

**FACTORS WHICH INFLUENCE THE JOB SATISFACTION OF FEMALE
EDUCATORS IN SECONDARY SCHOOLS**

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EDUCATORS IN SECONDARY SCHOOLS**

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Dissertation submitted for the degree Magister Educationis in Educational
Management in the Faculty of Education at the Northwest-University
(Potchefstroom campus)

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Potchefstroom

2005

ACKNOWLEDGEMENTS

I wish to express my profound gratitude to the following people for their assistance during the period of research.

- Professor Phillip C. Van der Westhuizen for his supervision.
- Dr. Ellis of the Statistical Consultant Services for the help with processing of the data.
- Mrs. Van der Walt for the linguistic care of this study.
- Mrs. Llaie and Mrs. Wiggill of the Ferdinand Postma Library for all the help with the search for information.
- The North West Department of Education for allowing me to conduct research in schools in the Potchefstroom District.
- All the female educators of the Potchefstroom District who completed the questionnaire.
- My husband Marius for all the help, support and patience he has given and showed me during my study.
- Mrs. Saartjie Venter and Mrs. Illasha Kok you have really made me feel at home in South Africa.
- All my friends and family from the Netherlands who have always been very keen to know what I was doing.

Summary

Key words: job satisfaction, job motivation, job stress, female educator, induction, beginning teacher, quality of working life.

This study has investigated the problems experienced by female educators in relation with their job satisfaction by focussing on:

- The nature of job satisfaction;
- The problems and factors which cause job satisfaction/job dissatisfaction among female educators;

To achieve these goals a literature study and an empirical study has been conducted. The literature study was undertaken by consulting primary and secondary sources. After the nature of job satisfaction and the problems causing satisfaction or dissatisfaction were established and discussed, a questionnaire was drafted. From a review of the literature, it appeared that the problems experienced by the female educators were intrinsic problems, within the classroom, outside the classroom, and within the community.

A study population was used in which female educators who worked in secondary schools in the Potchefstroom District were involved. The empirical investigation indicated that the major problems experienced by the female educators were mostly outside the classroom.

A minor problem for female educators appears to be that the learners are not under the obligation to tell if they are HIV/Aids infected. Also safety does not seem to be of influence on the job satisfaction of female educators in secondary schools

Opsomming

Trefwoorde: werkstevredenheid, werksmotivering, werk stres, vroulike onderwyseres, beginnende onderwyser, induksie, kwaliteit van werkslewe.

In hierdie studie is die probleme ondersoek wat die onderwyseres ervaar met haar werkstevredenheid deur te fokus op:

- Die aard van werkstevredenheid;
- Die probleme en faktore wat werkstevredenheid / werksontevredenheid veroorsaak by die onderwyseres;

Om bestaande doelwitte te bereik is 'n literatuurstudie en empiriese studie uitgevoer. Die literatuurstudie is onderneem vanuit primêre en sekondêre bronne. Nadat die aard van werkstevredenheid en die probleme asook faktore wat werkstevredenheid / werksontevredenheid veroorsaak, geïdentifiseer en bespreek is, is 'n vraelys opgestel. Vanuit die literatuuroorsig is die volgende probleme as belangrik geïdentifiseer: probleme van intrinsieke aard, probleme in die klaskamer, probleme buite die klaskamer, asook probleme in die gemeenskap.

Daar is 'n studie populasie gebruik waarby onderwyseresse van sekondêre skole in die Potchefstroomdistrik betrek is. Die empiriese ondersoek het getoon dat die probleme wat aandag behoort te kry, probleme is wat buite die klaskamer voorkom.

'n Minder belangrike probleem vir onderwyseresse is dat leerders nie verplig is om te sê dat hulle MIV/Vigs besmet is nie. Veiligheid het ook nie 'n betekenisvolle invloed op die werkstevredenheid van die onderwyseresse in sekondêre skole nie.

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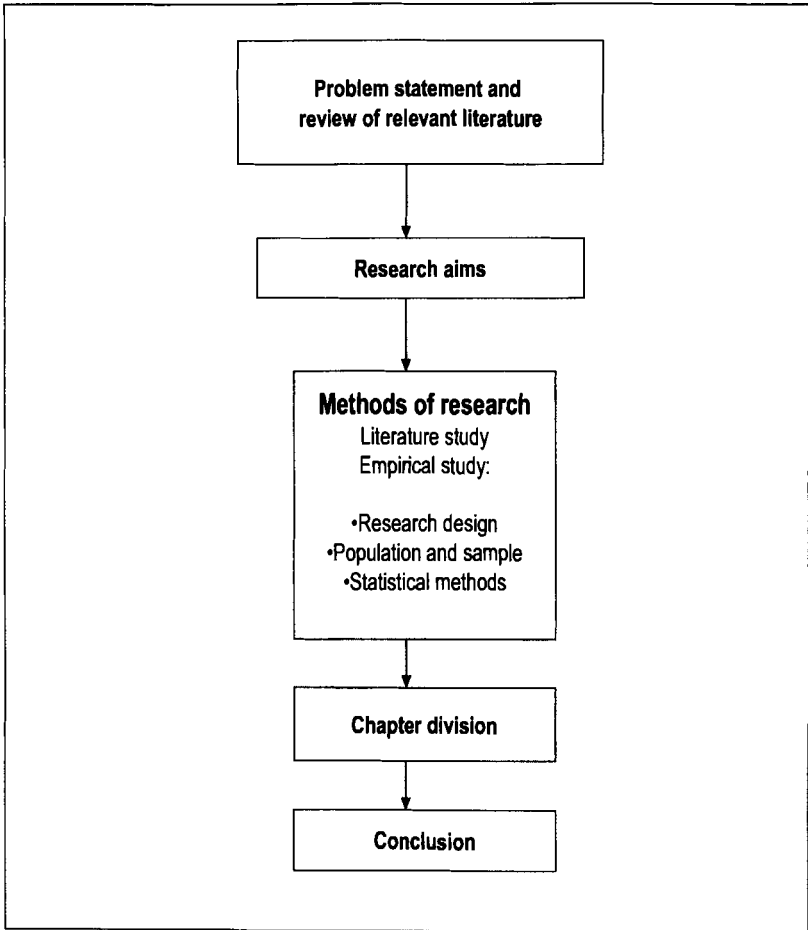
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CHAPTER 1

ORIENTATION

CHAPTER OVERVIEW



1.1 INTRODUCTION

This research has been conducted to determine to what extent female educators in secondary schools experience job satisfaction and in what way their job satisfaction can be improved.

In this chapter, the problem statement and the importance of this research will be discussed. The research that is conducted by means of a literature study and an empirical study will also be explained.

1.2 PROBLEM STATEMENT

Research has been conducted on the organisational climate within the school for more than two decades (Hoy *et al.*, 1991; Mentz, 2002; Mentz, 2003). One of the important aspects of a working and organisational environment within the school is job satisfaction.

Job satisfaction poses a problem within education worldwide (Ubisi, 1999; Van Zyl & Pietersen, 1999; Mentz, 2002; De Beer, 2004). Many international studies have been conducted on this subject (Wisniewski, 1990; Culver *et al.*, 1990; Riseborough & Poppleton, 1990; Borg *et al.*, 1991; Chaplain, 1995; Perie & Baker, 1997; Bogler, 2001; Sargent & Hannum, 2003). South Africa's teacher work force also experiences major job dissatisfaction (Alhassan, 1990; Hillebrand *et al.*, 1993; Van Zyl & Pietersen, 1999; Kok & Van der Westhuizen, 2003; De Beer, 2004).

In South Africa, Hillebrand (1989) has studied job satisfaction and motivation, especially among white female educators. Hillebrand (1989:181-189) found that several factors influence job dissatisfaction, for example:

- The need for a good and fair salary (a problem known worldwide)
- No prospect of promotion within the hierarchy of the school
- Administrative work being negatively experienced
- A too heavy workload
- Learners not being in the least motivated

- The fact that a female educator has a dual job; at school and at home, which causes a great deal of stress and makes the workload even heavier
- Educators not receiving enough credit for the work they do

In 1994, Du Toit (1994:107-111) conducted a study on the job satisfaction of black female educators. Du Toit concluded that several factors influence job dissatisfaction (1994:107-111). Some of these factors differ from the factors that Hillebrand described in his research, being:

- Poor working conditions
- A feeling of being unsafe
- No personal recognition
- Own responsibility being limited

Corresponding factors were:

- A too heavy workload
- No prospect of promotion within the hierarchy of the school
- Poor salary

Before 1994, several studies investigated job satisfaction within the South African educator work force (Els, 1989; Ferreira, 1991; Steyn, 1990a; 1992). These studies, though, looked at teachers in general but not specifically at female educators.

In South Africa, 65,8% of the educator work force are female. In the North West Province, 66,2% of the educator work force, and within the Potchefstroom District 66,2 % of the teacher work force are female (South Africa, 2003a:14–21). Only Hillebrand (1989) and Du Toit (1994) have specifically viewed the factors of job satisfaction among female educators at secondary schools.

Other studies that have been conducted did indeed look into job satisfaction among secondary school educators, but did not distinguish between male and female educators (Els, 1989; Ferreira, 1991; Steyn, 1990b; 1992). No recent study has been conducted on job satisfaction among female educators. Therefore it is of prime importance that a study be conducted to determine in what way female

educators experience job satisfaction in the current educational system, especially considering the number of women who work as educators.

Since 1994, the South African society has experienced considerable changes. The South African educator work force had to deal with several changes from a variety of sources. These include the merger of 17 Departments of Education into nine Provincial Departments of Education with national guidelines for the entire country (Mentz, 2002:239). These national guidelines created a great deal of problems. The South African Schools' Act (RSA, 1996), for example, stipulates that every child has a right to proper education. The fact that every child has the right to proper education resulted in overcrowding of classrooms and discipline problems in consequence of the abolishment of corporal punishment. Yet another change was the introduction of a whole new educational system in 1996 which aims at creating more equality and opportunity in education (Du Plessis, 2001:67). Of the South African educator work force, 81% feel that changes in the educational system have influenced their work and job satisfaction to a large extent (Booyse & Swanepoel, 1999:218).

After 1994, much research has been done on the factors that cause job dissatisfaction, for example Mentz and Mentz (1994), Xaba (1996), Steyn and Van Wyk (1999), Van Zyl and Pietersen (1999) and De Beer (2004). None of these studies, though, focussed on the factors that caused job satisfaction, especially among female educators. The researchers looked at teachers in general without distinguishing between men and women.

Some of the factors that have impacted on the working life of educators since 1994 as reported by Crouch (2000) and Mentz (2002) are:

- Job security
- Re-deployment
- Personal safety
- Boycotts
- Strikes
- HIV/Aids

From the aforesaid studies, it appears that several factors influence the job satisfaction or dissatisfaction of educators. These can be divided into five main factors (Kok & Van der Westhuizen, 2003:65).

- Work situation
- Management
- Career
- Society
- Factors concerning the female educator herself

De Beer (2004:124) found that job satisfaction, particularly among Afrikaans-speaking educators, is very low. They feel that they are not taken seriously in their profession and that they do not have the prospect of moving on in their career.

It appears that factors that influence job satisfaction and dissatisfaction are dependent on the social situation in the RSA. Because the social situation is still changing, it is desirable to study job satisfaction among female educators at this stage and therefore only her and she will be used in this research . The following research question therefore needs to be addressed:

To what extent different factors contribute to the job satisfaction of female educators in secondary schools?

1.3 RESEARCH AIMS

The aims of this research are to:

- Determine, by means of a literature study, the nature of job satisfaction
- Determine, by means of a literature study, which factors play a role in job satisfaction/dissatisfaction among female educators
- Determine, by means of an empirical study, which factors play a role in job satisfaction/dissatisfaction among female educators

1.4 METHODS OF RESEARCH

1.4.1 Literature study

Several literature searches have been undertaken with the help of the following search engines: Nexus; Sabinet SACAT (books in SA); EBSCO-host (ERIC & Academic Search Premier); RSAT-database (SA journal articles). The keywords used in this search were: *job satisfaction, job motivation, job stress, female/women educators, induction, beginner- teacher and quality of working life.*

1.4.2 Empirical research

1.4.2.1 Questionnaire

- Aim

The aim of the questionnaire is to determine which factors play a role in job satisfaction/dissatisfaction among female educators. This is done by determining the ratings on the questions and propositions in the questionnaire, which should yield at least a 70% response in order to be representative.

- Origin

The questionnaire will be based on available literature and the questionnaires developed by Hillebrand (1989), Du Toit (1994) and De Beer (2004).

- Structure

The questionnaire will be structured and a Likert scale will be used for rating. The questionnaire will be processed according to normal standards in order to guarantee the validity and reliability. The questionnaire will be available in English.

1.4.2.2 Population and sample

The population of this research will be women educators at post level 1, teaching at secondary schools (n=23) in the Potchefstroom District. Both Afrikaans- and English-medium schools will be approached to take part in this research. A systematic sample (n=10) of the educators will be taken per school, giving a total sample of 230 female educators.

1.4.2.3 Statistical methods

The mean score, standard deviation as well as frequencies derived from the responses will be calculated. Thus, only descriptive statistics will be used.

1.5 CHAPTER DIVISION

Chapter 1: Orientation

Chapter 2: The nature of job satisfaction

Chapter 3: Factors that contribute to job satisfaction and dissatisfaction among female educators

Chapter 4: Empirical research

Chapter 5: Summary, Findings and Recommendations

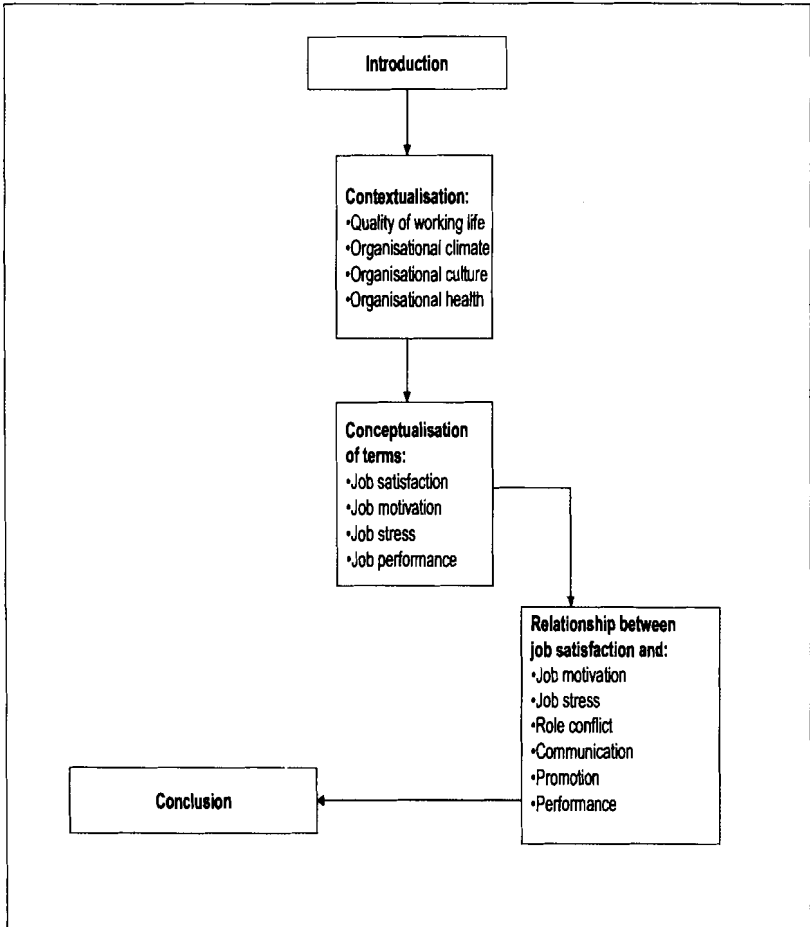
1.6 CONCLUSION

Firstly, this research deals with the identification of the factors which play a role in the way in which an female educator experiences job satisfaction or job dissatisfaction. By means of a literature study, the factors which can bring about job satisfaction or dissatisfaction are processed in a questionnaire. In order to determine to what extent the female educators experience job satisfaction, this questionnaire was distributed among female educators at secondary schools in the Potchefstroom District.

