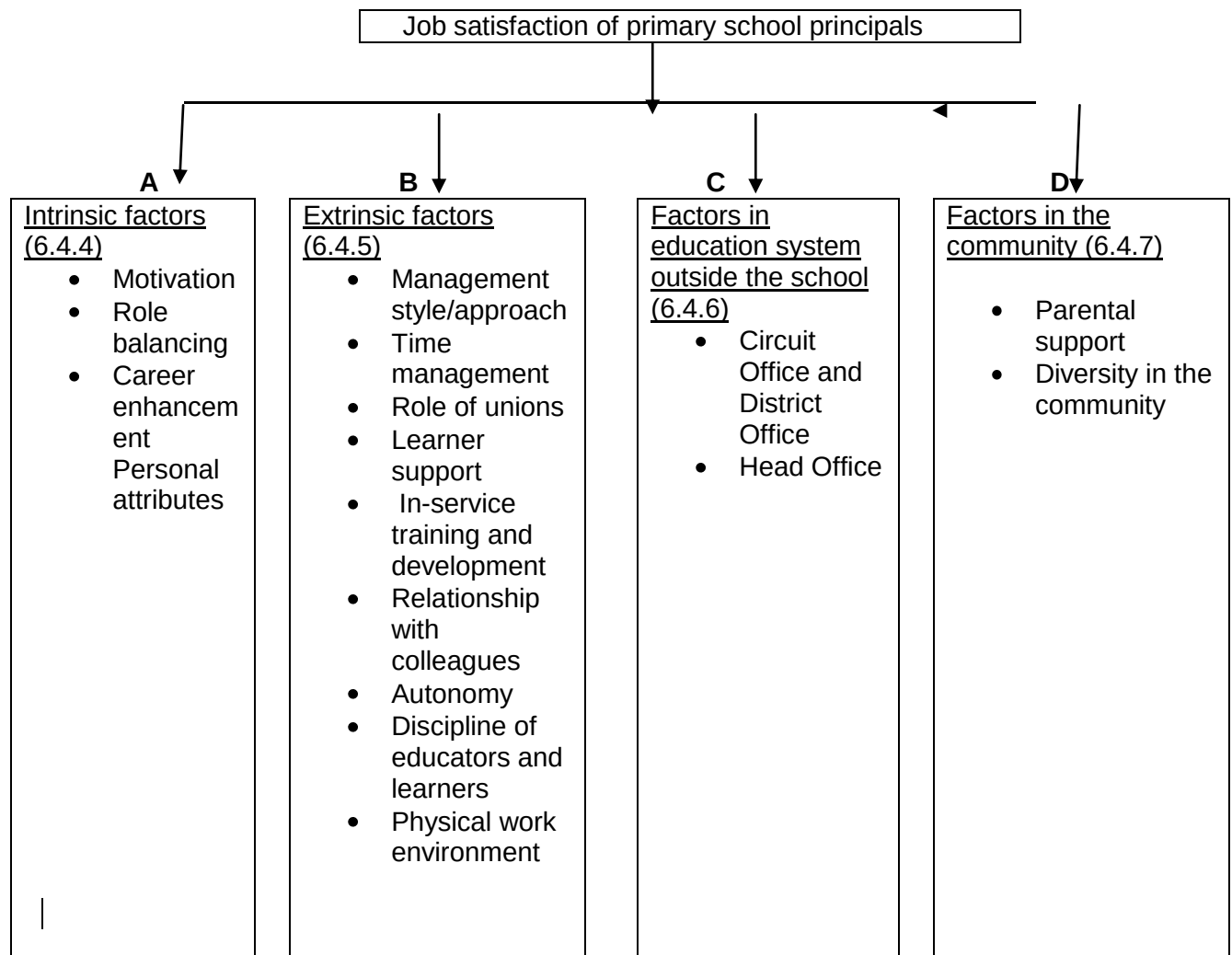
Strategy management/planning, strategy, phases in strategy development, strategy formulation and strategy evaluation were discussed in this section. The four phases namely identification of strengths / weaknesses, planning phase, implementation phase and evaluation phase will be used in the strategic plan to improve primary school principals' job satisfaction.

## **6.4 Management strategies to optimise the job satisfaction of primary school principals**

### **6.4.1 Introduction**

A strategy to optimise the primary school principals' job satisfaction and the implementation thereof will be discussed below. In this study four factors were theoretically (cf. Chapter 3) and empirically (cf. Chapter 5) identified that contribute towards the job satisfaction of primary school principals and under each factor a number of sub-factors are listed as in Figure 3 (cf. chapter 5). The rationale for the management strategy will be given then the action plan for each factor will follow.

Factors and sub-factors that contributed to job satisfaction of the primary school principals are summarised in Figure 6.3.



**Figure 6.3: Factors and sub-factors that contributed to the job satisfaction of the primary school principals.**

#### **6.4.2 Rationale**

A rationale for the management of job satisfaction was given in par. 1.2.

The quality of the working life and a motivating work climate is directly influenced by inter alia the job satisfaction experienced by the school principal (cf. par. 1.2). It can be deduced that if the school principal does not experience a positive work environment, he/she will experience a non-motivating work environment which can influence his/her effectiveness with regard to his/her work in the school.

It is believed that the ultimate goal of school management is to ensure and improve school success. However, if a principal experiences school management problems, it will be difficult for his/her school to achieve academic success because good school management has a positive effect on academic performance (cf. par. 1.2).

Public schools serve the community and cannot function effectively without parental and community involvement and support. Parents can make a meaningful contribution to school activities which fall outside the expertise of the educators (cf. par. 1.2).