CHAPTER 2

THE NATURE OF JOB SATISFACTION

CHAPTER OVERVIEW



2.1 INTRODUCTION

This chapter deals with the nature of job satisfaction and its consequences for female educators when job satisfaction is not met. An organisation that runs well depends on different factors that influence one another (see Figure 2.1). If any one of these factors is lacking, the organisation will become less reliable.

In the subsequent section, the following factors will be defined: job satisfaction, job motivation, job stress and job performance. Moreover, the factors will be discussed separately. Furthermore, the relation between job satisfaction and motivation, and stress and role conflict and promotion and communication will be discussed. Finally, the consequences of job satisfaction and job dissatisfaction will be discussed.

2.2 CONTEXTUALISATION

Before proceeding to view job satisfaction, job motivation, job stress and job performance, the organisational climate as a whole firstly needs to be observed. The relationship between job satisfaction, job motivation, job stress, job performance and organisational climate will be scrutinised. What influence organisational climate has on these four factors is the question that is posed.

Quality of working life can be defined as the way in which an individual experiences her work. It also entails the influence that the individual has on the organisational factors. Within a school, an educator experiences her environment as positive or negative, founded on factors such as organisational climate, culture and health within the school (Mentz, 1990:66).

Organisational culture can be defined as an intangible footing which has values, norms and acceptance in common. It is the basis for all the people who are involved in the organisation. The intangible footing becomes palpable through symbols and customs used by the people within the organisation (Swanepoel, 2003:45).

Janson (2003:134) contends that organisational culture refers to the set of values, convictions, ceremonies and norms which reflect the communication symbols,

management style and behaviour of people involved and which are evident in the management philosophy and goals of the school. Organisational culture is a magnet which draws the individuals within the organisation closer together. It gives the school as an organisation an individual character (Mentz, 2003:150).

Organisational health refers to 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 (Mentz, 2003:152).

Organisational climate can be defined as the general atmosphere in the school which results from the manner in which the worker (*i.e.* educator) experiences her working environment. This experience of the working environment is dependent on various factors such as the organisational health, quality of working life and organisational culture. Organisational climate is viewed slightly differently in primary schools to those of secondary schools. This difference lies in the manner in which the principal guides the personnel, which has a differential influence on the organisational climate in the two types of schools (Mentz, 2003:153).

To summarize, the quality of working life can only be defined when one uses the factors that are present in an organisation (Mentz, 1990:66). If one of these factors is entirely absent, or to a certain extent, the organisational climate will not function as it should.

Swanepoel (2003:50) states that a positive change in organisational culture can have a negative influence on the organisational climate. In this manner, organisational culture exerts a significant influence on the quality of working life of the educator and the learner in the school (Basson *et al.*, 2004:625).

The quality of working life therefore is determined by the extent to which an organisation manages to meet certain minimum conditions which are essential for a pleasant working environment (Mentz, 2003:149).

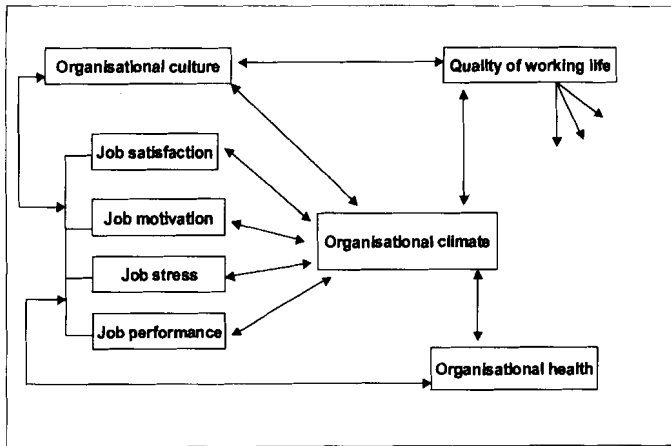


Figure 2.1: Job satisfaction in context (Adjusted from Swanepoel (2003) and Mentz (1990))

2.2.1 Quality of working life and job satisfaction

In literature, quality of working life has been defined as a general impression people have of an organisation in relation to their work (Swanepoel, 2003:53). Erasmus and Van der Westhuizen (2003:272) hold that the quality of working life can be defined as the way in which a person experiences her work and work environment, the management of her work and the extent to which she is allowed to grow and develop within the organisation.

Mentz (2003:148) sees quality of working life to be related to the quality of experiences the worker has in an organisation and which is expressed in the way in which she experiences the working environment. In the school, an educator experiences her quality of working life as positive or negative, depending on the organisational climate and culture of the school (Mentz, 1990:70).

The general vision of researchers (Mentz, 1990; Erasmus & Van der Westhuizen, 2003) is that the quality of working life reflects a more common impression people of an organisation have of their job, rather than their evaluation of the positive or

negative factors which can influence their quality of working life (Swanepoel, 2003:53).

The concept quality of working life relates to those factors within an organisation that guarantee that a worker will experience a high level of satisfaction. The quality of working life is thus determined by how an organisation (*i.e.* school) manages to fulfil certain minimum conditions necessary for a pleasant working environment (Mentz, 2003:148, 149).

Factors such as spirit and atmosphere influence the quality of working life of the educators, as well as their perception thereof. These factors also influence the job satisfaction of the educator (Basson *et al.*, 2004:630).

It can be concluded that the atmosphere within a school influences the quality of working life. If the educator experiences a negative atmosphere, she will not experience her working life positively.

2.2.2 Organisational climate and job satisfaction

Organisational climate determines the behaviour of the members of an organisation and thus the quality of the interaction between the individual and the organisational environment (Basson *et al.*, 2004:630).

Swanepoel (2003:54) deems organisational climate is one of the most important elements of the quality of working life. Since organisational climate is seen as part of the organisational culture, the quality of working life is regarded as a component of the organisational culture.

Mentz (1990:73) mentions that the following factors within an organisational climate cause job satisfaction:

- Individual factors such as personality, education, intelligence, age, marital status
- Social factors such as relationships with fellow educators
- Cultural factors such as norms and values

- Organisational factors such as the organisational structure and work circumstances
- Environmental factors such as economic, social and technical aspects

To a high degree, these factors relate to the organisational environment of the school. The way in which a principal manages the school is of cardinal importance to the job satisfaction of his/her personnel (Davis & Wilson, 2000:350). The more open an organisational climate is, the more job satisfaction the educators will experience (Mentz, 1990:75).

Motivated educators have a positive influence on the organisational climate of a school. Job satisfaction therefore has a major influence on the organisational climate and vice versa (Van der Vyver, 1998:14).

2.2.3 Organisational culture and job satisfaction

Basson *et al.* (2004:625) states that organisational culture is an invisible force in the organisation which mobilises people to do things. It can be added that not only is it a power that mobilises people to do things, but to do things at certain times and in certain ways. Therefore it is understandable that the organisational culture is of fundamental significance to all those involved. In this way, organisational culture exerts a significant influence on the job satisfaction of the educator.

The willingness of educators to dedicate themselves to the school depends on the degree to which they identify with the organisational culture of the school. Organisational culture, however, influences both educators and learners. Organisational culture influences their academic achievements and their attitudes towards the school (Janson, 2003:119).

Mentz (2003:149) points out that organisational culture consists of a set of common assumptions, meanings and values which form the background to all behaviour in the school. Organisational culture has an ideological aspect — the common expectation of everyone in the school — which acts like a magnet to pull people in a certain direction. Mentz (1990:80) consequently 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.

Quality of working life in an organisation is strongly influenced by its culture. If everybody in the organisation is able to identify him- or herself with the collective culture of the organisation, the educators will be motivated and therefore experience job satisfaction (De Bruyn, 2003:298).

The organisational culture has an influence on the job satisfaction of an educator, even though the organisational culture is an invisible force in the organisation. The educators will not dedicate themselves entirely to a school if they cannot identify themselves with the organisational culture of a school. In the end, this will bring about de-motivated and dissatisfied educators. Therefore it is of major importance that educators should be able to identify themselves with the organisational culture of a school.

2.2.4 Organisational health and job satisfaction

According to Mentz (2002:170), a healthy organisation can be described as one which succeeds in:

- Counteracting exterior disruptive influences; and
- Keeping the organisation directed towards achieving its proposed objectives.

Organisational health within the school is yet another framework within which the general atmosphere of the school can be described (Mentz, 1990:93). From this statement, it can already be concluded that a close relationship exists between organisational health and organisational climate (Mentz, 1990:93). Hoy *et al.* (1991:82) profess that the healthier the organisation, the stronger the trust and integrity among the people within the organisation.

Mentz (2002:177) is of opinion that the following strategies should have a positive influence on organisational health:

- 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

Through these strategies, the collective expression of the members of the organisation forms the basis for a healthy work environment. This will lead to job satisfaction among educators (Mentz, 2002:178).

Next, related terms will be conceptualised *i.c.* Job satisfaction, job motivation, job stress and job performance.

2.3 CONCEPTUALISATION OF TERMS

2.3.1 Job satisfaction

The term satisfaction is derived from the Latin word *satisfacere*, which means to satisfy. The word satisfaction can also be described as the quality or state of being (Merriam-Webster Online Dictionary).

Educator job satisfaction is described as a personal evaluation of a variety of factors which can create job satisfaction (Steyn, 1994:50).

According to Fourie (2001:9), the job satisfaction that an individual experiences largely depends on how an individual associates her job with her job satisfaction.

Other researchers describe job satisfaction as something that can be very pleasant. It can also be something very positive that one can experience in one's work (Du Toit, 1994:6; Ngidi, 1995:44; Van der Westhuizen, 2002:194, 199; De Beer, 2004:124).

Sargent and Hannum (2003:2) are of opinion that educators' job satisfaction should be associated with three factors:

- Educator's background
- School environment
- Community factors

Educators are more satisfied in communities that are not so remote and that have more economic and social resources. Educators also prefer schools that provide

opportunities for professional advancement and schools where an organisational climate prevails that supports educator collaboration; it will give educators more job satisfaction (Sargent & Hannum, 2003:2). The background of an educator seems to be of prime importance when age, gender and intelligence are being considered. Young intelligent educators experience less job satisfaction than their colleagues who are socially more the equal of the local community (Sargent & Hannum, 2003:2).

The factors do not refer to all associations made with job satisfaction. It also seems that job satisfaction refers to what people like and dislike about their jobs, how they feel about their jobs and their individual attitudes towards their work (Nkonka, 1999:7). According to Vandenberghe (2004:180), educators will only experience job satisfaction if they are satisfied with their own achievements and those of their pupils.

The demand and control someone has over a job can also explain job satisfaction. People who have high aspirations and desires concerning their jobs, but no control, will find that little job satisfaction is no job satisfaction at all (Davis & Wilson, 2000:350; Rasku & Kinnunen, 2003:442).

It is evident that job dissatisfaction has negative consequences for both the physical and mental health of employees, while job satisfaction contributes positively to employee well-being (Nkonka, 1999:30).

Learners' commitment, educators' job satisfaction and job motivation are phenomena that are linked. Learners who are being taught by an educator who is not motivated to do her job are not receiving the education they are entitled to (Mertler, 2000:50). De Beer (2004:124) found that job satisfaction, particularly among Afrikaans-speaking educators, is very low. They feel that they are not taken seriously in their profession and that they do not have the prospect of furthering their career. These feelings lead to de-motivated learners and poor performance.

Therefore it is very important for education that educators experience job satisfaction (Latham, 1998:82). Otherwise, education will grind to a halt.

In conclusion, it can be stated that job satisfaction is a state of being that a person needs to get the job done. In turn, to gain job satisfaction, the person needs to be motivated to do her job and to experience great pleasure in doing so.

2.3.2 Job motivation

Motivation can be described as a combination of factors that cause an individual to behave in a particular way at a particular moment. According to the Oxford English Dictionary (1999:929), motivation means enthusiasm. It is derived from the Latin word *movere*, which means to move. Motivation is the key to raising education to a higher level. If motivation is lacking, education will grind to a halt (Schulze & Steyn, 2003:139).

Motivation has been researched in psychology for many years. Researchers such as Charles Darwin and Sigmund Freud believed that motivation was part of people's instincts and of people's unconscious minds. Maslow believed that each person has his or her own hierarchy of needs to gain satisfaction and motivation: as each need is satisfied, one will be motivated to achieve a higher level of satisfaction (Encyclopaedia Britannica).

According to Davis and Wilson (2000:350), educator motivation is related to both job satisfaction and job stress. The higher the educators' intrinsic motivation, the more satisfied they are with their jobs and the less stress they experience.

Van Deventer (1998:81) contends that job motivation can have different meanings due to the fact that every person experiences job motivation differently.

The presence of motivators in the workplace causes enduring states of motivation, but their absence does not necessarily lead to dissatisfaction. Hygiene factors such as salary, supervision etc., on the other hand, produce an acceptable working environment but do not necessarily increase satisfaction. Their absence does, however, cause job dissatisfaction (Esterhuizen, 1989:22).

When researchers define job motivation, they refer to three components (Schulze & Steyn, 2003:140):

- Energising human behaviour

- Directing behaviour by creating a goal orientation for the worker
- Maintaining and supporting behaviour

Motivation therefore 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).

The cognitive model of Thomas and Velthouse (Davis & Wilson, 2000:350) is also of importance with regard to intrinsic motivation. The four factors are as follows:

- Impact
- Competence
- Meaning
- Choice

The intrinsic aspect of motivation refers to the internal, subjective judgements that occur within a person as he or she goes about completing job-related tasks (Davis & Wilson, 2000:350). The intrinsic aspects of motivation are (Schulze & Steyn, 2003:144, 145):

- Working with learners
- Achievement
- Recognition and praise
- Meaningfulness of the task
- Salary
- Job security
- Fair treatment
- Reasonable working hours

Motivation is the moving spirit in which one can achieve one's goal without any pressure (Nkonka, 1999:10). Job motivation and job satisfaction are inextricably connected to each other. Hence, one will be much more motivated when experiencing job satisfaction (De Beer, 2004:120). The motivation of an educator

is of great importance to the educator herself, but also to her learners. If the educator is motivated, she will be able to get learners to perform better and at a higher level (De Beer, 2004:46).

Apart from the intrinsic motivators, there are also the extrinsic motivators; those external motivators are also called care factors (De Beer, 2004:12). Hillebrand (1989:29) points out that the extrinsic motivators are based on the reward an educator receives from, for example, the education department. Money, status, supervision and policy are seen as external factors which influence the extrinsic motivators (Van der Westhuizen, 2004:200; De Beer, 2004:12). According to Herzberg, these factors do not have a compelling motivational value, and are related to militating against work dissatisfaction (Van der Westhuizen, 2004:200).

It can be concluded that motivation is a feeling of satisfaction that occurs when a person is stimulated and praised for the work she has done. The intrinsic motivators have a much stronger impact on the educator's motivation than the extrinsic motivators.

2.3.3 Job stress

According to the Oxford English Dictionary (1999:1491), stress is a state of mental, emotional or other strain. It is derived from the Latin word *strictus*, which means tighten. The Merriam-Webster Online Dictionary describes stress as follows:

A state resulting from a stress; especially one of bodily or mental tension resulting from factors that tends to alter an existent equilibrium.

Stress is considered to be a frustrated “fight–or–flight” response. This basic human survival mechanism is a remnant from primal ‘roots’ when mankind could best respond to perceived dangers by either fighting or fleeing. Seen in this way, stress behaviour and emotions are sometimes regarded as problematic inappropriate responses to threatening situations in modern civilised society. However, stress is a powerful internal mechanism to raise awareness. It is also a source of energy,

although before using this energy, it has to be converted into a useful form (Encyclopaedia Britannica).

Two different forms of stress have been identified, namely positive and negative stress (eustress and distress) respectively. If pleasant pressure is received from an organisation (*i.e.* school) the educator will experience eustress. Eustress has a positive influence on an educator's performance and satisfaction (Ferreira, 1991:23).

Distress, on the other hand, is caused by negative pressure from the organisation (*i.e.* school). The educator will experience job dissatisfaction that is caused by distress. In the end, distress will lead to burnout. Distress is caused by (Ferreira, 1991:26);

- A demand that is seen as a threat and which causes inconvenience among educators
- A situation that can be harmful, unpleasant or demanding

Stress is a phenomenon that influences job satisfaction and job motivation in many ways. Not all stress is bad for the well-being of a person. However, the sense in which stress is used in this chapter can lead to health problems both mentally and physically. Steyn (1992:313) says that educational stress should be described as an experience of unpleasant and negative emotions that occur when an educator is confronted with problems that jeopardize her well-being and unable to solve her problems.

Van der Linde (1998:21) describes stress as follows:

- Stress is a state of uncertainty that an individual can experience concerning something important.
- Stress is a non-specific reaction to something that has been demanded.
- Stress is caused by what the individual thinks that his or her environment is demanding of him or her.

Stress is a problem that can cause immense job dissatisfaction and lack of motivation in the educating situation (De Beer, 2004:122). Job stress can lead to burnout (Van der Linde, 1998; Nkonka, 1999; Rasku & Kinnunnen, 2003).

People who demand a lot from themselves and cannot cope with the pressure they have put upon themselves will experience no or little job satisfaction (Davis & Wilson, 2000:350; Rasku & Kinnunen, 2003:442). This will create stress and it will result in burnout syndrome that will affect a number of educators, their families and their learners (Davis & Wilson, 2000:350).

Ferreira (1991:48) lists a number of factors that contribute to stress among educators:

- Learners who are not motivated
- Lack of school attributes such as exercise books etc.
- Too many side jobs that are very time consuming. This time cannot be used to educate.

Because stress affects educators in many ways, it also has consequences for the organisational climate within a school (Ferreira, 1991:70):

- The educator's performance is much less effective. This also influences the achievements of her learners.
- The relationship with other colleagues will become less satisfying. The educator becomes isolated from the rest of the school. This has a negative influence on the organisational climate of a school.

In conclusion, it can be stated that stress is a feeling of incompetence, caused by internal and external factors. The internal and external factors cause a person not to experience job satisfaction. Positive stress, on the other hand, can have a positive influence on both job satisfaction and job motivation.

2.3.4 Job performance

According to the Oxford English Dictionary, performance means the accomplishment, execution, carrying out, working out of anything ordered or undertaken; the execution of any action or work. It is derived from the French word *parfournir*, which means to achieve, to accomplish or to complete.

Like job motivation, job satisfaction and job performance are equally inextricably linked. If an educator is competent enough, is given the scope and is willing to fulfil a certain job, it means that she is highly motivated to do her job. This job performance will lead to a feeling of professional satisfaction (De Beer, 2004:120).

Herzberg's theory divides the factors which influence job performance into different groups, videlicet (Esterhuizen, 1989:21, 22):

- Hygiene factors (external factors). These factors are connected to salary, work circumstances, organisational climate etc. Hygiene factors are of no importance to an individual's desire to perform well, but if one of these factors is lacking, it will give the individual a feeling of dissatisfaction.
- Motivators (intrinsic factors). These factors are related to the way in which a job is carried out. An individual can be inspired by the factors to perform better.

Steyn (1990:72) is of opinion that job performance is linked to achieving goals in the work environment. The basis of job performance is formed by the way in which an educator is motivated to do her job, which indirectly is a result of the organisational climate in a school (see Figure 2.1) (Steyn, 1990:73).

Viswesvaran and Ones (2000:216) maintain that job performance refers to scalable actions, behaviour and outcome that employees engage in or bring about that are linked to organisational goals, and that contribute to them.

Heymans (2000:49) suggests that not all kinds of commitment are associated with high job performance. Especially continuance commitment, determined by the perceived costs of leaving the organisation, is unlikely to lead to high job performance.

Du Toit (1994:40) contends that educators who feel the need to achieve can contribute to the school's efficiency even if the quality of working life is not perfect. Aspects of job performance are:

- Completing a task
- Solving problems
- Achieving personal goals

If one of these aspects is lacking, the educator will experience job dissatisfaction (Du Toit, 1994:41).

It can therefore be concluded that if an educator performs his or her job well, the educator is also motivated and he or she will experience job satisfaction.

Next, the aspects that influence the educators' job satisfaction will be discussed.

2.4 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB MOTIVATION

As mentioned earlier (paragraph 2.2), an inextricable link exists between job satisfaction and job motivation. However, what exactly is the link between job satisfaction and job motivation? Can one not exist without the other?

Research on job satisfaction in South Africa has pointed out that there is growing concern about the job dissatisfaction among educators. Another major concern is the huge number of educators that leave the educational profession because of the job dissatisfaction they experience. Job satisfaction cannot be equated with job motivation, for job satisfaction is the final goal and job motivation makes it possible to achieve this goal (Griffioen, 1999:14).

Various theories exist 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 proven. This means that the concept of job motivation is more complex than one thinks (Griffioen, 1999:13).

Green (2000:378) states that all people have a need or desire for a stable firmly based high evaluation of themselves for self-respect or self-esteem and for the esteem held of them by others. Green (2000:378) further divides the basic needs into two subsidiary sets. The first set is the desire for:

- Strength

- Achievement
- Adequacy
- Confidence
- Independence
- Freedom

The second set is the desire for:

- Reputation (respect or esteem received from others)
- Recognition
- Attention
- Appreciation

Satisfaction of these needs leads to a feeling of self-confidence, capability and adequacy of being useful and necessary. Nevertheless, if a person cannot fulfil these needs, it will result in a sense of inferiority and helplessness. The specific form that these needs will take will naturally vary from one individual to another (Green, 2000:379). The clear emergence of these needs rests upon prior satisfaction of the physiological safety, love and esteem needs. Without these needs, the basic form of satisfaction is entirely impossible.

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 an educator are important satisfiers, but will not necessarily motivate her (Griffioen, 1999:15). Van der Westhuizen (2004:200) points out that by satisfying the care factors the educator will experience satisfaction with her job. Conciliation of both personal and organisational aims will ensure that the educator is motivated (Griffioen, 1999:15).

From different theories on job motivation and job satisfaction, it is concluded that both aspects are influencing each other. When taking job satisfaction into consideration, job motivation has to be taken into account (Griffioen, 1999:14). 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 (Du Toit, 1994:8).

Barnabé and Burns (1994:173) state that if an educator wishes to create high internal work motivation, he or she needs to measure up to three conditions:

- The educator needs to experience his or her work as being meaningful.
- The educator needs to experience responsibility for the results of the work she has done.
- The educator needs to know and understand how effectively he or she is performing the job.

These three conditions are called potentials for motivation. They will not guarantee that an educator will perform well or that she will experience job satisfaction (Barnabé & Burns, 1994:174). Instead, it is argued that a job, high in motivating potential, merely creates such conditions that, if the educator performs well, she is likely to experience job satisfaction (Barnabé & Burns, 1994:174).

Motivation and satisfaction are psychological processes. As each need is satisfied, one will be motivated to achieve a higher level of satisfaction (Encyclopaedia Britannica).

The educator's motivation will also influence the results of her students. If an educator is highly motivated to do her job, the educator will experience job satisfaction (De Beer, 2004:46). The decisions a principal makes for his/her staff can also have a strong influence on the motivation of the educators (Davis & Wilson, 2000:349, 350; Evans, 2001:298; De Beer, 2004:124).

Job satisfaction is an important aspect of job motivation, because of the direct link between the negative and positive attitude an individual has towards her job (Fourie, 2001:9).

Bondesio and De Witt (2004:296) are convinced that to fully understand motivation, the needs of people, and in particular the factors that initiate their behaviour and actions, should be understood equally well. A successful principal will make use of the connection between an individual's action and her real motives. By using this knowledge, the principal is able to motivate his/her staff and

is also able to achieve the aims of educative teaching (Bondesio & De Witt, 2004:296). Thereby job satisfaction is created among the staff.

Van der Westhuizen (2004:204) also claims that an principal should have knowledge of the needs of the people, their work circumstances and the requirements of the community. In this manner, motivated and satisfied educators are created.

When the need to be motivated is being ignored, the human potential will not be fully used and the educator will not enjoy fulfilment (Esterhuizen, 1989:29). It is clear that the principal has a major task in motivating his or her personnel. A principal has to motivate the educators enthusiastically to achieve the aims that have been set for the school. The principal has to create a work environment in which the educators can fully use their talents and skills. Another task of the principal is to see to it that the individual needs of the educators are also taken into account. Conciliation between individual needs and organisational (*i.e.* school) aims to ensure successful motivation among educators (Du Toit, 1994:9, 10).

Niemann (2004:387) claims that personnel who experience a high degree of job satisfaction feel themselves to be part of the school as an organisation. The educators are loyal, enthusiastic and prepared to contribute more, because of the need for recognition. Security is more important in determining a worker's motivation and productivity than the physical conditions under which she works.

De Witt (2004:568) maintains that female educators often operate with a set of motivation determinants different to those of their male counterparts in the teaching profession. Fourie (2001:17) is also of opinion that educators' experiences of job motivation and job satisfaction occur within the classroom.

In other words, motivation is the key to raising education to a higher level. If motivation is lacking, education will come to a standstill (Schulze & Steyn, 2003:139). If an educator is highly motivated to do her job, she will experience job satisfaction (De Beer, 2004:46). The decisions a principal makes for his/her staff can also have a strong influence on the motivation of the educators (Davis & Wilson, 2000:349, 350; De Beer, 2004:124).

It can be concluded that, job satisfaction and job motivation are not only psychologically (intrinsic factors) but also physically linked through extrinsic factors such as salary and status. It can also be concluded that if a principal has a task to motivate the learners and educators in a school, he or she also needs to be motivated. The principal also has to have the knowledge of how to use the resources to motivate his or her learners and educators optimally. When an educator does not experience motivation to do her job, she will also not experience satisfaction in her teaching. Therefore it is of paramount importance that the educators become highly motivated and remain highly motivated to perform their job well.

2.5 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB STRESS

Stress is a phenomenon that influences job satisfaction and job motivation in many ways, for example a feeling of acute frustration which often occurs when a person's feelings are accompanied by intense manifestations of irritation on the one hand and extreme aggression on the other. These are reliable symptoms of stress (Bondesio & De Witt, 2004:331).

Stress is neither good nor bad. Stress can lead to unknown motivation. This stress is called eustress and has a positive influence on the job satisfaction of an educator. When stress causes major psychological damage, it is called distress, which causes an educator to feel dissatisfied with her job (Fourie, 2001:29).

A distinction needs to be made between eustress and distress. Without stress, life would be quite boring. Eustress is therefore of major importance to educators. Eustress keeps educators motivated and gives them the occasion to develop themselves, and this will lead to better job performance. Job satisfaction among educators will benefit from eustress (Fourie, 2001:29).

Stress factors can have an internal or external cause. Intrinsic factors are of a psychological nature and refer to a person's emotional psycho-physiological and intellectual reaction on internal factors (Steinberg, 1993:29-31). These factors are released through frustration, depression, mood swings and nerve problems, to name but a few (Fourie, 2001:29).

Extrinsic factors are related to environmental, social and psychological state that causes physiological and psychological tension. These factors, among others, are role conflict, work overload and interpersonal relationships (Fourie, 2001:30).

Du Toit (1994:24) is of opinion that a relationship exists between job satisfaction and job stress. In other words, educator stress can lead to job dissatisfaction. Reducing the amount of stress experienced by an educator will improve her job performance. Reducing stress among educators can be accomplished through a healthy organisational climate and development of staff (Steyn, 1992:316).

Van Zyl and Pietersen (1999:77) state that career women (*i.e.* educators) experience considerable stress and pressure because they have to be everything to everybody. A career woman has to be the homemaker, the supportive wife and mother and at the same time, a good worker.

Griffioen (1999:41) states that stress can be divided into four different categories. These categories affect the stress level of educators, namely:

- Response to performance
- Emotional response
- Psychological response
- Physical response

When an educator does not succeed in reducing the amount of stress, she will experience certain emotional and psychological responses such as frustration, anger and fear. When the educator is being exposed to even more stress, it can have physical consequences such as a heart attack (Steinberg, 1993:64).

According to Gianakos (2002:155), anger has been defined as a strong emotion or experiential state occurring in response to a real or imagined frustration, threat or injustice and the desire to terminate the negative stimulus. These symptoms can lead to burnout.

People who cannot cope with pressure will experience job dissatisfaction (Davis & Wilson, 2000:350; Rasku & Kinnunen, 2003:442). This will create stress and burnout syndrome (Davis & Wilson, 2000:350).

Fincham and Rhodes (1999:1) maintain that stress is a combination of external stressors and our response or the physical and psychological strain we experience as a result. They refer to the fight-or-flight response mentioned (*i.c.* paragraph 2.3.3).

Van der Linde (1998:8) describes burnout as serious exhaustion of the body and mind as a result of accumulated stress over a period of time. Van der Linde (1998:22) divides stress into four stages:

1. Role-based stress (role conflict, lack of autonomy)
2. Task-based stress (work overload, poor communication)
3. External factors (parents)
4. Conflict mediation

The consequences of these four stages are further divided into three further stages (Van der Linde, 1998:23; Rasku & Kinnunen, 2003:443):

1. Emotional exhaustion
2. Depersonalisation
3. Lack of personal accomplishment

These three stages are a threat to the health of the educator. Also the following health problems have been related to the absence of job satisfaction: anxiety, worry, tension, impaired interpersonal relationships and irritability. Job dissatisfaction can also lead to anger over unimportant matters, feelings of persecution, apathy, forgetfulness and inability to concentrate and make decisions (Nkonka, 1999:30). In the end, these problems will lead to burnout syndrome.

Engelbrecht *et al.* (2000:2) maintains that stressful situations may occur in a school because of the organisation's culture, function, structure, insufficient training of educators, time pressure, poor working conditions and poor communication. A constraint on individual autonomy and control over the working environment is another source of stress (Engelbrecht *et al.*, 2000:2). Engelbrecht *et al.* (2000:10) state that until recently, South Africa has been characterised by fragmentation and deep disparities in both duration and quality with the result that

South African educators are disadvantaged by the poor quality of their training and therefore experience job dissatisfaction.

In conclusion, it can be stated that stress is needed in life to function properly. This kind of stress is called eustress and is not harmful to one's well-being. Eustress causes job satisfaction among educators. Distress, on the other hand, not only has a great impact on the job satisfaction of the educator, but also on her psychological and physical health.

2.6 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ROLE CONFLICT

According to the Merriam–Webster Online Dictionary, the word conflict is derived from the Latin word *conflictus*, which means an act of striking together. The term role is derived from the French word *rôle*, which means to roll from.

In sociology, a role is related to the behaviour expected from an individual who occupies a social position or status. A role is a comprehensive pattern of behaviour that is socially recognized, providing a means of identifying and placing an individual in a society. It also serves as a strategy for coping with recurrent situations and dealing with the roles of others (Encyclopaedia Britannica).

According to Van Deventer (1998:103), the term roles refers to the different positions that any individual has to fulfil in society or to society's socialised view concerning expectations about an individual's behaviour under specific circumstances. In the case of the working woman, the following roles are seen as most important: spouse, mother, employee (Beyers, 2001:43).

The Oxford English Dictionary describes role conflict quite specifically. According to the dictionary, role conflict is the difficulty encountered when one role makes conflicting demands on an individual or when an individual has several roles of which the demands are conflicting

In the last half of the previous century, since the Second World War, women have increasingly entered the job market with the intention of pursuing careers. Before

then, women rarely considered careers. Women have become more elaborate, but have also changed in the last two to three decades. Women are therefore increasingly placed in positions where they have to exercise choices in order to reconcile their different roles with one another (Redelinghuys *et al.*, 1999:54).

Beyers (2001:44) maintains that home work and the family affect every aspect of women's lives: their socialisation and education and the way in which they are expected to behave as women, wives and mothers in their careers. The above relationship between home, work, family and career causes conflicting roles and expectations for career women.

However, Van der Westhuizen (2004:91) defines role conflict as a concept that refers to the incompatibility of demands or expectations between different roles. Various causes of role conflict exist, firstly, for instance, the conflict between two people (interpersonal conflict) and secondly, the conflict between the role expectation of a person and his or her intellectual or social abilities (intra-personal conflict).

Fourie (2001:19) states that role conflict is the result of a perception of different roles that leads to irreconcilable role demands. This leads to tension and frustration (Van Deventer, 1998:104).

Du Toit (1994:37) distinguishes three types of role conflict:

- Personal role conflict
- Role conflict as a result of contradictory demands
- Role conflict as due to the amount of work an individual has to perform

These three types of role conflict are those that contribute to the fact that an educator experiences stress and is therefore not motivated to do her job (Du Toit, 1994:38).