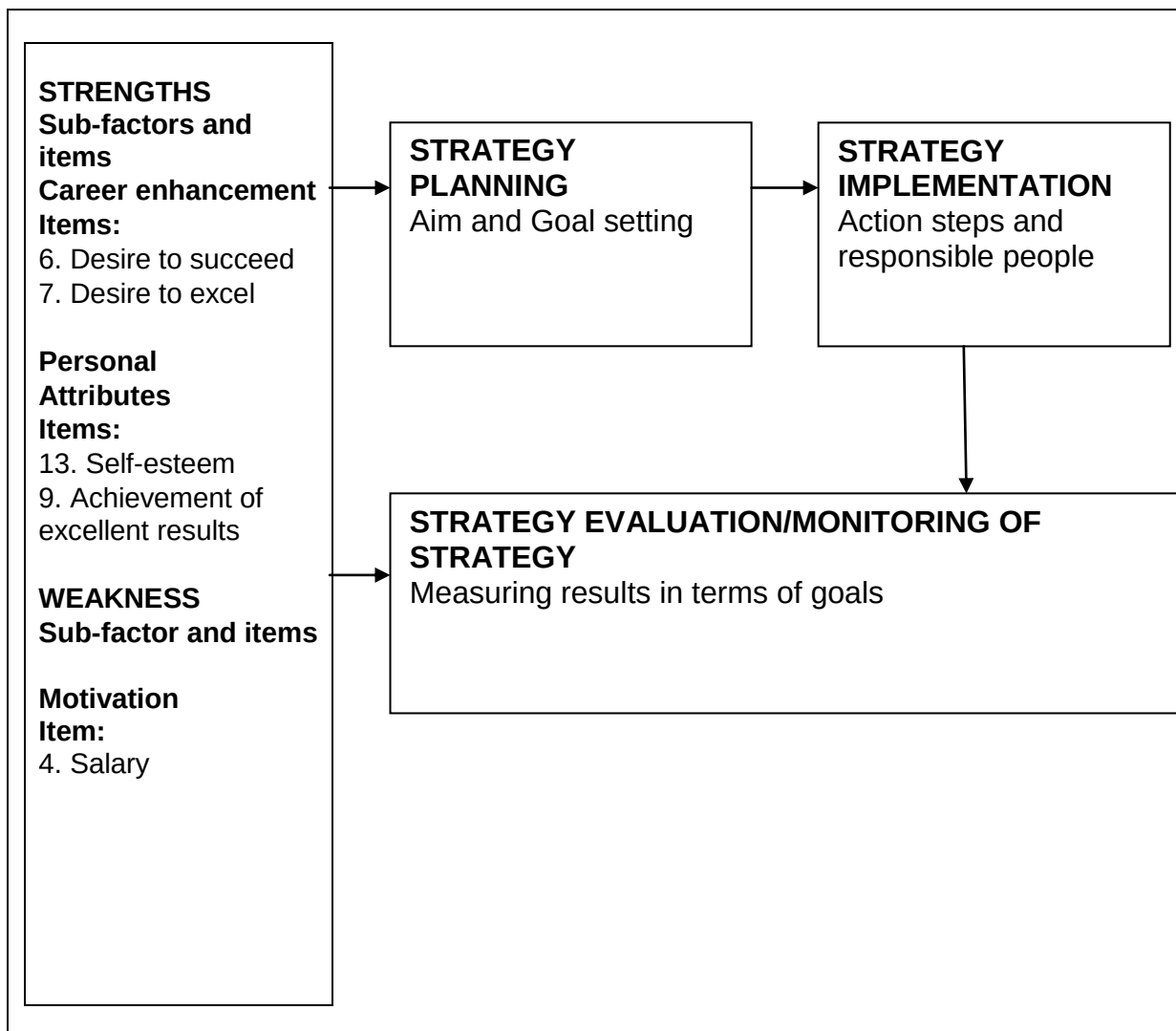
For the reasons given, it was necessary to develop management strategies to improve the job satisfaction experienced by primary school principals (cf. chapter 1 par. 2) and to come forward with management guidelines to help them to optimally experience job satisfaction (cf. par. 1.2).

#### **6.4.3 A strategy framework**

The following phases will feature prominently in the development of the strategy: identification of strengths/weaknesses, planning, implementation and evaluation. Objectives and action steps will be developed for the purposes of developing a management strategy to improve job satisfaction. Action steps will be formulated to achieve the research aim 4 stated in Chapter 1 (par. 2).

#### **6.4.4 A strategy to optimise intrinsic factors related to the job satisfaction of principals**

As stated previously in par.6.4.1 and Figure 6.3 various factors and sub-factors contributed towards the job satisfaction of the principal. In Figure 6.4 below the various intrinsic sub-factors and the corresponding items that contributed the most and least positively towards the job satisfaction of the principals are displayed. The items that obtained the highest means are regarded as strengths and the items that obtained the lowest means are regarded as weaknesses (see Tables 5.27 and 5.28). In developing a strategy to enhance the job satisfaction of principals, it is important to focus on aims and steps that can further optimise the strengths and eliminate weaknesses. A strategy to optimise intrinsic factors related to the job satisfaction of principals is diagrammatically displayed in Figure 6.4 below:



**Figure 6.4: Optimising intrinsic factors related to the job satisfaction of principals**

#### **6.4.4.1 A strategy to optimise the strengths with regard to the intrinsic factors**

According to Figure 6.4 above and Table 5.27, the following items contributed positively towards the participants' intrinsic job satisfaction and should therefore be regarded as strengths that should be built upon when a strategy is developed to enhance principals' job satisfaction even further:

- Their desire to succeed
- Their desire to excel
- Their self-esteem
- Their achievement of excellent results

**Aim:** To optimise the principals' job satisfaction by focusing on their career enhancement and personal attributes (cf. par. 3.3.4 & 3.3.5).

**Goal 1:** To optimise the principals' desire to succeed and to excel: Career orientated behaviour (cf. par. 3.3.4 and Table 5.27).

Action steps to be taken at Meso, and Micro levels (District, School and individual levels)

- Acknowledgement of work well done by the principal in a form of tangible incentives, e.g. monetary rewards, certificates or any other form of appreciation to be given annually to principals by the Area Office.
- Departmental officials must give more support and encouragement to principals to boost their desire to succeed and excel further.
- Schools need to publish newsletters reporting the good performance of the school and this should be made available to all stakeholders once a semester.

**Goal 2:** To boost principals' self esteem further (cf. par. 3.3.5.1; Table 5.27).

Action steps to be taken at Meso level (District level)

- Positive comments to be written in the school's log book whenever an official visits the school.
- Information sessions should be organised by the circuit managers where principals' efforts will be acknowledged.
- Once a year a professional person or facilitator should conduct a workshop with principals on relevant topics with the aim to improve their self-esteem.

**Goal 3:** To optimise the principal's achievement of excellent results (cf. par. 3.3.4; Table 5.27).

Action steps to be taken at Meso and Micro levels (District, School and individual levels)

- Principals of the schools that have exceeded the results targets set by the district office for that year should be given incentives such as certificates annually by the district offices.
- Officials from the Provincial Department of Education should attend annual award ceremonies of achieving schools.
- The School Governing Body should during SGB meetings also give recognition to the principal for achievements.

#### **6.4.4.2 A strategy to eliminate the weaknesses with regard to the intrinsic factors**

According to the findings emanating from this study the following intrinsic factor contributes negatively towards the principals' job satisfaction. This intrinsic factor is one of the factors with the lowest mean scores (cf. par. 5.4.1; Table 5.28).