Female educators experience role conflict as a barrier to their attempt to take their career further (Van Deventer, 1998:110). The influence of role conflict is a repeated internal battle which causes stress and job dissatisfaction (Van Deventer, 1998:114).

According to Beyers (2001:44), role conflict is a psychological state — often below the level of awareness — and it surfaces when two values that are more important are perceived as incompatible, usually those of homemaker and worker. The extent of role conflict is associated with job demands, work hours and divided attention between work and family (Khumalo, 2004:43).

Murray (1994:55) says the way in which educators experience role conflict, negatively or positively, depends on their competence to perform in a certain situation. Thus, the more competent an individual, the lesser role conflict she will experience. Most obstacles causing role conflict are structural. Workplace supports can make multiple role occupancy easier through schedule flexibility; provisions for leave, financial support and positive attitudes (Khumalo, 2004:47).

Recent research has proven that female educators do not experience their dual role as negative. The dual role they fulfil contributes to job satisfaction (Fourie, 2001:19).

Job satisfaction is experienced when an individual perceives job related values that the individual considers to be important. Alternatively, job dissatisfaction results when a job, for whatever reason, fails to fulfil job-related values and therefore causes an educator to experience role conflict (Khumalo, 2004:50).

The higher an educator's position within the school, the greater her reported satisfaction and the lesser her role conflict. An educator with a positive position of leadership tends to feel that her teaching is worth the effort, therefore she is personally satisfied with the job (Shum & Cheng, 1997:179). In addition, the more satisfied individuals are with aspects of their lives outside their work, the higher their level of job satisfaction (Khumalo, 2004:51).

However, Murray (1994:iv) states that married female educators in South Africa have a positive attitude towards their dual role. The only areas where they experience role conflict are time-based and strain-based.

It can be concluded that role conflict is not a big issue among educators. They do experience role conflict to a certain extent, but that does not create a serious hindrance in their work or at home. They experience the role conflict as something positive, by which they gain job satisfaction.

2.7 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND COMMUNICATION

Communication is a process through which information is exchanged between individuals by means of a common system of symbols, signs or behaviour (Merriam-Webster Online Dictionary).

Communication forms part of the organisational culture. It refers to the written and spoken announcements made within the organisational culture (Swanepoel, 2003:95).

Effective communication is an important factor to enhance job motivation among educators. Good communication also stimulates interpersonal relationships between educators, which results in job satisfaction (Esterhuizen, 1989:52).

Esterhuizen (1989:52, 53) divides communication within the school into three different categories:

- Downward communication. The message goes from the principal via the head of the department to the educator. The clarity of the message contributes to the job motivation of the educator. If the message is not clear, the individual will not be satisfied with the job.
- Upward communication. The message goes from the educator straight to the principal. Upward communication causes the educator to be motivated to participate in the decision-making process of the school outside the classroom.
- Horizontal communication. The message remains within the same department.

Van der Westhuizen (2004:206) splits the purpose of effective communication as follows:

- To ensure flow of information by conveying messages
- To ensure the effective functioning of the organisation
- To inform people about what should be done, how it should be done and when it should be done; hence to ensure effective delegation

- To bring about mutual contact between people and tasks

It is hypothesized that communication satisfaction has a positive influence on job satisfaction (Ehlers, 2003:i). Clearly, good communication skills are essential to all personnel. Therefore the relationship between communication and satisfaction should be of immense importance to the organisation in order to achieve a high success rate (Ehlers, 2003:3).

Ehlers (2003:8) maintains that the personnel's job can become meaningless if the principal is inattentive and does not listen to his or her personnel. Therefore the degree of satisfaction the personnel experience concerning the principal's communication with them can potentially play a role in how satisfied the educators are with the job. Clearly, communication plays a major role in job satisfaction. How an employee perceives a supervisor's communication style, credibility and content, as well as the organisation's communication system will, to some extent, influence the amount of satisfaction she receives from the job (Pettit *et al.*, 1997:81).

According to Pettit *et al.* (1997:95), organisational communication is a strong predictor of job satisfaction. Overall, educators report greater satisfaction in their work when they perceive their principal to be someone who keeps the channels of communication with the educators open (Bogler, 2001:666).

It can be concluded that organisational communication is a forgotten factor of job satisfaction. If the communication within an organisation is not good, the educator will experience less job satisfaction, because the educator cannot speak openly about the frustrations and problems she experiences within her job and within the organisation itself.

2.8 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND PROMOTION

Promotion is the act or fact of being raised in position or rank (Merriam-Webster Online Dictionary).

Esterhuizen (1989:55) claims that promotion will contribute to the fact that educators will experience less job dissatisfaction. Promotion to prevent job dissatisfaction will only succeed if the educator feels positive about her promotion.

The educator needs to experience that her opportunity to be promoted is a result of her individual achievements (Du Toit, 1994:52).

According to Hillebrand (1989:116), South African female educators consider the lack of promotion to be a factor that results in immense job dissatisfaction among them. An individual will feel very dissatisfied with her career if she is not given the opportunity to further it. If she feels that she is not taken seriously, she will experience immense job dissatisfaction (Du Toit, 1994:52).

Also, if an educator is promoted but not capable of fulfilling her task, she will experience tension and pressure. This will cause job dissatisfaction and lack of motivation (Du Toit, 1994:52). De Witt (2002:543) says that female educators have the idea that they have to be unusually qualified and have to work twice as hard to qualify for promotion.

Most educators would like to be promoted to a higher post level. The educators feel that they do not receive the professional respect they deserve. Educators also perform better when teamwork and effective communication is involved (Schulze & Steyn, 2003:146).

Female educators are generally less likely to be promoted to senior positions because of gender discrimination within the school (Fry, 2002:21).

Schulze and Steyn (2003:146) are of opinion that the following factors increase job promotion:

- Conflict solving
- Participation in decision-making
- Recognition for good work

When educators enter the teaching profession, they strive for certain goals — promotion being one of those goals (Wevers & Steyn, 2002:208). Promotion also influences the psychological well-being of educators. It gives educators a feeling of self-esteem. Because promotion also results in a higher salary, it can serve to raise job motivation to a higher level (Wevers & Steyn, 2002:208). When educators strive for promotion and this goal is not reached, the educator will find it

difficult to remain motivated, which means that he or she will experience less job satisfaction (Wevers & Steyn, 2002:211).

There are different kinds of barriers, intrinsic and extrinsic, which can be an obstacle for educators in attaining promotion. Intrinsic barriers are related to problems that are experienced within the person herself. An educator can have the feeling that intrinsic barriers obstruct her in her career. Extrinsic barriers are problems which are related to factors that stem from the work environment itself. It is more difficult for an educator to influence the extrinsic barriers than the intrinsic barriers. Therefore barriers, both intrinsic and extrinsic, cause job dissatisfaction among educators.

Intrinsic barriers which can be obstacles in the way of an educator's promotion, are (De Witt, 2004:540–559):

- Stereotype attitude
- Fear of success
- Cinderella syndrome
- Lack of aspiration
- Role conflict

A few extrinsic barriers also exist which can be obstacles in the way of an educator's promotion (De Witt, 2004:551–559):

- Filter techniques
- The symbol and periphery practices
- Guarantees, mentors and role models
- Networks
- Family duties as a professional barrier to women
- Legal status of women and actions to eliminate discrimination

It can be concluded that job promotion is a factor that has a strong influence on an educator's self-esteem. Promotion can cause personnel to be more motivated and to experience more job satisfaction

2.9 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB PERFORMANCE

A strong link exists between educators' motivation, performance and quality of education. Fry (2002:2) states that improving educators' motivation is not uniformly prioritised as a major concern of national policy-makers. Educators wish to be enabled to perform well, which in turn influences their motivation and satisfaction.

Fry (2002:5) looks into the matter of the relationship between teacher motivation and teacher job performance. Fry also reviews the critical factors that influence the educators' motivation and job performance. These factors are:

- The ever-expanding set of demands on educators
- Scarcity of resources
- Lacking support from their superiors

Educators who never wanted to take up the teaching profession are not committed to the job (Fry, 2002:18). This group is not motivated. Therefore these educators will not experience job satisfaction. To another group of educators, teaching is a vocation. This group experiences immense job satisfaction and is highly motivated to teach (Fry, 2002:18). The majority, though, lies somewhere in between. They wish to remain in teaching and want to do a good job, but their motivation and thus their performance is critically influenced by their surroundings (Fry, 2002:18).

According to Al-Badayneh and Sonnad (1990:6), job performance leads to job satisfaction. It is assumed that job satisfaction is a function of job performance. On the other hand, human relations approach theorists claim that job satisfaction causes job performance (Al-Badayneh & Sonnad, 1990:6).

Other factors that are expected to influence the relationship between job satisfaction and job performance are (Al-Badayneh & Sonnad, 1990:7):

- The degree of job fit
- Pressure for production, and task difficulty
- Need for achievement

Fourie (2001:32) maintains that job satisfaction affects job performance. Job performance and job satisfaction are influenced by different factors (videlicet Fourie, 2001:33):

- Quality of the school that distinguishes itself from the organisation
- Quality of job performance, which determines the intrinsic and extrinsic reward

The evaluation of the educators' job performance should be pleasant; even if the educator has not performed well (Esterhuizen, 1989:54). The reasons for judgement of job performance within a school are:

- Judgement of job performance causes the educators to be rewarded
- Judgement of job performance sees to it that there is a healthy relation within a school

Judgement of job performance contributes to educators' development within the school.

According to Fourie (2001:33), there is a slight relationship between job satisfaction and job performance. Job performance is also influenced by factors that can defer, such as the capability and power of the individual.

Levels of educators' motivation have a significant impact on job performance. It is also assumed that educator performance is one of the major factors influencing the quality of education (Fry, 2002:18).

Job satisfaction and job performance have been issues of concern. Higher quality performance and the greater satisfaction of personnel can lead to a better organisational climate (Ehlers, 2003:2). Personal feedback from a principal appears to have the greatest impact on job performance (Pettit *et al.*, 1997:82).

Pettit *et al.* (1997:84) is of opinion that organisational communication is a factor that affects the job performance-job satisfaction-relationship.

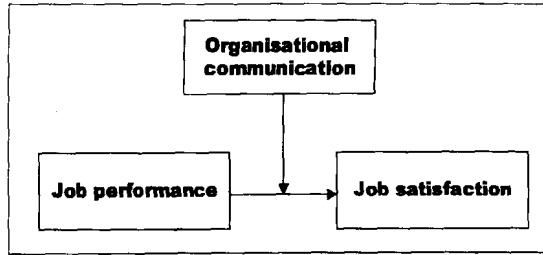


Figure 2.2: A model of the expected effects of organisational communication on job performance and job satisfaction (Adjusted from Pettit *et al.*, 1997)

If educators are exposed to appropriate communication, job performance will in turn improve, leading to increased job satisfaction (see Figure 2.2) (Pettit *et al.*, 1997:83).

Miller (1995:173) maintains that an individual's effort on the job can be predicted from the beliefs concerning the effects of job performance and the value for organisational rewards.

It can therefore be concluded that job performance is one of the basic factors that can influence job satisfaction and job motivation. If an educator performs her job well, the educator is also motivated and she will experience job satisfaction.

2.10 CONCLUSION

The aim of this chapter was to explain the nature of job satisfaction. It can be declared that the nature of job satisfaction is very important to the well-being of educators. Job satisfaction does not only influence the personal life of an educator; it also influences the performance of her learners. Job dissatisfaction among educators can have serious consequences for learners and for education in its entirety. Educators who are dissatisfied with their job are not motivated and will experience a high level of stress, which will increase their dissatisfaction.

The organisational climate of a school also plays a very important role in the nature of job satisfaction. If a factor, for example organisational culture or the

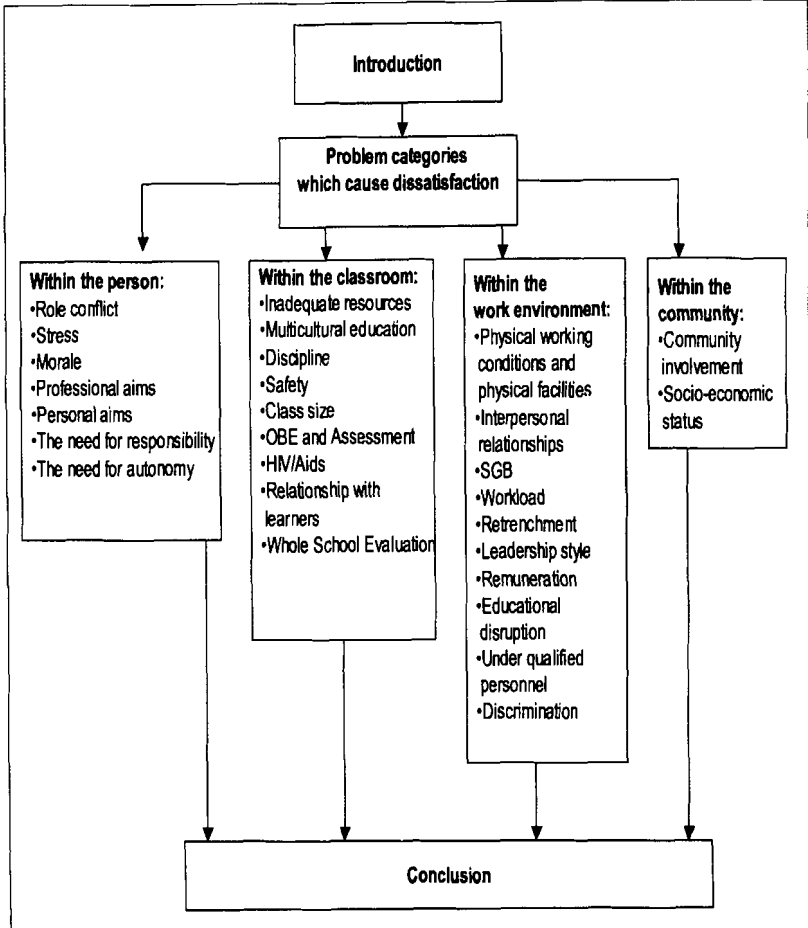
organisational climate is not functioning properly, the educator will experience less job satisfaction.

In Chapter 3, those factors which cause job satisfaction and job dissatisfaction will be reviewed more closely.

CHAPTER 3

PROBLEMS THAT CONTRIBUTE TO JOB DISSATISFACTION AMONG FEMALE EDUCATORS

CHAPTER OVERVIEW



3.1 INTRODUCTION

This chapter concentrates on the factors that contribute to job satisfaction and job dissatisfaction among female educators. In the next section, the following will be defined: internal factors, factors inside the classroom, the work environment and community factors.

3.2 PROBLEM CATEGORIES WHICH CAUSE JOB DISSATISFACTION

The new dispensation in South Africa has intermittently introduced changes in education, and in many instances principals and teachers have found it difficult to adapt to these changes (Masitsa *et al.*, 2004:235).

From a review of literature (Engelbrecht, 1996; Fourie, 2001; Beyers, 2001; Smit, 2002; Van der Westhuizen, 2004; Masitsa *et al.*, 2004), it seems that different problem categories occur among educators. These categories cause job dissatisfaction among educators. The problems that cause job dissatisfaction can be categorised as follows:

- Problems within the persons themselves

The problems within the persons (*i.e.* educators) are generally perceived as deficiencies or inadequacies which exist within a person (Beyers, 2001). Role conflict, stress, personal development, professional development, morale and personal and professional aims can all be seen as problems within a person herself.

- Problems in the classroom

Lack of textbooks, multicultural education, discipline, class size, Outcomes- Based Education (OBE), assessment, HIV/Aids, Whole-School Evaluation (WSE) and relationship with learners are the problems an educator has to face within the classroom

- Problems in the work environment

One of the largest problems in the work environment of an educator is the physical working conditions and the lack of physical facilities she has to cope with every

day. Other problems in the work environment are related to factors within the work itself.

- Problems in the community

The values of a society can be viewed as problematic if a person's (*i.e.* educator) values differ from those of the society (Van der Westhuizen, 2004). Problems in the community are related to parental involvement, political climate after 1994 and the social-economic climate.

The extent to which these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.3 PROBLEMS WITHIN THE PERSONS THEMSELVES

3.3.1 *Role conflict*

To ensure good and effective education, it is of the essence that educators should understand what their role means within the education system and within the community (Fourie, 2001:48).