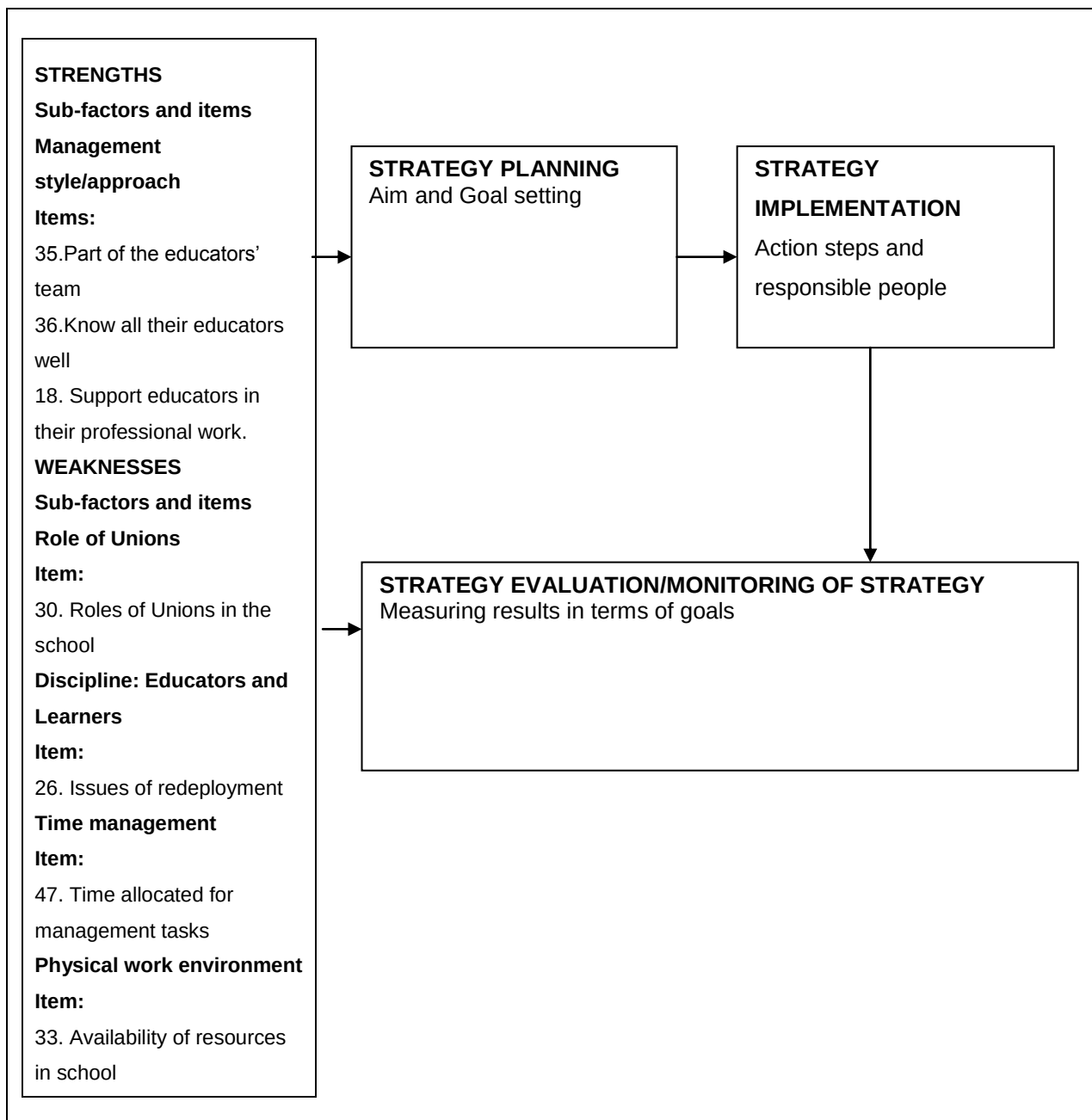
**Goal 4:** To ensure that principals' salaries improve (cf. par. 5.4.1; Table 5.28).

Action steps to be taken at Meso and micro levels (District and school levels)

- Achievement bonuses should be given by either the District or SGB to principals who have achieved excellently in the implementation of the IQMS.

#### **6.4.5 A strategy to optimise extrinsic factors related to the job satisfaction of principals**

As stated previously in par.6.4.1 and Figure 6.3, various factors and sub-factors contributed towards the job satisfaction of the principal. In Figure 6.5 below the various extrinsic sub-factors and the corresponding items that contributed the most and least positively towards the job satisfaction of the principals are displayed. The items that obtained the highest means are regarded as strengths and the items that obtained the lowest means are regarded as weaknesses (see Tables 5.27 and 5.28). In developing a strategy to enhance the job satisfaction of principals, it is important to focus on aims and steps that can further optimise the strengths and eliminate weaknesses. A strategy to optimise extrinsic factors related to the job satisfaction of principals is diagrammatically displayed in Figure 6.5 below:



**Figure 6.5: Optimising extrinsic factors related to the job satisfaction of principals**

#### **6.4.5.1 A strategy to optimise the strengths with regard to the extrinsic factors**

According to Figure 6.5 above and Table 5.27, the following items contributed positively towards the participants' extrinsic job satisfaction and should therefore be regarded as strengths that should be built upon when a strategy is developed to enhance principals' job satisfaction even further:

- Being part of the educators' team
- Knowing all their educators well
- Supporting educators in their professional work.

**Aim:** To optimise the management style and approach of the principal (cf. par. 3.4.10).

**Goal 1:** To enhance the principal's feelings of being part of the educators' team even further (cf. par. 3.4.7; 5.4.2; Table 5.27).

Action steps to be taken at Micro level (School and individual levels)

- Team building sessions for educators need to be organised once a year by the principal.
- Informal social interaction functions attended by the principal and educators should be organised at least once a term.

**Goal 2:** To optimise the principals' knowledge and support of their educators (cf. par. 3.4.2; 5.4.2; Table 5.27).

Action steps to be taken at the Micro level (School and individual levels)

- Quarterly one on one sessions with the educators must be scheduled by the principal where the educators get the opportunity to freely communicate with the principal about private and work issues. The principal will give support where necessary even in the educators' professional work.
- Records of the one on one sessions should be kept by the principal for future reference and confidentiality be assured.
- Follow-up on issues discussed by the principal with the educator should be done by the principal daily until challenges are sorted out.



#### 6.4.5.2 A strategy to eliminate the weaknesses

According to the empirical findings emanating from this study the following extrinsic factors contribute to a slight and some extent towards the principals' job satisfaction. Only the last two factors (items 47 & 33) contributed negatively towards the principals' job satisfaction (cf. par. 5.4.2; Table 5.28).

**Goal 3:** To minimise conflict between the principals and unions when executing their roles in school and during disciplinary hearings of the educators (cf. par. 3.4.5; 5.4.2; Table 5.28).

Action steps to be taken at Macro and Micro level (National, School and individual levels)

- The Department of Basic Education should put policies and procedures in place with regard to unions executing their roles in schools and during disciplinary hearings of the educators and these policies and procedures should be communicated to both educators and union members.
- Invite an expert to explain to principals and educators the Education Labour Relations Law Act document once a year.
- Union representatives must be invited to such sessions and their inputs be welcomed.
- These meetings should be noted for future reference.
- Invite the union representatives when the school's code of conduct is annually reviewed by the principal and other stakeholders in the school and community.

**Goal 4:** To reduce issues of redeployment (cf. par. 3.4.4; Table 5.28).

Action steps to be taken at Meso and Micro levels (District, School and individual levels)

- The policy with regard to redeployment should be revised by the Provincial Department of Education in consultation with unions, principals and educators.

- To prevent parents from taking their children to better performing schools, the principal should ensure that good results (academic and extra-curricular) are achieved every term.

**Goal 5:** To optimise the amount of time the principals have to execute their managerial duties (cf. par. 3.4.12; Table 5.28).

Action steps to be taken at Meso and Micro levels (District, School and individual levels)

- The circuit office should arrange annual training sessions on time management for the principals. Feedback in a form of completion of a questionnaire developed by the circuit manager or a report written by the principal should be given once per semester on how time management of the principal has improved.

**Goal 6:** To optimise availability of resources in schools (cf. par. 3.4.6; Table 5.28).

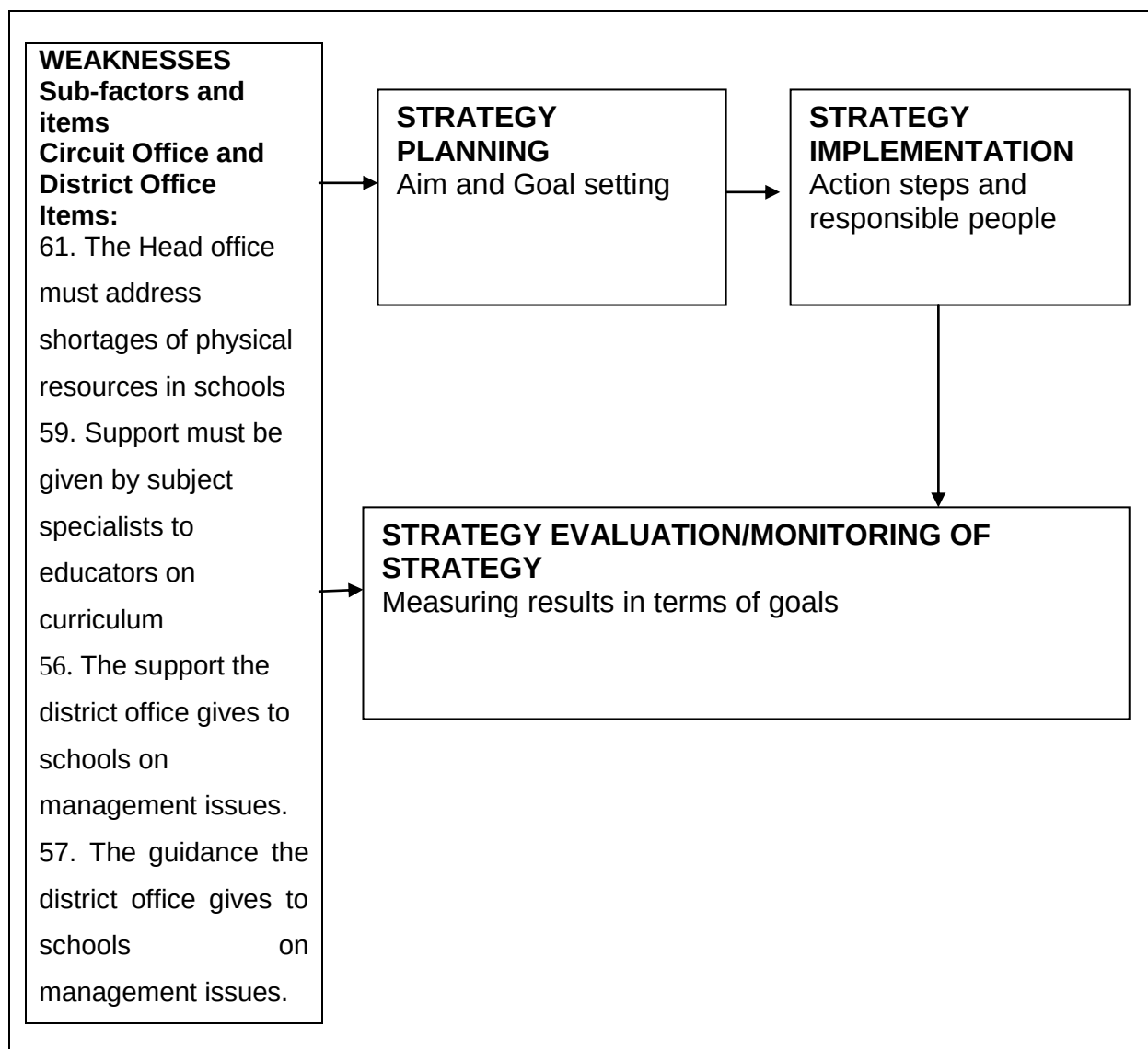
Action steps to be taken at Micro level (School and individual levels)

- A needs analysis should be done annually by the Senior Management Team (SMT) with the consultation of the staff in terms of availability of resources.
- The principal will inform the district office annually about the shortage of resources.
- During the annual budget meeting of the SGB and the parents, a fund raising committee should be elected to plan for the purchasing of additional resources.

#### **6.4.6 A strategy to optimise factors in the education system outside the school related to the job satisfaction of principals**

As shown in par.6.4.1 and Figure 6.3 above, various factors and sub-factors contributed towards the job satisfaction of the principal. In Figure 6.6 below the various sub-factors in the education system outside the school and the corresponding items that contributed the least positively towards the job satisfaction

of the principals are displayed. These items obtained the lowest means and are regarded as weaknesses (see Tables 5.28). In developing a strategy to enhance the job satisfaction of principals, it is important to focus on aims and steps that can eliminate weaknesses. A strategy to optimise factors in the education system outside the school related to the job satisfaction of principals is diagrammatically displayed in Figure 6.6 below:



**Figure 6.6: Optimising factors in the education system outside the school related to the job satisfaction of principals**

#### **6.4.6.1 A strategy to eliminate the weaknesses with regard to factors in the education system outside the school**

According to the empirical findings emanating from this study the following factors in education system outside the school contributed negatively towards the principals' job satisfaction. These factors in the education system outside the school are those factors with the lowest mean scores (cf. par. 5.4.3; Table 5.28).

- The Head office must address shortages of physical resources in schools.
- Support must be given by subject specialists to educators on curriculum.
- The support the district office gives to schools on management issues.
- The guidance the district office gives to schools on management issues.

**Aim:** To enhance services rendered by the Head Office and the District Office to schools (cf. par. 3.5.2 & 3.5.3; Table 5.28).

**Goal 1:** To ensure that head office addresses shortages of physical resource (cf. par. 3.5.3; Table 5.28).

Action steps to be taken at Macro level (Provincial Department of Education: Head Office)

- Principals must ensure that they supply the head office with lists of shortages of physical resources during the last term of the year. Immediate response on the part of the head office is important.
- Applicable officials must revise the effectiveness of the control system of allocation and spending allocated budgets for physical resources.
- Documents on the correspondences must be safely kept for future reference.

**Goal 2:** To maximise the support given by subject specialists to educators on curriculum issues (cf. par. 3.5.3; Table 5.28).

Action steps to be taken at Meso and Micro Levels (District, School and individual levels)

- The principal should invite the Subject Specialists to come and advise educators at least once a year about problematic curriculum issues.
- The principal must ensure that at least once a semester Subject specialists are called to conduct lesson observations in order to support educators with their teaching methodology.
- Feedback on educators' work should be given to the principal every time the Subject Specialists visited the school to monitor educators' work. This will enable the School Management Team and subject heads to conduct follow-up monitoring in order to improve performance.

**Goal 3:** To enhance guidance and support given to schools by the district office on management issues (cf. par. 3.5.2; Table 5.28).