Role conflict occurs as individuals attempt to balance their family and home roles with their professional roles. Work-time studies indicate that dual-earner families and single-parent families are working longer hours than ever and feeling increasingly conflicted. Working women experience mental health issues as they struggle to balance their family needs with the demands of their jobs (Eckman, 2004:368).

Role conflict can be divided into two types, namely:

- Intra-role conflict
- Inter-role conflict

Intra-role conflict occurs when an individual has to violate personal values or standards in order to do the job. Family obligations and domestic labour includes much more than household tasks. Domestic labour includes: (a) housework tasks, such as cooking, doing laundry and cleaning the house, (b) child care, and more recently, researchers have broadened the definition to integrate (c) emotional

labour. All these tasks cause a woman to experience intra-role conflict since she is expected to perform them simultaneously (Khumalo, 2004:44).

Role conflict is especially acute where women experience the distribution of labour in the family as unfair and want their husbands to be more actively involved in household matters (Redelinghuys *et al.*, 1999:57).

Work-family conflict is a form of inter-role conflict in which the role pressures and family domains are mutually incompatible in some respect. Fulfilling the demands of one role is made more difficult by requirements of the other role. Inter-role conflict experienced by an individual is characterised as arising when time and personal resources are lacking, or when too much personal strain or distress is experienced to fulfil all one's role obligations simultaneously (Khumalo, 2004:52).

Women's roles have become more elaborate but have also changed in the past two to three decades. Women are therefore increasingly placed in a position where they have to execute choices in order to reconcile their different roles with one another. Apart from the roles of career woman, mother, spouse and supporter, they also, in certain instances, have to fulfil the role of sole breadwinner in a single-parent family (Redelinghuys *et al.*, 1999:55).

According to Van Deventer (1998:117), the fact that women work away from home, which is quite common nowadays, causes role conflict. For an educator, the role conflict lies in the fact that she has to function in a two-dimensional domain, namely:

- Personal domain
- Professional domain

The last-mentioned is caused by external factors. To most people, fulfilling different roles is enrichment in the personal and professional domain. By fulfilling those different roles, there is a stronger feeling of satisfaction and because of that the negative influences of role conflict are much less (Van Deventer, 1998:117).

Different ways exist for handling a role conflict (Fourie, 2001:49), namely:

- By structurally redefining the role a female educator has to fulfil, the expectation that is demanded will be altered
- By personally redefining the role, a role conflict is prevented

- Reactive role behaviour

The society views women's primary allegiance to be the family and this causes conflicting roles and guilt in working women (Van Deventer, 1998:107). Furthermore, the typical career woman (including the educator) often lacks social support in the form of emotional support from family members, and does not have access to information and advice on problems experienced (Van Zyl & Pietersen, 1999:77).

Although the perception exists that women are tossed back and forth between their professional responsibilities and their family, it does not mean to say that this perception is correct (Fourie, 2001:50).

The following problems arise in reference to role conflict. These problems can influence the job satisfaction of the female educator, namely:

- The educator experiences problems between her household obligations and the obligations she has in her work.
- The educator experiences problems to perform her household and work obligation.
- The educator experiences that she has to violate personal values or standards in order to do the job.
- The educator experiences a work-family conflict.

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.3.2 Stress

Stress is an unpleasant feeling that occurs when a person experiences that he or she cannot fulfil the tasks assigned to him or her. This can lead to a variety of health problems. In the worst case, it can lead to burnout (see par. 2.3.3).

When an educator experiences much stress in her work environment, she will feel dissatisfied with her job (Ferreira, 1991:34). There is a negative correlation between stress and job satisfaction (Chaplain, 1995:474).

The mental health of an educator, as reflected inside the classroom, is more important than the teaching methods and the subject matter (Steyn, 1992:313).

The following problems arise in reference to stress. These problems can influence the job satisfaction of the female educator, namely:

- The educator experiences emotional tension in her job.
- The educator experiences health problems.

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.3.3 *Morale*

Morale can be defined as a joint way of thinking that makes a group of individuals who share this way of thinking to co-operate (De Beer, 2004:50). A link exists between morale and motivation. Morale determines whether employees are willing to co-operate voluntarily to reach the aims the organisation has set for them (De Beer, 2004:50). De Beer (2004:53, 54) distinguishes six indicators of morale within the school.

- Feeling proud
- Enjoying the work that has to be done in the school
- A feeling of loyalty towards the school
- Solidarity among educators
- Acceptance of the educational policy
- Acceptance of the principal's opinion

According to Niemann (2004:387), the task of the principal is to inspire his personnel with the need to attain the common objective, namely effective education. This will increase the morale of the educators.

An educational leader should have extensive knowledge concerning human needs and how to satisfy them. A principal who has this knowledge will not only be more sympathetic but will also understand people better as well as treat them better.

The principal will be able to motivate his personnel and thereby raise and maintain his personnel's morale (Bondesio & De Witt, 2004:296).

Low staff morale is associated with low productivity, friction between staff and management, high absenteeism, rejection of the educational philosophy underlying the curriculum and diminished respect for the principal (Masitsa *et al.*, 2004:230). Educators' effectiveness and morale are not improved by the lack of teacher development (Masitsa *et al.*, 2004:239). Teachers who lack motivation and have low morale find it difficult to teach effectively or to motivate learners to learn (Masitsa *et al.*, 2004:243).

If educators are motivated and have high morale, they will not retire from teaching, and this will benefit schools which desperately need qualified, experienced and committed educators (Masitsa *et al.*, 2004:231).

When an educator is happy and satisfied with her job, it implies that her morale is high. Educators who are not happy with their job and are not satisfied, have a low morale (De Beer, 2004:47). Morale within an organisation (*i.e.* school) does not mean to say that everyone has to get along with everyone else. Individuals only have to be prepared to co-operate with one another to achieve the joint aim (De Beer, 2004:48).

Most educators are satisfied and happy with their work. Policy makers should try to improve the motivator factors and hygiene factors of the educator's work environment or at least to maintain them at the accepted level so that they will not negatively affect the morale of educators (Punyakaew, 2004:1).

The following problems arise in reference to morale. These problems can influence the job satisfaction of the female educator, namely:

- Is the educator proud of her job?
- Is the educator proud to be an educator?

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.3.4 Professional and personal aims of an educator

The responsibility for reaching the educational aims an educator has set for herself is a contributing factor to job satisfaction (Engelbrecht, 1996:35). According to Fourie (2001:45), the realisation of the educator's aims is an urge to perform even better. The aims are an important factor for job motivation, provided that the aims are carefully set out.

How an educator experiences job satisfaction when she reaches her aim depends on the efficiency with which the targets have been reached. The feeling of satisfaction can be an encouragement to perform even better (Fourie, 2001:45).

When the educator gets the impression that what she has done is not only for personal enrichment but also for that of the school, it will generate the feeling in the educator that her work is important. The reason why people become educators is that they want to help learners to develop into successful adults (Wilson *et al.*, 2004:163).

The principal also has a substantial influence on the professional and personal aims of an educator. It is of virtual importance that a principal should be aware of the fact that each person has her own values and needs. If a principal is aware of these facts, it will increase job satisfaction among his personnel (Du Toit, 1994:40).

3.3.4.1 The need for acknowledgement

According to the Merriam–Webster Online Dictionary, acknowledgement means recognition or favourable notice of an act of achievement.

Acknowledgement is an important motivation principle. Acknowledgement can be given through praise, encouragement, promotion or rise in payment. Acknowledgement can also be person- or work related (Fourie, 2001:40). Fourie (2001:40) sees acknowledgement as an intrinsic motivator for educators, which brings about job satisfaction. Acknowledgement is one of the most important factors which cause job satisfaction.

Maslow says that the need for acknowledgement is an additional need which determines to what extent an educator will experience job satisfaction. In addition,

Herzberg relates acknowledgement to job satisfaction. According to Herzberg, acknowledgement is a criterion that gives cause to job satisfaction (Schulze & Steyn, 2003:142).

When an educator performs well, but is not given the acknowledgement she deserves, she will experience job dissatisfaction (Engelbrecht, 1996:32).

Educators wish to receive the same professional respect that any other employee with a professional status within the community would receive (Wevers & Steyn, 2002:208). Unfortunately, many educators share the feeling that they are not respected in any way and therefore are not given the acknowledgement they deserve (Inman & Marlow, 2004:610).

Van den Vyver (1998:37) states that the relationship between acknowledgement and job satisfaction is of much more importance to educators than to people in other professions. Acknowledgement is a contributing factor for the job satisfaction that an educator will experience.

3.3.4.2 Promotion

The lack of prospect of promotion is frustrating or even a reason to quit the teaching profession. Educators experience that there are not enough opportunities for developing professionally (Vandenberghe, 2004:178).

A reason for the lack of prospects of promotion may be that few women apply for promotion posts in the education profession, irrespective of their marital status, qualifications or competence. Reasons which explain women's reluctance to apply for promotion posts are the following (Beyers, 2001:66):

- A lack of mobility because women are usually obliged to stay in the area in which their husbands work
- A lack of self-confidence among female educators

Women are also more aware of discrimination in the work situation, and this leads to low expectations concerning the successful applications for promotion posts (Van Deventer, 1998:94).

3.3.4.3 The need to perform

The need to perform is a motivating factor which brings about job satisfaction in the educator (Engelbrecht, 1996:32). Fourie (2001:41) is of opinion that every human being has the urge to perform. The urge to perform is not a hygiene factor, but a motivator. If the need to perform is not fulfilled, it will cause job dissatisfaction.

Job performance is the successful settlement of tasks which causes the educator to experience job satisfaction. Performance in itself does not guarantee job satisfaction, but when job performance is lacking, it certainly will influence job satisfaction in the long run (Fourie, 2001:42). It is important for the educator that the principal of the school takes her need to perform seriously. The need to perform gives the educator a feeling of pride and it will yield job satisfaction.

It is important for an educator to have the scope to perform well, because job performance will give her job satisfaction. Also when an educator can satisfy her need to perform, it will encourage her career development (Esterhuizen, 1989:34).

Van Deventer (1998:83) describes the need to perform as an intrinsic alignment to gain success. To gain success, the educator needs to be motivated to perform. She also needs to be independent and persistent, and she does not have to steer clear of difficulties (Van Deventer, 1998:84).

The educator's need to perform also reflects on the performance of her students. The students and the educator motivate one another, which causes better performance for both student and educator (Van Deventer, 1998:85).

The following problems arise in reference to professional and personal aims. These problems can influence the job satisfaction of the female educator, namely:

- Achieve the aims she has set for herself
- Achieve the aims a school has set for her
- Is there a career?
- To what extent does the educator experience career development?
- Being acknowledged by the parents
- Being acknowledged by the learners

- Receiving acknowledgement from the principal
- Enough opportunities for promotion
- Encouragement to perform well

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.3.5 *The need for responsibility*

Every individual feels the need to be in charge. It appears that educators want the freedom to take responsibility. Herzberg identifies responsibility as a criterion that leads to job satisfaction (Engelbrecht, 1996:34).

A distinction can be made between the responsibility for people and the responsibility for things, for example financial responsibility. The first responsibility causes a higher level of stress than the second. Lack of responsibility can lead to tension and the feeling that the workload is too heavy (Du Toit, 1994:42).

According to the constitution, every child has the right to have access to proper education. This means that the government is responsible for good and accessible education. It also involves schools and educators. High standard education involves professional educators who take responsibility for their teaching (Kriel & Oosthuizen, 1997:134).

Responsibility is a good stimulus for an educator's work situation. It gives the educator the opportunity to develop herself. Responsibility can lead to job satisfaction, because the educator is given the opportunity to perform better and receive acknowledgement for the work she has done (Fourie, 2001:44). Engelbrecht (1996:34) points out that responsibility and challenging work are factors that contribute to job satisfaction. Lack of responsibility causes job dissatisfaction.

In conclusion, the following problems arise in reference to responsibility. These problems can influence the job satisfaction of the female educator, namely:

- To decide and think for herself
- The responsibility to ensure good qualitative education

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.3.6 *The need for autonomy*

Autonomy is the way in which employees are able to employ their freedom, independence and tact in their job compared to planning and procedures that lead to the job being done effectively (Wevers & Steyn, 2002:208).

Autonomy is one of the motivating factors that can lead to job satisfaction. More autonomy leads to intrinsic motivation (Engelbrecht, 1996:37). According to Herzberg's theory, the higher needs will only be satisfied if autonomy forms part of an educator's working condition. If an educator experiences more satisfaction after she has been given more autonomy, it will also lead to better performance (Engelbrecht, 1996:38).

Fourie (2001:48) is of opinion that autonomy indicates independent thinking and decision-making with regard to the educator's own work. Some educators require maximum autonomy in order to do their work properly. More autonomy leads to intrinsic motivation, because the individual herself is responsible for the enhanced achievement.

The job satisfaction an educator will experience is linked to more autonomy in the work situation (Bogler, 2001:666).

It can be concluded that the following problems arise in reference to autonomy. These problems can influence the job satisfaction of the female educator, namely:

- Autonomy in her job
- Freedom in her job

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4 PROBLEMS WITHIN THE CLASSROOM

3.4.1 *Inadequate resources*

The change in the political dispensation of the country has not adequately addressed the shortage of resources or facilities in some schools (Masitsa, 2004:215). A shortage of basic instructional aids such as textbooks can lead to complex problems of low morale and lack of commitment among both educators and learners (Masitsa *et al.*, 2004:227). Many schools do not keep a record of their textbooks and do not know how many books they possess (Masitsa *et al.*, 2004:232).

It was concluded in a research in the Northern and Eastern regions of England (Chaplain, 1995:478) that the lack of resources was the biggest obstruction to educators' job satisfaction. Thirty-five percent were either "Not" or "Definitely not" satisfied with the resources available in their schools. Comments from interviews indicated that educators felt much of their work was under-funded.

Textbooks 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 (Masitsa *et al.*, 2004: 231).

Having no textbooks or supporting materials left educators feeling that their possible approaches to teaching are limited and inadequate. As a result, they struggle to manage in the classroom (Fry, 2002:33).

An inadequate supply of textbooks by the Department of Education and poor control of books in schools, and lack of control of the books by undisciplined learners are the major contributory factors to the shortage of textbooks experienced in schools (Masitsa *et al.*, 2004:239).

It can be concluded that the following problems arise in reference to inadequate resources. These problems can influence the job satisfaction of the female educator, namely:

- sufficient textbooks
- sufficient exercise books

- sufficient audio-visual equipment

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.2 Multicultural education

Recent factors that may have contributed to the dissatisfaction of educators in South Africa include the tremendous changes experienced in the education system since 1994. Examples of these changes include the integration of schools with regard to language and cultural groups (Schulze & Steyn, 2003:139).

Multicultural education is focused on the acknowledgement, appreciation and maintenance of the differences between cultural groups. It is also focused on the rights of both minorities and majorities and the search for common values and traditions without endangering any person's own culture (Janson, 2003:136).

Hence, multicultural education is seen as the presence of children drawn from different racial, cultural and socio-economic backgrounds to learn together in the same classroom (Gumbo, 2001:234).

To learn in the same classroom is not just for the sake of it, but also to expose learners to different cultures, where their respective cultures are accepted as valuable educational resources (Gumbo, 2001:234).

It must be realised that racism and discrimination which exist outside the school boundaries are not always managed easily inside school. Educators need to be knowledgeable about the cultural roots of all learners in the school (Janson, 2003:136).

Multicultural education is presented merely as a module within other education courses and not as full course on their own in many teacher training institutions. As a result, educators are not fully trained to teach in multicultural contexts. Their attitudes towards learners of different cultures need to be shaped by means of fully recognised multicultural programmes (Gumbo, 2001:240).

It can be concluded that the following problems arise in reference to multicultural education. These problems can influence the job satisfaction of the female educator, namely:

- Cooperation between different cultures in one class
- The language that is used for instruction becomes a problem as a consequence of multicultural education
- Formal training in multicultural education

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.3 Discipline

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 (Van Wyk, 2001:195).

Disciplinary problems represent one of the most de-motivational factors at classroom level (Schulze & Steyn, 2003:145). Educators are expected to deal with undisciplined learners on a daily basis and are often targets of undisciplined and militant learners (Masitsa *et al.*, 2004:234).