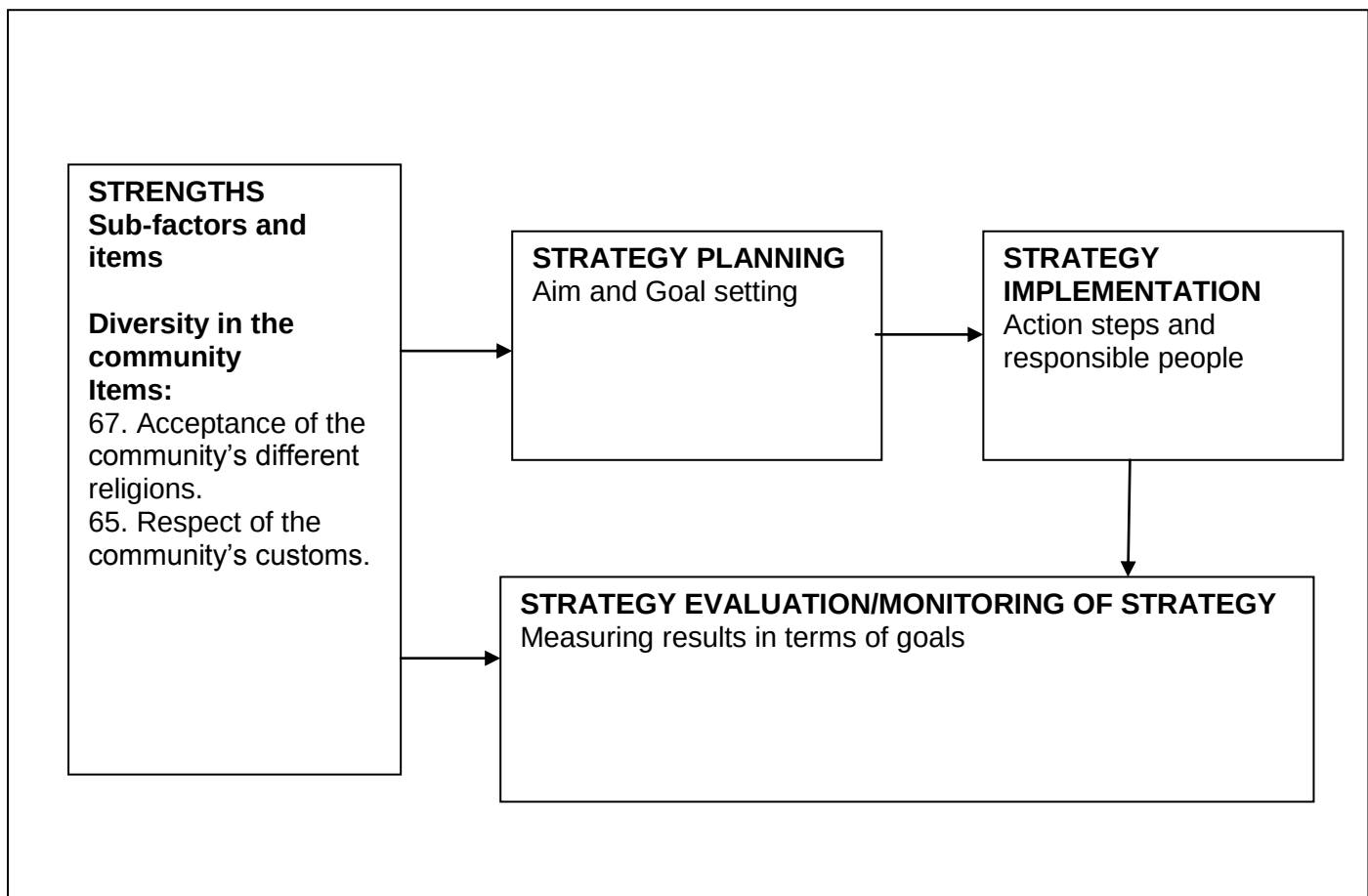
Action steps to be taken at Meso Levels (District Levels)

- The district office needs to have and follow an annual programme that indicates how and when schools will be visited or supported on management issues.
- Principals must ensure that the guidance and support given by district office on management issues are implemented immediately.
- Progress reports and feedback on management issues that had been agreed upon should always be given to district office by the principal to inform the district of improvements after visits.

#### **6.4.7 A strategy to optimise factors in the community that are related to the job satisfaction of principals**

As stated previously in par.6.4.1 and Figure 6.3, various factors and sub-factors contributed towards the job satisfaction of the principal. In Figure 6.7 below the various sub-factors in the community and the corresponding items that contributed most positively towards the job satisfaction of the principals are displayed. These

items obtained the highest means and are regarded as strengths (see Tables 5.27). In developing a strategy to enhance the job satisfaction of principals, it is important to focus on aims and steps that can further optimise the strengths. A strategy to optimise factors in the community related to the job satisfaction of principals is diagrammatically displayed in Figure 6.7 below:



**Figure 6.7: Optimising factors in the community related to the job satisfaction of principals**

#### **6.4.7.1 A strategy to optimise the strengths with regard to factors in the community**

According to Figure 6.7 above and Table 5.27, the following items contributed positively towards the participants' job satisfaction and should therefore be regarded as strengths that should be built upon when a strategy is developed to enhance principals' job satisfaction even further:

- Acceptance of the community's different religions.

- Respect of the community's customs

**Aim:** To optimise the principals' acceptance of the community's different religions and their respect for the community's customs (cf. par. 3.6.3 & 3.6.2).

**Goal 1:** To optimise the principal's acceptance of the community's different religions (cf. par. 3.6.3; Table 5.27).

Action steps to be taken at Meso Level (Community Levels)

- The SGB, must in consultation with the different religious leaders in the community, develop a policy with regard to the role and status of the different religions in the school.
- The policy on religions must be honoured by the stakeholders in the school including the principal.

**Goal 2:** To motivate the principals to respect the community's customs even more (cf. par.3.6.2; Table 5.27).

Action steps to be taken at Meso and micro levels (Community Levels)

- The Rural and Development coordinators and circuit managers should advise principals to participate in the communities' customary activities voluntarily or when invited by the community.
- Principals should promote literacy in the community through encouraging participation of community members in ABET programmes being offered at the school.
- The SGB must in consultation with the different community leaders develop a policy with regard to the role and status of the different community customs in the school.

## 6.5 Summary

In this chapter, management strategies were developed for the purposes of improving the job satisfaction of primary school principals.

In the following chapter, a summary of the previous chapters will be given and conclusions with regard to the different research aims as stipulated in Chapter 1 (par. 1.3) will be drawn. Recommendations forthcoming from the research findings will also be made.

## **CHAPTER 7**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **7.1 INTRODUCTION**

In this final chapter, a summary of the previous chapters will be given and the conclusions with regard to the different research aims stipulated in Chapter 1 (par. 1.3) of this study, will be presented. Recommendations forthcoming from this research will also be made.

#### **7.2 SUMMARY**

In Chapter 1, the study was introduced and a rationale and motivation for the research were given. It was postulated that various factors can contribute to the job satisfaction of principals. It was emphasised that if the school principal does not experience a positive work environment, he/she will experience a non-motivating work environment which can negatively influence his/her effectiveness with regard to his/her work at the school (cf. par. 1.2). Therefore it was necessary to theoretically and empirically identify the various factors that relate to the job satisfaction of principals and in this study, specifically the job satisfaction of primary school principals, as previous studies have not been conducted on the job satisfaction experienced by principals of primary schools in the Republic of South Africa (cf. par. 1.2). A brief preview was given about the research methodology that was implemented in the empirical part of the study and a chapter outline was provided.

Chapter 2 focused primarily on the nature of job satisfaction. A definition and conceptualisation of job satisfaction were given in paragraphs 2.2 and 2.3. Aspects related to job satisfaction such as the quality of working life and job satisfaction (cf. par. 2.4); the influence of structural/systemic factors on job satisfaction (cf. par. 2.5); the influence of individual/personal factors on job satisfaction (cf. par. 2.6) and other aspects that influence job satisfaction (cf. par. 2.7) were also addressed in this chapter. This chapter made it clear that principals must experience job satisfaction to manage their schools happily and efficiently (cf. par. 2.1).

The focus of Chapter 3 was on factors that contribute towards the job satisfaction of primary school principals and these factors were contextualised. From the literature review the following four factors were identified: (1) intrinsic factors (cf. par. 3.3); (2)



extrinsic factors (cf. par. 3.4); (3) factors in the education system outside the school (cf. par. 3.5) and (4) factors in the community (cf. par. 3.6). All four of these factors that contribute towards the job satisfaction of the primary school principal were thoroughly discussed in this chapter.