Undisciplined learners pose various problems for educators and principals: truancy, absenteeism, late-coming, dodging, insubordination, failure to complete assignments, vandalism and disruption of learning. The abolition of corporal punishment, a tried and tested method used by educators for decades, without substitution may have aggravated matters (Masitsa *et al.*, 2004:247).

Lack of respect for educators is the main cause of disciplinary problems in the classroom. Because learners do not respect the educator, she has to spend more time on student discipline issues. This results in less time left for teaching (Legotlo *et al.*, 2002:116).

As a result, educators are unable to learn the strengths and weaknesses of learners or to assist them accordingly, while learners do not pay attention and are difficult to control (Masitsa, 2004:225). The physical environment in which both educator and learner have to work, also affects the discipline (Van Wyk, 2001:199). Disciplinary problems cause job dissatisfaction among educators (Nkonka, 1999:26).

It can be concluded that the following problems arise in reference to discipline. These problems can influence the job satisfaction of the female educator, namely:

- Problems with undisciplined learners
- Preventing disciplinary problems
- Maintaining discipline in the school

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.4 Safety

A school has to be a safe environment where pupils can learn, work and play and where an educator does not have to be afraid that something bad might happen (Du Toit, 1994:35). A safe school has to be a healthy school both in a physical and psychological way. The school has to be free of the fear of ridicule, intimidation, harassment, humiliation and violence (Prinsloo, 2005:5).

Despite the introduction of a new democratic political dispensation in 1994, it appears that violence in schools has not abated. School violence unfortunately affects a culture of learning and teaching negatively. In some schools, violence has become a part of everyday life (Zulu *et al.*, 2004:170). The legislations that were made to protect the rights of children and safety of learners in the Child Care Act has failed to protect learners from violence inside the school (Prinsloo, 2005:5).

Today's public school environments are presenting the educators many newly identified challenges that have not previously been present in schools. A growth of aggressive violence, rising numbers of disciplinary problems, lack of financial support from the government and a shortage of qualified educators result in a school environment that is not safe for both educators and learners (Wilson *et al.*, 2004:163).

Teaching and learning cannot take place in an unsafe environment. The art of creating a peaceful school environment poses immense challenges to school management. It is stipulated in the Bill of Rights that every person has the right to

an environment that is not detrimental to his health or well-being (Netshitahame & Van Vollenhoven, 2002:313).

The educator must therefore fulfil her duty of care in such a way that a safe environment, which is conducive to learning, is created (Netshitahame & Van Vollenhoven, 2002:313).

Other safety threats for educators and learners, mainly in schools predominantly attended by black learners, are fights on the school property during class hours and on playgrounds; sniffing of fumes such as glue and benzene; unruly behaviour; weapons such as knives; alcohol abuse; and learners believing in witchcraft (Netshitahame & Van Vollenhoven, 2002:316). Therefore, all schools should expressly pay more attention to safety issues and make comprehensive safety plans (Netshitahame & Van Vollenhoven, 2002:317).

Zulu *et al.* (2004:171) considers a school safe when it is a place where:

- Learners can learn, develop and enjoy themselves and where educators can teach free of threats of violence and crime.
- Parents are welcome for the exchange of ideas with regard to learning and development.
- The community can be involved in supporting and taking joint responsibility in interaction with educators and school governing bodies.

Unfortunately, as has been outlined above, these expectations have not been met in a number of schools in South Africa during the past three decades.

According to the former Minister of Education, crimes such as vandalism cause a feeling of powerlessness, uncertainty and fear among educators and learners, and this necessarily leads to the destruction of "the basis of a learning community" (De Wet, 2004:206).

The co-operation between educational leaders, government, legislators and community leaders is essential in order to combat learner vandalism and to create a safe school environment that promotes teaching and learning (De Wet, 2004:210).

In conclusion, the following problems arise in reference to safety. These problems can influence the job satisfaction of the female educator, namely:

- Is the classroom a safe place for her and her learners
- Violence inside her classroom
- Aggression inside her classroom
- Intimidated by her learners

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.5 Class size

The class size of South African schools differs somewhat from, for example, that of Dutch schools. The number of learners in a South African classroom can vary from 40 to 70, whereas in a Dutch school, the maximum number of learners will be between 25 and 30 (Bridgraj, 1999:2).

If there are too many pupils in one classroom, it will be almost impossible for an educator to provide in all the needs of her pupils. The performance of her pupils will be less satisfactory and that will cause stress and a feeling of failure in the educator (Du Toit, 1994:30). Improvement of the physical working conditions of educators will contribute to job satisfaction experienced by educators (Fourie, 2001:60).

Overcrowded classes militate against individual attention and make educators lose their enthusiasm for teaching, their motivation and their morale. This leads to ineffective teaching and poor academic performance among learners (Masitsa *et al.*, 2004:229).

A normal classroom is designed for 35 learners, which means that any classroom accommodating more than 40 learners is overcrowded (Masitsa, 2004:223). Owing to overcrowding, conditions in mainly schools predominantly attended by black learners are poor, particularly in rural areas. There is a shortage of desks; classes are very large, and there is not much opportunity for individual attention from overworked educators. The situation in these schools leaves learners constantly at risk of underachievement (Masitsa, 2004:224).

Legotto *et al.* (2002:115) is of opinion that these inadequacies have not yet been adequately addressed, even by the present government. Overcrowding is a serious problem; some schools are poorly maintained, and there is a shortage of educators, especially appropriately qualified educators. Classes have more than 60 learners due to shortage of such educators.

Overcrowded classes increase the workload of an educator and make class management difficult. Inadequate classrooms lead to congestion and discomfort, thus hampering academic activity (Masitsa, 2004:224).

Overcrowded classes result in less time for learners with learning difficulties. The educator does not have time to divide her attention equally between all her learners. This means that the relationship between educators and pupils will be negatively influenced.

In conclusion, the following problems arise in reference to class size. These problems can influence the job satisfaction of the female educator, namely:

- Giving individual attention to learners
- The delay in teaching as a result of the number of learners in one classroom
- Class size as a de-motivating factor in her job
- Is the classroom suitable for teaching?

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.6 OBE and assessment

OBE has been declared national policy in South Africa. The intention is to gradually phase in the approach, referred to as *Curriculum 2005*. OBE was implemented in South Africa at the beginning of 1998. Therefore a new assessment policy, for education was developed. This new policy is currently being implemented. There is, however, uncertainty regarding the manner in which the system will function and its effectiveness (Combrinck, 2003:51). However, in view of this, the South African authorities have acknowledged that the country's

educators are inadequately prepared for the implementation of OBE (Skuy *et al.*, 2001:3).

Curriculum 2005 is complex, technical and a very sharp break with the past in which educators had developed their expertise and practice. The teaching force includes many under qualified educators who have not had experience of successful teaching; given the political turmoil that has affected these schools over the past 20 years (Walker, 1999:10).

Factors such as large class sizes, the fact that most South African learners are not taught in their home language, as well as the vastly different levels of competence and skills depending on the background of the learners, are bound to have a major impact on the implementation of OBE in classrooms (Bridgraj, 1999:2).

It is thought that it could be difficult for OBE to succeed in previously disadvantaged schools, because of the demands on the system's resources such as money, electricity and equipment (Rademeyer, 2004:1).

Educators find it difficult to adapt to the changes in education. Especially OBE is something they do not know how to handle (Masitsa *et al.*, 2004:235). OBE is a factor which contributes to the job dissatisfaction of an educator.

Assessment is also a major problem within the education system and is connected with Outcomes-Based Education. Educators need to do so many evaluations that they do not have enough time left to instruct their learners properly. The assessment becomes routine and therefore will not give a proper image of how a learner is functioning within the classroom (Jacobs, 2004).

In South Africa, educators are anxious about how to introduce these new assessment proposals. Some problems raised by the educators are (Combrinck, 2003:52):

- The effectiveness of the assessment approach in large classes
- The influence and lack of facilities and resources on assessment

Outcomes-Based assessment increases the workload of the educators considerably (Combrinck, 2003:60). There needs to be a balance between teaching and evaluation. There is no room for assessment unless the Outcomes Based Education approach functions properly (Jacobs, 2004).

In conclusion, the following problems arise in reference to class OBE and assessment. These problems can influence the job satisfaction of the female educator, namely:

- Trained informally for the OBE and assessment
- Trained formally in OBE and assessment

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.7 HIV/AIDS

Within the South African community, every six out of ten young women and four out of every ten young men will die of Aids (Campbell, 2003:121). Within the school, the consequences of this epidemic are also felt. Young people and small children are a promising group with regard to prevention. This group can easily be reached for HIV-prevention programmes within the structure of the school. These programmes are called "peer education programmes" and are implemented throughout the school (Campbell, 2003:121).

Learners present these programmes during the instruction period; the meaning of the whole is that opportunity is created for conversation and critical debate (Campbell, 2003:136).

All persons with HIV/Aids have a legal right to privacy. Consequently no employee is legally required to disclose her HIV status to her employer or to other employees. However, if the employee (*i.e.* educator and learner) chooses to disclose her HIV status, this information may not be disclosed to others without the employee's express written consent (Maile, 2003:78).

The current climate of discrimination against HIV positive persons is not conducive to disclosure. Most HIV positive educators and learners who disclose their status do not receive the required support. Lack of support is probably compounded by stigma attached to HIV/Aids (Maile, 2003:79). The stigma of Aids causes social isolation among educators and learners who are infected. Therefore it decreases effective teaching (Theron, 2005:56).

Principals seriously discriminate against educators and learners living with HIV/Aids. This happens despite the legislation that prohibits discrimination against persons living with HIV/Aids. The negative attitudes emanate from the association of HIV positive status to promiscuity. In multi-racial organisations, this problem is even worse because of racial stereotypes that exist against other races (Maile, 2003:79).

HIV/Aids interferes with the educational process. The workload of healthy educators will become more, because they have to take over the tasks of the sick colleague. Learners who are infected with HIV/Aids will lag behind with their studies. The school will suffer when an educator or learner dies of Aids. Many schools will grind to a halt due to the impact that HIV/Aids has on educators, learners and their families (Fry, 2002:21)

According to Theron (2005:56), the HIV/Aids pandemic will influence the education system in at least four different ways:

- Educators who will die of Aids
- The quality of education is being eroded (fewer experienced educators)
- The demand for education will become less (fewer children entering and/or remaining at school)
- Education sector costs are soaring as substitute and temporary educators are required

It may be concluded that the following problems arise in reference to HIV/Aids. These problems can influence the job satisfaction of the female educator, namely:

- Learners are not under an obligation to tell if they are HIV/Aids-infected
- Treat infected learners in the same way as learners who are not infected
- HIV/Aids disrupts the learning process
- Learners with HIV/Aids are discriminated against

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.8 Relationship with learners

Education is impossible without communication between the educator and the learners inside and outside the classroom. The feasibility of communication is reduced if one or both parties have a poor command of language. In the teaching situation, command of language is of prime importance, not only for the construction of the system of knowledge, but also for the development of thought. It is a crucial means of gaining knowledge and skills as well as a key to cognitive development, and it can promote or impede scholastic success (Masitsa, 2004:220).

The relationship between an educator and her learners is very important for both educator and learners (Fourie, 2001:53). The educator is highly motivated when she interacts with her learners and by the achievements she accomplishes through this interaction (Wever & Steyn, 2002:207).

The relationship is quite complex and it is the result of the daily interaction between the educator and her learners. It is essential that the two parties have a good relationship with each other so that it will influence the performance and satisfaction of learners and educators positively (Fourie, 2001:54).

Masitsa *et al.* (2004:229) states that learner interaction with the educators and other learners in class helps to enhance the academic learning experience and provides the basis on which learners can demonstrate mastery of the subject matter. Thus the educational process requires continuity of instruction and classroom participation.

Giving prompt attention when issues of learner behaviour arise and developing warm and personal relationships with learners are factors which influence the job satisfaction of an educator (Nkonka, 1999:26).

Van der Westhuizen and Du Toit (1994:146) point out that a good relationship between educators and learners is of cardinal importance to the job satisfaction of educators. Based on different factors, Esterhuizen (1989:41) describes the importance of a relationship between educators and learners. These factors are:

- Personal qualities of the educator and learner

- Mutual attitude towards one another. When an educator has a positive attitude towards a learner or vice versa, it will result in job satisfaction
- Aims, interest and social conviction of the educator and her learners. When an educator and her learners set aims for their relationship, the opportunity presents itself to satisfy the need to perform
- Performance of both educator and learner. The appeal for self-respect and appreciation

The educator–learner relationship is not superficial. It can influence the satisfaction and happiness of both educator and learner (Esterhuizen, 1989:41).

It may be concluded that the following problems arise in reference to the relationship with learners. These problems can influence the job satisfaction of the female educator, namely:

- Good interaction between herself and her learners
- Trust between the educator and her learners
- Learners talk freely about their problems with the educator

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.4.9 Whole-School Evaluation

For many years, there has been no national system of evaluating the performance of schools, and no comprehensive data on quality of teaching and learning or on educational standards achieved in the system. As a result, the national policy on Whole-School Evaluation is being introduced (South Africa, 2002b:1).

Whole-School Evaluation (WSE) is a national policy to reinstate the supervision and monitoring mechanisms at school level. The policy is designed to help supervisors reach conclusions on the overall performance of schools using agreed national criteria. The policy indicates ways in which very good performing schools are recognised and under-performing schools are supported. Implementing the policy is an important step towards improving school education, helping educators

work more effectively and ensuring that all learners receive the best opportunities of success (South Africa, 2002a:5).

It should also align with the Development Appraisal for Educators so that educators are confident that the features of good practice sought in WSE are similar to those encouraged through appraisal and development programmes (South Africa, 2002b:1).

All members of a school community are responsible for the quality of their own performance. WSE intends to enable the contribution made by the staff, learners and other stakeholders to improve their own and the school's performance to be properly recognised (South Africa, 2002b:4).

Appraisal refers to the ability and competence a principal has in relation to his or her personnel. The image an educator has of a school is determined by the way in which a school is supervised (Fourie, 2001:79). Fourie (2001:79) further maintains that the most important thing about appraisal is that it encourages the educator to improve her way of teaching and her performance. Therefore appraisal needs to be carried out in a professional manner.

Engelbrecht (1996:50, 51) states that there are different factors which can influence the job performance and job satisfaction of an educator. The factors that can influence job satisfaction and job performance are instruction, reward, punishment and integrity. The way in which a school is supervised determines the job satisfaction of an educator.

Without effective evaluation and supervision, educators cannot be made aware of their strengths and weaknesses, will not receive appropriate assistance and development and will not be motivated to improve their performance (Masitsa *et al.*, 2004:243). Some educators regard evaluation as an attempt by the principal to expose them, especially if they are deemed incompetent (Masitsa *et al.*, 2004:231).

When a principal is left alone to run a school without relevant administrative and management staff, he or she has to do without class visits and this makes it impossible for the principal to help educators needing assistance (Legotlo *et al.*, 2002:116).

The main responsibility of a principal is to ensure that effective teaching and learning take place at his school. As an instructional leader, he or she is responsible for educator supervision and evaluation with the purpose of improving the school's instructional programme (Masitsa *et al.*, 2004:232).

The WSE policy sees to it that the evaluation of schools and educators is done properly. The approach is designed to help a school measure to what extent it is fulfilling its responsibility and improving its performance. Areas of evaluation are (South Africa, 2002a:7):

- Basic functionality of the school
- Leadership, management and communication
- Quality of teaching and learning, and educator development
- Curriculum provision and resources
- Learner achievement
- School safety, security and discipline
- School infrastructure
- Parents and community

The evaluation process includes Pre-evaluation survey/visits, school self-evaluation, on-site evaluation, post-evaluation reporting and post-evaluation support (South Africa, 2002a:8).

Masitsa *et al.* (2004:232) is convinced that evaluation or appraisal should be owned by the educators of a school and that, if it embraces the values reflected in the vision and mission of the school, it will be more acceptable to them. This implies that educators should be involved in the development of the criteria for evaluation if they regard it as a form of support and development rather than a means of control.

It may be concluded that the following problems arise in reference to WSE and appraisal. These problems can influence the job satisfaction of the female educator, namely:

- Informed about the appraisal system

- Informed about the appraisal system inside the classroom
- Feedback related to appraisal
- Feedback related to the WSE

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5 PROBLEMS WITHIN THE WORK ENVIRONMENT

3.5.1 *Physical working conditions and physical facilities*

A school is a place of learning and teaching and the environmental factors, in particular the physical facilities, should satisfy the reasonable needs of the users, *i.e.* of both learners and educators. Poor physical conditions can exert a negative influence on the educator. If the facilities necessary are not available, she will experience a feeling of dissatisfaction (Barnard, 2004b:497, 498). An educator requires a clean and orderly environment, opposed to an unsafe and unhygienic environment. These factors also influence the job satisfaction of an educator (Fourie, 2001:59).

Poor physical working conditions contribute to a feeling of job dissatisfaction. Through lack of proper facilities, the educator is deterred from doing her work properly and is not capable of achieving her aims (Fourie, 2001:59).

The lack of physical facilities such as electricity, running water and sanitary facilities is a major problem in some schools. Especially schools with predominantly black learners have to cope with the lack of physical facilities. School furniture is often stolen or vandalised. The majority of the buildings are old and need renovation. The pupils' toilets are inadequate and most toilets need repair. Electricity accounts and rental accounts for photocopying machines are often not paid on time, leading to electricity cuts and the suspension of photocopying services (Masitsa *et al.*, 2004:226).

Facilities for children to wash their hands are often lacking. In some schools a basin is placed in front of the classroom so the children can wash their hands (Steyn & Van Wyk, 1999:39).

The shortage of laboratories and instructional aids results in superficial teaching. Such conditions seriously hamper proper teaching and learning (Masitsa *et al.*, 2004:242). The lack of staff rooms, sick-bays etc. is also seen as a source of job dissatisfaction among educators (Steyn & Van Wyk, 1999:39).

Netshitahame and Van Vollenhoven (2002:314) are of the opinion that where classrooms are available, the conditions of these classrooms are often not safe for the learners. The walls are cracked, windows are broken and floors are in complete disrepair and need renovation. Some schools have built flimsy additional classrooms made of planks.

Schools where care is taken of the facilities such as furniture and equipment as well as clean toilets can lead to a healthy teaching and learning environment (De Wet, 2004:206).

In conclusion, the following problems arise in reference to the physical working conditions and physical facilities. These problems can influence the job satisfaction of the female educator, namely:

- School buildings maintained
- Running water available
- Electricity available
- Sanitation available
- The state of the furniture in the classroom

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.2 Interpersonal relationships

The lack of interpersonal relationships in a work situation can cause problems. It can lead to frustration, lack of motivation and job dissatisfaction (Kok & Van der Westhuizen, 2003:65). Interpersonal relationships in a school are brought about by communication. Therefore the hygiene factor "relation" can be influenced by communication. Proper communication within a school offers resistance to demotivation and dissatisfaction among educators (Fourie, 2001:77).

3.5.2.1 Relationship with colleagues

The nature of the relationship between colleagues can have a substantial influence on job satisfaction (Wevers & Steyn, 2002:208). The educator needs to be aware of the fact that she will not only meet many different people; she also needs to co-operate with all kinds of personalities (Fourie, 2001:53).

When the relationship between colleagues is not very strong, it will lead to organisational stress and job dissatisfaction (Steinberg, 1993:44). The educator is particularly sensitive to what is going on inside her own classroom and to the relation she herself has with education as such. Even if the educator acts solo most of the time, she and her colleagues still form part of the formal and informal organisation of the school (Fourie, 2001:54).

Interpersonal relationships between educators are often negatively affected by the absence of a staff room, especially in schools with predominantly black learners. Consequently, educators and principals have their break in different classrooms. This leads to the formation of cliques (Steyn & Van Wyk, 1999:40).

Educators derive their job satisfaction from their relationships with current and past learners who keep in touch with them and from the relationships with parents and colleagues (Bogler, 2001:666).

When a facility such as a staff room exists, the educators experience the relationship with colleagues as very satisfying. They can talk about school, but they can also talk about informal things. Educators appreciate collegiality, support and sympathy. This creates the possibility of exchanging ideas with other colleagues and of asking questions when necessary (Vandenberghe, 2004:180).

3.5.2.2 Relationship with parents

Barnard (2004a:424) contends that the lack of communication between the school and the parents is an important reason for parents' uninvolved involvement in the school's education programme and in the learners' education homework. Parents and communities need to understand what the school is trying to achieve and therefore support these goals. On the other hand, it is also true that the school needs to be more responsive to the needs and goals of the larger society (Steyn, 2003:24).

Education is likely to be more successful if educators do not view parents as an unavoidable evil, but as potentially powerful partners in the community (Steyn, 2003:24). Parents who take an interest in their children's performance at school and motivate them have a strong influence on the academic performance of their children. The parental involvement has an indirect influence on the job satisfaction of the educator (Fourie, 2001:57).

Although virtually all schools usually invest considerable time and energy in communicating with the parents, most communication between home and school tends to be one-way: from the school to the home. One-way communication predominates in the use of written circulars and general parent meetings. Individual parent-educator interviews do allow for greater two-way communication, but they often end as brief exchanges in order to accommodate large numbers of parents at a time (Lemmer & Van Wyk, 2004:184).

If parents and educators are not adequately prepared for these exchanges with relevant information about the child, strategies for improvement and opportunity for further feedback meetings, these interviews are less than satisfactory (Lemmer & Van Wyk, 2004:184).

Parental apathy is a serious problem in schools. Schools cannot discuss essential matters with parents or enlist parental support in curbing truancy and neglect of schoolwork by learners. On the other hand, there are parents who, due to work commitments, do not find the time to attend school activities, and those who, due to illiteracy, do not see themselves fit to play a significant role in school activities (Masitsa *et al.*, 2004:243).

Principals of schools with predominantly black learners indicated that the endless, politically motivated riots and disruptions which ravaged schools in the eighties and nineties are mainly responsible for parental apathy in matters affecting secondary schools in particular. Parents are tired of attending to endless school problems. Parents of secondary school learners are no longer motivated to participate in school activities such as meetings, sports and fund-raising (Masitsa *et al.*, 2004:237).

Parental and community involvement has become a central theme in school management and governance in recent years. It is evident that parental apathy is

one of the major problems in school-parent relations. Independent and public schools belong to the community and cannot function effectively without parental and community involvement and support (Masitsa *et al.*, 2004:237).

Achieving parental involvement is one of the most difficult areas of school improvement in economically deprived areas (Muijs *et al.*, 2004:164). Many educators complain about poor home/school relationships (Steyn & Van Wyk, 1999:40). Educators expect more support from the parents for their professional efforts. Educators are of opinion that parents should realise that they have their learners' best interest at heart and that they are doing their best to teach their children (Wilson *et al.*, 2004:166).

The South African Schools Act defines the concept of parent; describes parental duties; sets requirements for schools related to parents' rights to information; and provides for parents and community representation in mandatory School Governing Bodies. These reforms have created an environment more conducive to parent involvement in schools. However, actual parent involvement remains poor (Lemmer & Van Wyk, 2004:184).

In the interest of job satisfaction, a well-balanced parent–educator relationship is of great importance (Fourie, 2001:57). Several factors are important for the parent–educator relationship, as they influence the job satisfaction of the educator (Esterhuizen, 1989:42):

- Constructive involvement of parents creates possibilities for the parent–educator relationship. Parents and educators have a joint aim to raise and educate their learners.
- Meaningful involvement of parents is promoted through a parent–educator relationship that contains equality and benevolence. It gives a mutual feeling of trust.
- A healthy relationship (hygiene factor) is a requirement for effective motivation. It can contribute to the job satisfaction of an educator.
- When the parental involvement is in excess, it can also lead to stress and job dissatisfaction in an educator. Stress and job dissatisfaction occur when

parents who are involved in the school cannot co-operate with one another (Fourie, 2001:58).

Steinberg (1993:46) contends that parents should be involved in the education of their child as long as the child is attending the school. Unfortunately, it turns out that parents efface themselves increasingly as the child develops itself and in the end, the parental involvement disappears entirely.

Parents and the school share similar educational aspirations for learners, thus involvement in and support of education are essential to the realisation of those shared aspirations. Education experts agree that a single factor can largely contribute to a learner's continued scholastic achievement and motivation, namely parental interest in his/her learning and their high but realistic expectations of him/her (Masitsa *et al.*, 2004:238).

Educators tend to talk rather than listen to parents. To optimise parent involvement and to realise a true partnership, parents must also speak and be heard. Communication must thus flow in two directions and schools must encourage and create channels through which parents can easily and with comfort speak to educators and the school community. No partnership with parents can succeed without this kind of effective communication (Lemmer & Van Wyk, 2004:188).

Many educators find it difficult to contact a child's parents when problems are experienced, as parents work long hours and return home very late. In other cases, children have virtually been abandoned by their biological parents and now live with their grandparents (Steyn & Van Wyk, 1999:40).

3.5.2.3 Relationship with the principal

The relationship between the educator and the principal can have a strong influence on the job satisfaction and job motivation of the educator (Fourie, 2001:56). Educators often lose confidence in an incompetent principal and show disrespect (Masitsa *et al.*, 2004:238). The educator and the principal ought to see each other as allies in order to achieve the same aims. This will influence job satisfaction in a positive manner (Fourie, 2001:57).

The relationship between an educator and her superiors can be influenced by the following factors (Du Toit, 1994:49):

- Insensible behaviour of a superior towards an educator can lead to job stress and tension
- Superior's lack of support and not standing up for his personnel
- Lack of interest in what goes on inside a classroom

A well-balanced relationship between educators and superiors can have a positive influence on education in general and on the job satisfaction of educators (Du Toit, 1994:49).

Several obstacles can disrupt a clear communication process such as personal obstacles (for example emotions, the way of thinking and disbelief in the sender). Another obstacle that hinders the communication process is of a physical nature, such as the noise surrounding the sender and the recipient (De Beer, 2004:70).

A function of communication is to encourage job satisfaction among educators. When an educator senses that the communication between her and her superiors or between her and her learners is not working properly, she will experience job dissatisfaction (Fourie, 2001:77). Effective communication favours job satisfaction and job motivation.

According to Steyn and Van Wyk (1999:42), principals should be especially sensitive to the impact of their leadership style on the job satisfaction of educators. The relationship between a principal and the school governing body can also have a major influence on the job satisfaction of the educators, for it is the parents who decide through the principal what goes on inside the school (Heystek, 2004:308).

In conclusion, the following problems arise in reference to interpersonal relationships. These problems can influence the job satisfaction of the female educator, namely:

- A satisfying relationship between her and her colleagues
- Support from her colleagues
- Involvement of parents in school activities
- Involvement of parents in supervising their children's homework

- Communication with the parents
- Learners have space to do their homework
- Apathy of parents in relation to the school
- Newsletters to communicate with parents
- A satisfying relationship between the educator and her manager
- Communication with her principal

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.3 School Governing Bodies (SGBs)

The empowerment of school-level governing bodies is one of the manifestations of the many education systems in transition, but still it is not clear whether these institutions can deliver what is expected of them. This is especially true in countries such as South Africa where there has been no tradition of political participation for most of the population. Governing bodies are welcome additions to the democratic framework of any country, but widespread support is not sufficient to ensure their success (Bush & Heystek, 2003:128).

The SGB of an ordinary public school is divided into three groups, namely (Ngidi, 2004:261):

- Elected members (parents of learners of the school)
- The school principal
- People from the community (these people are not elected)

As parents are required to form the majority on an SGB, they have been placed in a powerful position with the authority to influence fundamental issues such as school fees (Van Wyk, 2004:49).

The school governing bodies' responsibilities only exclude matters related to teaching and learning during day time. Given the lack of experience of school-level democracy in South Africa, most governing bodies are not fulfilling their policy-making role but are relying on the principal (Bush & Heystek, 2003:136).

Van Wyk (2004:49) points out that educators do not consider their SGB to be very effective. They support the role of the SGB in learner discipline, but they have reservations concerning its role in matters of educator misconduct. Many educators are concerned that the principal may dominate the SGB. Educators play a very important role within the SGB, because they interact with the learners daily. Therefore the efficiency or inefficiency of the SGB has a direct impact on the educators (Ngidi, 2004:261). Educators who form part of a SGB feel that they have to act as "watchdogs" for their teaching colleagues (Xaba, 2004:313).

In conclusion, the following problem arises in reference to school governing bodies. This problem can influence the job satisfaction of the female educator, namely:

- Effectiveness of School Governing Bodies

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.4 Workload

A quantitative and qualitative distinction can be made between an excessive workload and a too light workload (Fourie, 2001:64):

- Qualitative distinction of excessive workload

Excessive workload is related to a low self-image, which causes stress. Job dissatisfaction occurs when a person does not have the skills to accomplish a certain task (Du Toit, 1994:35).

- Qualitative distinction when the workload is too light

When the workload is too light, it will lead to a lack of morale, to job dissatisfaction and to depression and irritation. All these symptoms are caused by a lack of stimulation (Fourie, 2001:65).

- Quantitative distinction of excessive workload

An excessive workload can be related to both physical and mental overload. The person has too much work to do and not enough time to finish it in. This is one of

the most important sources that causes stress. It will not contribute to the job satisfaction of the educator (Ferreira, 1991:61).

- Quantitative distinction when the workload is too light

A too light workload causes psychological problems. When the workload is too light it will lead to boredom and negligence, which will lead to stress (Du Toit, 1994:34). The job satisfaction of the educator will also not benefit from a workload that is too light.

According to Ferreira (1991:62), the educator in the secondary school experiences more excessive workload, because her work contains a larger variety of tasks. Although the first task of an educator is to educate, it is expected that the educator also carries out other tasks, for example fund-raising for the school (Ferreira, 1991:56).

As a result of the changing socio-economic circumstances, raising children has shifted from the home to the school. This means that the educator has to take over the role of the parents (Ferreira, 1991:63). Especially beginner-teachers experience the shifting of roles as a burden upon their already heavy workload (Du Toit, 1994:34).

An educator who is weighed down by the excessive workload has to take her work home. This will have an influence on her family life and on her working life (Ferreira, 1991:63). Because of the excessive workload, the educator has less time to socialise. Therefore the educator will lack a buffer against stress (Du Toit, 1994:34).

Research indicates that inadequate or undesirable workloads are a deterrent to the effective functioning of educators because they pose a threat not only to effective teaching but also to effective evaluation and prompt feedback (Masitsa *et al.*, 2004:229).

The workload of educators in overcrowded classes becomes a deterrent to their effective functioning. Such workloads pose a threat, not only to effective teaching, but also to effective evaluation and prompt feedback (Masitsa, 2004:225).

In conclusion, the following problems arise in reference to workload. These problems can influence the job satisfaction of the female educator, namely

- The workload is too light
- The workload is excessive
- The workload is interfering with her social life
- The workload is posing a threat to effective teaching

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.5 Retrenchment

In South Africa, the educator fears losing her job because of rationalisation (Fourie, 2001:67). Job insecurity that arises as a result of the decrease of personnel causes job stress among the educators, because their workload is increasing. In the end, it will lead to job dissatisfaction (Steinberg, 1993:43).

Schulze and Steyn (2003:144) point out that there is a difference in experiencing job security between educators with a temporary appointment and those with permanent appointments. The educator who has a permanent appointment experiences more job satisfaction than one who has a temporary appointment.

Contract teaching is essentially a "holding position" in the classroom. Contract teachers are not in a position to determine which subjects they teach and often accept the subjects the tenured staff refuses to teach. Contract teachers also have little influence on the curriculum or work relations within the school (Edigheji, 1999:3).

Substitute teachers often do not have lesson plans or teach outside their area of certification or expertise and given little or no information about the learners, especially about pupils with learning difficulties (Edigheji, 1999:3).

The method used for redeploying educators from schools where there are surplus educators to schools where shortages occur has failed to solve the problem because it is not intended to supply schools with suitably qualified educators who are in excess at their schools (Masitsa *et al.*, 2004:242).

Because contract educators are not in a position to build stable and trusting relationships as they constantly seek to renew their contract or secure employment elsewhere, they are unable to exercise the one major component of an educator's work. This component is to establish a good educator-learner and educator-colleague relationship (Edigheije, 1999:4).

Educators feel unable to evaluate the effectiveness of their teaching. Moreover, they are afraid of losing their jobs or being relocated in a school where they will not be welcome (Steyn & Van Wyk, 1999:41).