In Chapter 4 the research design and methodology that were followed in the empirical part of the research was discussed. The research paradigm and approach that served as the philosophical basis for the empirical investigation were discussed as well (cf. par. 4.2). Finally the ethical considerations that were adhered to during the empirical research were discussed (cf. par. 4.3.5).

In chapter 5 the research results were presented and analysed. Biographical information was given about the participants and the validity and reliability of the questionnaire were determined by means of confirmatory factor analyses and the calculation of Cronbach's alpha coefficients. An item analysis was conducted and t-tests and analyses of variance (ANOVAs) were conducted to determine whether the different biographical variables related to the participants' job satisfaction (cf. par. 5.4-5).

In Chapter 6 a management strategy was developed to optimise the job satisfaction of primary school principals. The concepts strategic management/planning (cf. par. 6.2.1); strategy (cf. par. 6.2.2); phases in strategy development (cf. par. 6.3); strategy planning/formulation (cf. par. 6.3.2.2); strategy implementation (cf. par. 6.3.2.3) and strategy evaluation (cf. par. 6.3.2.4) were discussed in the first part of this chapter. On the basis of specific strengths and weaknesses that emanated from the empirical study, action steps were proposed to optimise the job satisfaction of primary school principals (cf. par. 6.4).

### **7.3 Conclusions**

The following conclusions were drawn with regard to the five research aims that were stipulated in Chapter 1, paragraph 1.3:

#### **7.3.1 Conclusions with regard to research aim 1**

With regard to research aim 1 namely to theoretically determine the nature of job satisfaction (cf. par. 1.3 of Chapter 1), the following conclusions were drawn:

- Job satisfaction is a desirable condition and a pleasant feeling that is experienced by an employee when his/her job is fulfilling his/her important values. Job satisfaction arises when the job itself enables the employee to meet his/her likes, wants and needs. Job satisfaction is a positive intangible aspect which is within a person and felt by that person (cf. par. 2.2).
- Job satisfaction is closely related to quality of working life and a positive school culture/organisational climate.
- Job satisfaction is a predictor of employee performance. A happy employee is usually productive. Employee commitment correlates positively with employee motivation, job satisfaction and performance. The committed employee tends to be more motivated and satisfied. It is important for the principal to be happy and satisfied in his/her work in order to be committed and able to carry out the required tasks devotedly (cf. par. 2.6.3-4).

### **7.3.2 Conclusions with regard to research aim 2**

In terms of research aim 2 which was to theoretically identify and discuss the factors that contribute to job satisfaction/dissatisfaction (cf. par. 1.3 of Chapter 1), the following was concluded:

- The following four factors contribute towards principals' job satisfaction: (cf. par. 3.2):
  - Intrinsic factors
  - Extrinsic factors
  - Factors in the education system outside the school
  - Factors in the community
- Intrinsic factors: The following aspects relate to intrinsic factors: Role conflict must be minimised. The principal must experience acknowledgement of his/her actions; the principal can only be motivated if personal objectives are achieved; a positive self-esteem depends on the achievement of personal objectives and the achievement of difficult tasks will contribute towards the principal's self-esteem and job satisfaction. Continued professional and personal development, the realisation of potential, and the expansion of self-knowledge and effectiveness are important aspects that foster principals' job satisfaction (cf. par. 3.3.5.1).
- Extrinsic factors: The following aspects relate to extrinsic factors: Sound interpersonal relationships with colleagues and learners, management

style/approach, time management, role of unions, learner support, in-service training and development, autonomy, discipline of educators and learners and physical work environment (cf. par. 3.4.1-3.4.14).

- Factors in the education system outside the school that contribute to job satisfaction are aspects related to the circuit office, district office and head office. All three offices have a crucial role of supporting schools with physical and human resources, management issues and curriculum issues (cf. par. 3.5.1-3.5.3). If these offices fail to support schools, principals will experience job dissatisfaction.
- Factors in the community: Establishing a sound school-parent relationship is a key ingredient for securing mutual participation of parents in decision-making processes, school activities, problem-solving activities, the provision of assistance and service rendering to the school (cf. par. 3.6.1). Community customs, diversity and demands from the community challenge the principals to adjust their own mindsets and beliefs in order to cater for the broad spectrum of learners in their care (cf. par. 3.6.2). The primary school principal should know and accept that communities have different religions and beliefs (cf. par. 3.6.3). The primary school principal's job satisfaction is also affected by the socio-economic factors in the community (cf. par. 3.6.4).

### **7.3.3 Conclusions with regard to research aim 3**

In terms of research aim 3 (The extent of job satisfaction that primary school principals experience) the following conclusion was drawn: The majority of principals were to some and a great degree satisfied with their jobs.

### **7.3.4 Conclusions with regard to research aim 4**

Concerning research aim 4 to determine empirically whether biographical variables relate to principals' job satisfaction the following conclusions were drawn.

- There is a visible relationship between the participants' age and the different factors that contribute towards their job satisfaction (Table 5.30).
- The higher the qualification of the participants, the more satisfied they were with their role balancing abilities (Table 5.31).

- There were practically significant relationships between participants' experience and the different sub-factors that contribute towards their job satisfaction (Table 5.32).
- Principals of schools with 21 and more educators were more satisfied with the support that they render to learners in the schools than was the case with principals of schools with fewer educators (Table 5.33).
- Principals of smaller schools (in terms of the number of learners in these schools) were more satisfied with the support rendered to learners in their schools, than principals of larger schools.
- Principals of large schools were more satisfied with the support from circuit and district offices than principals of smaller schools (Table 5.34).

## **7.4 RECOMMENDATIONS AND MOTIVATIONS**

In the light of the research findings, the following recommendations are made:

### **7.4.1 Recommendation 1**

It is recommended that further research should be undertaken on the role of unions in schools and their participation/contribution during disciplinary hearings of the educators.

### **Motivation**

Research on the role of unions in schools is needed since it is noticed that some primary school principals are often reluctant and in some instances scared to deal with incompetent educators because they fear the teachers' union and this affects the primary school principal's job satisfaction negatively. It was also noticed that conflict sometimes arose between the principals and unions when principals are executing their managerial roles in school and during disciplinary hearings of the educators (cf. par. 3.4.5).

### **7.4.2 Recommendation 2**

Strategic plans should be developed in each school to guide the management of the school in terms of the provision of resources that will promote teaching and learning in the school.

### **Motivation**

The availability of resources in schools is of vital importance for the job satisfaction of the primary school principal. Lack of resources has a negative effect on the management and administration of a school because it can force the primary school principal to cancel some school programmes which may in turn affect educators, learners, parents and even the primary school principal's job satisfaction negatively. Most of the schools lack laboratories for Science or Biology, libraries and sports facilities (cf. par. 3.4.6).

### **7.4.3 Recommendation 3**

Time management of principals is another aspect that needs to be researched. This research should answer questions such as: How much time is wasted by not responding to the bell, time frames, work schedules and deadlines? What time related issues cause backlogs in the work of principals and educators? Is the amount of time that principals have available to execute their managerial duties sufficient?

### **Motivation**

Primary school principals who are able to manage their time effectively experience job satisfaction since they are able to deal better with interruptions and unforeseen circumstances. Primary school principals frequently find that there is little time in the day for planning or developing new strategies to improve teaching and learning because of constant interruptions by educators, learners, parents, administrative staff or departmental officials and by the constant ringing of telephones. Without a clear strategy to manage his/her time more effectively, the busy primary school principal could find himself/herself at the end of the day or week wondering what he/she has done and where the time has gone and this may affect his/her job satisfaction negatively (cf. par. 3.4.12).

### **7.4.4 Recommendation 4**

It is recommended that principals and educators should develop a strategic plan that will guide the educators on what to do, and when and how to seek Subject Specialists' assistance when curriculum issues develop. The school management team (SMT) must monitor educators' work in order to identify content gaps in curriculum and involve Subject Specialists.

**Motivation**

Good teaching is what schooling is all about and it is the core function of a school (Clarke, 2007:203).

**7.5 FINAL REMARK AND CONTRIBUTION OF RESEARCH**

The future economic and social development of the country depends on the capabilities, commitment and well-being of the educators who teach in the classrooms of South African Public Schools and the principals who manage these schools with the aim of attaining the vision that the Department of Education has for education in SA, viz. *Quality education for all*.

This research made a significant contribution to the field/body of knowledge in the area of primary school management, specifically the job satisfaction of primary school principals. The study aims to determine the factors that contribute to job satisfaction, and to develop management strategies which may enhance the job satisfaction of primary school principals in the North West Province. Recommendations are also given to improve the principals' job satisfaction.

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## Appendix A

P.O. Box 115  
Swartruggens  
2835

The Superintendent General  
Department of Education  
North West Province  
Private Bag X 2044  
Mmabatho  
2735

Dear Mr H.M. Mweli

**Research Project – Mrs M.G. Khumalo (Persal number 11710993) PhD Study  
North-West University, Potchefstroom Campus**

I am currently busy with my PhD studies at the above-mentioned university. The theme of the study is: Job satisfaction experienced by primary school principals. I have passion for education and happiness and harmony in which our profession exists is of cardinal interest to me. We hope that the results of this study will shed light on the extent to which the primary school principals experience job satisfaction in their schools and that it will furthermore ensure a happy and harmonious workplace.

The target population will be primary school principals in the North West Province. The questionnaires will be dealt with confidentiality and the anonymity of colleagues is guaranteed. We thus respectfully request permission to distribute questionnaires to colleagues in the province in order to test the project empirically. Hereby attached please find a copy of the questionnaire.

We trust that you will consider our request favourably and support us in this project.

My contact details: E-Mail: [gkhumalo@nwpg.gov.za](mailto:gkhumalo@nwpg.gov.za)  
Postal address: P.O. Box 115, Swartruggens, 2835  
Office: Kgetleng Area Office, 275 Visser Street, Swartruggens.  
Cell phone: 072 2609 801

Your permission will be highly appreciated.

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Gertrude Khumalo  
Student

Study leader: Prof P.C. van der Westhuizen  
Co-study leader: Prof L. Meyer  
Post-graduate School of Education Sciences

## Appendix B

P.O. Box 115  
Swartruggens  
2835

Area manager

We are currently undertaking research to determine the level of job satisfaction experienced by primary school principals in the North West Province. Included among these schools are those who may not necessarily be primary schools, but including primary phases. It is envisaged that the findings of such study may be helpful in allowing both the researchers and the government to plan more appropriate intervention strategies when assisting principals. The study enjoys the support of the Superintendent General (SG), North West Department of Education who has granted permission to collect data through the completion of a relatively short questionnaire by the principals.

It is my request, therefore, that your office assist with the distribution and collection of the questionnaires to the principals of the schools in your area. I have hereby attached the following supporting documents:

1. A letter of permission from C.O.O. District and Professional Operational Services Mr M.A. Seakamela on behalf of the Superintendent General (S.G.).
2. A list of schools in your Area Office in which research will be conducted.
3. A letter to principals and a questionnaire.

Please note that data received from this research will be treated with the necessary confidentiality and at no stage will a specific individual or school be pointed out in isolation. The feedback received will and cannot have negative implications on the employment conditions of the participants.

As part of the data gathering process I will collect the completed questionnaires from your office within three weeks of having delivered them. Your support in encouraging the principals to complete these and return them to your office, within a maximum of two weeks, is requested.

We greatly appreciate your time, effort and support in making this study possible. For further enquiries, please do not hesitate to contact me.

Yours sincerely

-----  
M.G. Khumalo (researcher)  
Cell: 0722609801

## **Appendix C**

P.O. Box 115  
Swartruggens  
2835

Dear Principal

I am currently undertaking research to determine to what extent primary school principals in the North West Province experience job satisfaction in their schools. I am registered as a PhD student with the North West University (Potchefstroom Campus). Permission to distribute questionnaires to you was granted by the Superintendent General (SG), North West Department of Education.

I therefore request your assistance in completing the attached questionnaire. Please be assured of the confidentiality and anonymity with which your responses will be treated and be assured that this questionnaire is to be used for study purposes only. Please take note that the questionnaire will be completed on a voluntary basis. By completing the questionnaire we accept that your participation in this research project is voluntary. The project is also approved by the Ethics Committee of the North West University (Ethic number: NWU-00054-07-S3).

Please complete the questionnaire and then put it in the enclosed envelope, seal it and hand it over to your Area Office (AO), preferably within two weeks of receiving it. Should you have any questions regarding the questionnaire, please feel free to contact me at the given contact numbers.

You are sincerely thanked in advance, and your participation is highly appreciated.

-----  
Gertrude Khumalo (researcher)  
Cell: 0722609801  
Tel: 014-5440606 (work)

## SECTION A: GENERAL INFORMATION (ONLY FOR PRIMARY SCHOOL PRINCIPALS).

Please answer the following items by making an X in the block which is the most appropriate to you:

1. Your age

|                     |   |
|---------------------|---|
| 30 years or younger | 1 |
| 31 to 40 years      | 2 |
| 41 to 50 years      | 3 |
| 51 years and older  | 4 |

2. Your highest qualifications:

|                             |   |
|-----------------------------|---|
| Certificate in Education    | 1 |
| Diploma in Education        | 2 |
| Degree                      | 3 |
| Degree and Diploma          | 4 |
| Post graduate qualification | 5 |

3. Your gender:

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

4. Number of years of your experience as principal:

|                   |   |
|-------------------|---|
| 0 to 3 years      | 1 |
| 4 to 6 years      | 2 |
| 7 to 10 years     | 3 |
| 11 years and more | 4 |

5. Number of educators in your school:

|             |   |
|-------------|---|
| 08 – 15     | 1 |
| 16 - 20     | 2 |
| 21 and more | 3 |

6. Number of learners in your school:

|              |   |
|--------------|---|
| 001 - 300    | 1 |
| 301 - 400    | 2 |
| 401 - 500    | 3 |
| 501 - 600    | 4 |
| 601 - 700    | 5 |
| 701 and more | 6 |

## SECTION B: JOB SATISFACTION QUESTIONNAIRE (ONLY FOR PRIMARY SCHOOL PRINCIPALS)

### Instructions on how to complete the questionnaire:

- The following statements are applicable to you as a school principal.
- Ask yourself: *To what extent am I satisfied with this aspect of my job as principal?*
- Please indicate your answer with an X

Use the following four-point scale (1, 2, 3, 4) to answer each item:

(1) No extent (2) Slight extent (3) Some extent (4) Great extent.

### Please answer each item.

| Read each statement as if it starts with the question: <i>"To what extent am I satisfied ....."</i> |                                                                                |           |               |             |              |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------|---------------|-------------|--------------|
|                                                                                                     |                                                                                | No extent | Slight extent | Some extent | Great extent |
| 1                                                                                                   | With the multiple roles I have to carry out at the same time                   | 1         | 2             | 3           | 4            |
| 2                                                                                                   | With balancing my professional and personal life                               | 1         | 2             | 3           | 4            |
| 3                                                                                                   | With the acknowledgement of my efforts                                         | 1         | 2             | 3           | 4            |
| 4                                                                                                   | With my salary                                                                 | 1         | 2             | 3           | 4            |
| 5                                                                                                   | That I am self motivated                                                       | 1         | 2             | 3           | 4            |
| 6                                                                                                   | With my desire to succeed                                                      | 1         | 2             | 3           | 4            |
| 7                                                                                                   | With my desire to excel                                                        | 1         | 2             | 3           | 4            |
| 8                                                                                                   | With the attainment of my personal objectives                                  | 1         | 2             | 3           | 4            |
| 9                                                                                                   | With the achievement of excellent results                                      | 1         | 2             | 3           | 4            |
| 10                                                                                                  | With the way I follow my work plan                                             | 1         | 2             | 3           | 4            |
| 11                                                                                                  | With my ability to convert weaknesses to strengths                             | 1         | 2             | 3           | 4            |
| 12                                                                                                  | With the way my personal values link with those of the community               | 1         | 2             | 3           | 4            |
| 13                                                                                                  | With my self-esteem                                                            | 1         | 2             | 3           | 4            |
| 14                                                                                                  | With the experiencing of mutual respect at work                                | 1         | 2             | 3           | 4            |
| 15                                                                                                  | That my behaviour is motivated by personal needs rather than external pressure | 1         | 2             | 3           | 4            |
| 16                                                                                                  | With my networking with other principals                                       | 1         | 2             | 3           | 4            |
| 17                                                                                                  | With the way I work together with other principals                             | 1         | 2             | 3           | 4            |
| 18                                                                                                  | With the way I support educators in their professional work                    | 1         | 2             | 3           | 4            |
| 19                                                                                                  | With the way I support educators in their personal life                        | 1         | 2             | 3           | 4            |
| 20                                                                                                  | That educators do not wish to leave my school                                  | 1         | 2             | 3           | 4            |
| 21                                                                                                  | With my way of interacting with the learners                                   | 1         | 2             | 3           | 4            |
| 22                                                                                                  | That I give learners sufficient attention                                      | 1         | 2             | 3           | 4            |
| 23                                                                                                  | With the disciplinary measures I exercise                                      | 1         | 2             | 3           | 4            |
| 24                                                                                                  | That I experience personal security at work                                    | 1         | 2             | 3           | 4            |
| 25                                                                                                  | That I experience professional security in my job                              | 1         | 2             | 3           | 4            |
| 26                                                                                                  | With issues of redeployment                                                    | 1         | 2             | 3           | 4            |
| 27                                                                                                  | That educators' behaviour is guided by the code of conduct                     | 1         | 2             | 3           | 4            |
| 28                                                                                                  | That learners' behaviour is guided by the code of conduct                      | 1         | 2             | 3           | 4            |

|    |                                                                                         |   |   |   |   |
|----|-----------------------------------------------------------------------------------------|---|---|---|---|
| 29 | With the role of unions during disciplinary hearings                                    | 1 | 2 | 3 | 4 |
| 30 | With the role of unions in the school                                                   | 1 | 2 | 3 | 4 |
| 31 | With learner discipline in my school                                                    | 1 | 2 | 3 | 4 |
| 32 | With the physical work conditions in my school                                          | 1 | 2 | 3 | 4 |
| 33 | With the availability of resources in my school                                         | 1 | 2 | 3 | 4 |
| 34 | With my ability to combat substance abuse in my school                                  | 1 | 2 | 3 | 4 |
| 35 | That I am part of the team in my school                                                 | 1 | 2 | 3 | 4 |
| 36 | That I know all my educators well                                                       | 1 | 2 | 3 | 4 |
| 37 | That I know all my learners well                                                        | 1 | 2 | 3 | 4 |
| 38 | That I can handle managerial tasks adequately                                           | 1 | 2 | 3 | 4 |
| 39 | That in-service training opportunities develop me professionally                        | 1 | 2 | 3 | 4 |
| 40 | That in-service training opportunities help me to become more competent                 | 1 | 2 | 3 | 4 |
| 41 | That I successfully facilitate change at school                                         | 1 | 2 | 3 | 4 |
| 42 | That my leadership style is acceptable                                                  | 1 | 2 | 3 | 4 |
| 43 | With the freedom that I have to do things my own way                                    | 1 | 2 | 3 | 4 |
| 44 | With the independence that I experience as a principal                                  | 1 | 2 | 3 | 4 |
| 45 | With my accountability for all school activities                                        | 1 | 2 | 3 | 4 |
| 46 | With my time management strategy                                                        | 1 | 2 | 3 | 4 |
| 47 | With the time allocated for managerial tasks                                            | 1 | 2 | 3 | 4 |
| 48 | With the way I follow policy when making decisions                                      | 1 | 2 | 3 | 4 |
| 49 | With educators' involvement in decision making                                          | 1 | 2 | 3 | 4 |
| 50 | With learners' involvement in decision making                                           | 1 | 2 | 3 | 4 |
| 51 | With the way I delegate tasks                                                           | 1 | 2 | 3 | 4 |
| 52 | With the amount of time that I have to execute my managerial duties                     | 1 | 2 | 3 | 4 |
| 53 | With my communication with the circuit manager                                          | 1 | 2 | 3 | 4 |
| 54 | That the circuit office informs the district office about the achievements of my school | 1 | 2 | 3 | 4 |
| 55 | That the circuit office informs the district office about the challenges at my school   | 1 | 2 | 3 | 4 |
| 56 | With the support the district office gives to my school                                 | 1 | 2 | 3 | 4 |
| 57 | With the guidance the district office gives to my school                                | 1 | 2 | 3 | 4 |
| 58 | With the positive feedback on achievements from the district office                     |   |   |   |   |
| 59 | With the support my educators receive from Subject Specialists on curriculum issues     | 1 | 2 | 3 | 4 |
| 60 | With the way head office addresses shortage of human resources in my school             | 1 | 2 | 3 | 4 |
| 61 | With the way head office addresses shortage of physical resources in my school          | 1 | 2 | 3 | 4 |
| 62 | That head office ensures quality education in my school                                 | 1 | 2 | 3 | 4 |
| 63 | With the support I get from the parents                                                 | 1 | 2 | 3 | 4 |
| 64 | With the powers given to the SGB to govern the school                                   | 1 | 2 | 3 | 4 |
| 65 | That I respect the community's customs                                                  | 1 | 2 | 3 | 4 |
| 66 | That I take diversity into account when engaging with community                         | 1 | 2 | 3 | 4 |
| 67 | That I accept the community's religious diversity                                       | 1 | 2 | 3 | 4 |
| 68 | With the rate of employment in the community                                            | 1 | 2 | 3 | 4 |

**Thank you for your time**