It can be concluded that the following problems arise in reference to retrenchment. These problems can influence the job satisfaction of the female educator, namely:

- Experience job security
- Fear of being relocated

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.6 Leadership style

During the past decade, schools have undergone fundamental changes in areas such as curriculum development, learners' and educators' roles and learning strategies. These changes have brought about a shift in the philosophy that dominated the realm of educational leadership (Bogler, 2001:663).

The most strikingly common factor to emerge as influential on educators' job satisfaction is school leadership (Evans, 2001:291).

It is well known that leadership plays a key role in school improvement and school effectiveness (Muijs *et al.*, 2004:156). The absence of effective management is seen as a factor of job dissatisfaction. The principal's competence and attitude are important organisational factors which influence job motivation and job satisfaction (Du Toit, 1994:56). According to Van der Westhuizen (2004:190) three types of leadership exist, namely:

- Autocratic leadership: an autocratic leader seizes all the power and decision-making for himself

- Democratic leadership: the personnel is involved in decision-making, and the power is equally divided between the principal and the educator
- Laissez-fair leadership: the principal avoids power. The educators have to solve their own problems and they have to set their own aims.

A principal cannot use one style of leadership only, because different situations demand different approaches. A principal has to develop his or her own management style. There has to be a balance between achieving the aims of the organisation (*i.e.* school) and the human approach towards the educators (Griffioen, 1999:81).

Research conducted in township secondary schools indicates that not all principals have a wide range of management skills. Their authority and power have been eroded by the greater powers of the unions and by the rights and freedoms of learners (Legotlo *et al.*, 2002:116).

The managerial tasks of the principal call for the effective and efficient application of specialised expertise. Without this, the school cannot be managed properly and effectively. Lack of principal development inevitably leads to lack of educator development, which has serious consequences for the academic performance at school (Masitsa *et al.*, 2004:239).

3.5.6.1 Participation and delegation

Delegation can be described as an allocation of duties, authority and responsibilities to the subordinate (*i.e.* the educator). The reason for delegating tasks to subordinates is to make the organisation (*i.e.* the school) run smoothly (Fourie, 2001:46). Delegation can lead to better job satisfaction because educators are given more responsibilities (see par. 3.3.5), which causes them to feel more satisfied with their job (Engelbrecht, 1996:37).

If delegation is successful, it will also have a positive influence on personnel development and the job satisfaction of the educators (Fourie, 2001:47). A few directives exist on how delegation can motivate educators. If authority is delegated, responsibility is likewise delegated to the educator, which will bring about job satisfaction. Educators are not only responsible for the completion of the

tasks given to them by the principal, but also for the way in which the tasks are carried out. Delegating power is a token of trust and acknowledgement (Fourie, 2001:47).

It appears that greater success in organisations (*i.e.* schools) is achieved if the policy can be drawn up in proper consultation with all relevant stakeholders. Everybody feels compelled to adhere to the standards set and thus takes ownership of the policy. Determination of policy should be an all-inclusive process. Educators want to be part of the change process. School policies, practices and regulations must be determined collectively. Principals and staff should jointly plan objectives for the year at the beginning of the year and evaluate attainment of goals at the end of the year. This will provide valuable feedback, which will indicate the success of the joint effort (Nkonka, 1999:20).

Some research, however, reports that shared decision-making can have serious negative outcomes on the lives of both principals and educators. As educators are more involved in critical decision concerning the direction of the school and have more autonomy (see par. 3.3.6) and input, their communication becomes more complex and might become a source of job dissatisfaction (Davis & Wilson, 2000:349).

It can be concluded that the following problems arise in reference to leadership style and participation. These problems can influence the job satisfaction of the female educator, namely:

- The motivation of an educator is influenced by the leadership style of a principal
- The autocratic leadership style
- The democratic leadership style
- Laissez-fair leadership style
- Participating in the decision-making of the school
- Experiencing the participation in decision-making as negative

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.7 Remuneration

Remuneration means any payment in money or in kind, or in both money and kind, made or owing to any person in return for that person working for any other person, including the state (South Africa, 1998:6).

Griffioen (1999:96) maintains that finances satisfy psychological and security needs. Women's self-perception is improved by the knowledge that they are contributing financially and visibly to the household. However, finances may become a de-motivating and dissatisfying factor if the salaries do not keep pace with the personal and physical needs. This is particularly evident in the education profession (Beyers, 2001:64). The bad payment and the lack of finances is a reason for educators to leave the education profession (Griffioen, 1999:96).

Educators who interrupt their careers and leave the work force due to family responsibilities often return to find that their remuneration lags behind that of women at comparable stages in their careers who did not leave the workforce (Beyers, 2001:65).

Herzberg is of opinion that money is a hygiene factor and not a motivator. The hygiene factor has to be satisfied for an educator to be motivated. When an educator is not satisfied with the remuneration she receives, she will also not be motivated to perform better. When the hygiene factors, for instance remuneration, are satisfied, the educator is motivated to perform better, and in the end experience job satisfaction (Schulze & Steyn, 2003:142).

It can be concluded that the following problem arises in reference to remuneration. This problem can influence the job satisfaction of the female educator, namely:

- Is the payment satisfying?

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.8 Educational disruption

Since 1994, unionisation of educators has been a major development in South Africa. More than 200.000 educators in South Africa belong to unions of their choice (Legotlo *et al.*, 2002:116).

One of the surest signs of deteriorating conditions in an organisation is low job satisfaction. In its more sinister forms, it lurks behind wildcat strikes, slowdowns, absenteeism and employee turnover (Nkonka, 1999:26).

In South Africa, unions continue to bargain for a living wage and improvement of their conditions (Nkonka, 1999:29). Educators always have to go on strikes for higher salary/increments. When educators experience low job satisfaction, more strikes and higher grievance rates occur. Employees become more organised and unionised when they are dissatisfied with working conditions and perceive a lack of influence to change those conditions. It appears that satisfied educators are seldom interested in unions (Nkonka, 1999:30).

In schools with predominantly black learners, some of the educators are often unprepared or ill-prepared for lessons, neglecting teaching learners while furthering their own studies, being absent without a reason, not coming to class and alcohol abuse. Therefore learners will not receive the education they are entitled to (Van Wyk, 2001:195).

Educators' morale is very low as shown through high rates of absenteeism and truancy. Sometimes learners are left without an educator in some subjects for days. The lack of discipline among educators has reached higher levels. There is no punishment if educators commit any offence. Therefore they practise late-coming, non-performance of duties and absenteeism. In addition, the lack of job security has led teachers to market themselves in the private sector for worthwhile incentives (Legotlo *et al.*, 2002:116).

It can be concluded that the following problems arise in reference to educational disruption. These problems can influence the job satisfaction of the female educator, namely:

- Late-coming of educators puts education in a disadvantage
- Strikes put education in a disadvantage
- Neglect of learners through educators' absenteeism

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.9 Unqualified personnel

The shortages of educators and classrooms result in overcrowded classes (see 3.4.5 and 3.4.6) and overworked educators teaching subjects that they are not qualified to teach (Masitsa *et al.*, 2004:242). Inadequate teacher preparation and general limited academic background to some extent contribute to poor teaching and learning in some schools. Educators are themselves also products of a bad education system (Legotlo *et al.*, 2002:115).

Incompetence of educators in schools predominantly attended by black learners is mainly the result of educators not attending all their teaching periods, not marking learners' books and not completing the syllabus. Not going to school fully prepared to teach and not being appropriately qualified for the subjects they teach, as well as often being absent from school without a reason are also signs of incompetence (Masitsa *et al.*, 2004:233).

A principal needs to staff his/her school with capable educators. He or she must identify the educators needed to accomplish the school's goals and objectives. The methods that are normally applied to select and place educators do not produce the best results, because of the complexities of the teaching function, insufficient attention to hiring and inadequate selection techniques fail to assess the abilities of the educator. Poor educator selection results in schools not appointing appropriately qualified educators who can teach effectively (Masitsa *et al.*, 2004:228).

The supply of adequately qualified educators and the maintenance of standards proved too much for a government that did not have the political will to provide the resources that were necessary if quality was not to suffer (Masitsa, 2004:224).

Staff development and training are critical to school improvement. A measure used by the WSE in judging schools' performance is the amount and quality of in-service training undertaken by staff and its impact on learning and standards achievement. In this way, WSE evaluation will make an important contribution to securing well-focused development opportunities for school staff and thereby trying to reduce the number of unqualified educators (South Africa, 2002b:4).

It can be concluded that the following problems arise in reference to unqualified personnel. These problems can influence the job satisfaction of the female educator, namely:

- Unqualified personnel
- Incompetent educators

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.5.10 Discrimination

Discrimination in an educator's profession is a much larger problem for a woman than role conflict. Women see themselves as the equals of men and want to be treated in the same way as men are (Redelinghuys *et al.*, 1999:54).

Conscious or subconscious discriminatory practices on the part of employers, exacerbated by the absence of legislation and the relevant policies can lead to problems which can influence the job satisfaction of an educator (Kok & Van der Westhuizen, 2003:65).

Jacobs (2004) points out that female educators want to be treated in the same way as their male counterparts. This means that the female educators have to offer the same extracurricular activities as their male colleagues. This is not always possible and preferred, which has consequences for the job satisfaction of a female educator.

The Employment Equity Act (South Africa, 1998:1) promotes the constitutional right of equality and the elimination of unfair discrimination in employment (South Africa, 1998:1). The Employment Equity Act sees to it that every employer has to take steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice (South Africa, 1998:8).

It can be concluded that the following problems arise in reference to discrimination. These problems can influence the job satisfaction of the female educator, namely:

- Work is distributed equally between male and female educators

- Equally treated in comparison with her male colleagues
- Extracurricular activities

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.6 PROBLEMS WITHIN THE COMMUNITY

3.6.1 Community involvement

A school is a unit within the society, and can only exist through the co-operation of a school community. Establishing a good school–community relationship is a key ingredient to success in securing mutual participation of parents in decision-making, school activities, problem-solving, providing assistance and offering services to a school (Legotlo *et al.*, 2002:117).

The community expects high quality education. When these expectations cannot be met, the community will see to it that the educator will perform better or that the educator is removed from the school. The community wants educators to be dedicated to their profession and to teach at a high standard to justify the costs that are linked to high standard education (Kriel & Oosthuizen, 1997:134).

Without the support of the community, educators will continue to leave the profession for other endeavours which afford them job satisfaction. For communities to become more supportive of educators and the conditions under which many of them teach, it will take a combined effort on the part of the individual school administration, other educators, and people in the community (Inman & Marlow, 2004:612).

It is important that educators and school administrators furnish parents and other community members ample opportunities to participate in school activities, thus providing them a more intimate look at schooling (Inman & Marlow, 2004:612).

As community members become more familiar with how the education system works and with the various aspects of teaching they will in turn become supportive of and sympathetic towards the educators in their community. Only when educators and people within the community begin to work together, can open

communication be achieved and the professional prestige of educators be improved (Inman & Marlow, 2004:613).

In conclusion, the following problems arise in reference to community involvement. These problems can influence the job satisfaction of the female educator, namely:

- Involvement of the community in school activities
- Support of the community

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.6.2 Socio-economic climate

Working in a poor socio-economic environment has negative implications for educators. Educators have to deal with children from broken families, poverty and violence. This influences the educator's work and it influences her job satisfaction (Steyn & Van Wyk, 1999:40).

Educators are more satisfied in communities with more economic and social resources. Schools where more opportunities for professional development exist also contribute to the job satisfaction of an educator (Sargent & Hannum, 2003:2).

Mertler (2002:43) points out that no significant difference exists between an educator from a rural area and one from an urban area concerning the way they experience job satisfaction.

The socio-economic and social upliftment of the community is also essential. Educators must play a leading role in combating learner vandalism, because they not only have access to learners during their important formative years, but are also often the only conservative factor in the lives of the youths who grow up in homes/neighbourhoods in which crime reigns supreme. The modern community often demands that schools accept responsibility for education that belongs in the parental home (De Wet, 2004:211).

It can be concluded that the following problem arises in reference to socio-economical climate. This problem can influence the job satisfaction of the female educator, namely:

- The impact that the social economic status of the parents has on education

Whether these factors contribute to the job satisfaction of female educators will be empirically determined in Chapter 4.

3.7 CONCLUSION

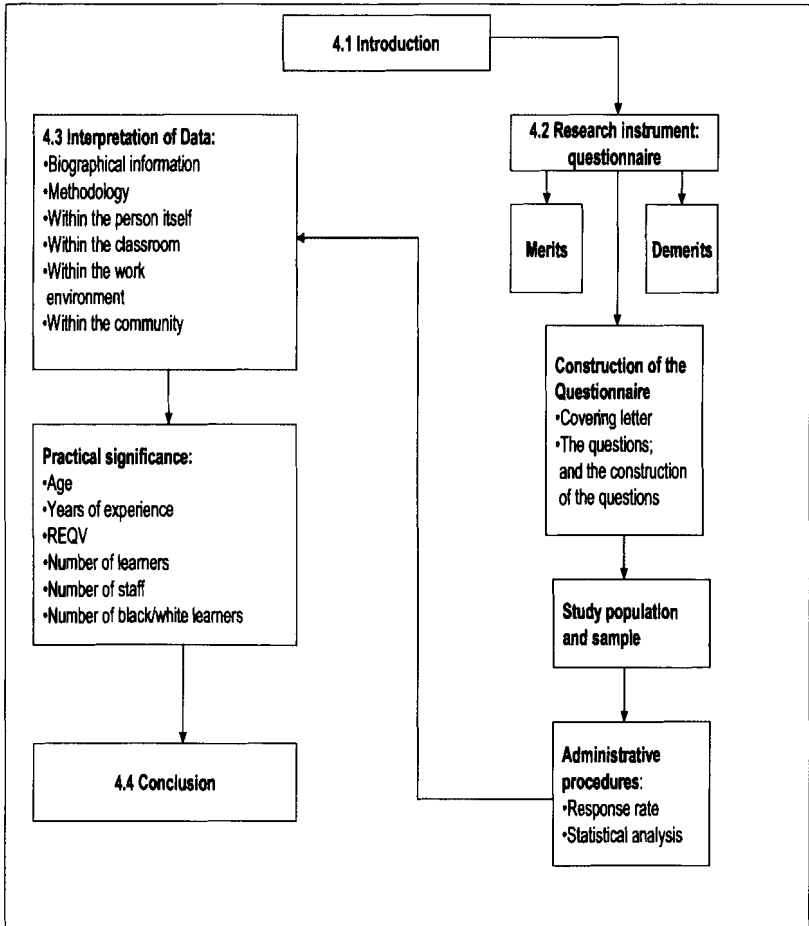
In this chapter, reference was made to the factors which influence the job satisfaction and/or job dissatisfaction of educators. Some factors which cause job satisfaction or dissatisfaction are related to problems within the person herself. Other problems which influence job satisfaction and dissatisfaction are related to problems inside and outside the classroom. When one of these factors causes an educator to feel dissatisfied with her job, it will also have a major impact on her learners.

The way in which these factors influence the job satisfaction of an educator will be established through empirical research, which will be discussed in Chapter 4.

CHAPTER 4

EMPIRICAL RESEARCH

CHAPTER OVERVIEW



4.1 INTRODUCTION

The nature of job satisfaction and the factors that influence job satisfaction were discussed in Chapters 2 and 3 by means of a literature study. The nature of job satisfaction was defined in Chapter 2 as a state of being that a person needs to needs to be in to get the job done. In turn, to gain job satisfaction, the person needs to be motivated to do her job and to experience great pleasure in doing so.

The research aim in Chapter 4 is (see par. 1.3):

- To determine, by means of an empirical study, which factors play a role in job satisfaction/dissatisfaction among female educators

Firstly, the questionnaire as research instrument and the merits and demerits of a questionnaire will be discussed. Secondly, finalisation of the questionnaire, study population and sample and the administrative procedures will be explained. Finally, the response rate, the statistical analysis and the data analysis will be discussed.

4.2 RESEARCH DESIGN

4.2.1 The questionnaire as research instrument

The questionnaire was used in this research to obtain individual responses from schools with regard to the job satisfaction of female educators (Gall *et al.*, 1996:288). If carefully planned and developed, the use of the questionnaire in educational research can be very valuable (Gall *et al.*, 1996; Coleman & Briggs, 2002:159—171; Best & Kahn, 2003:241—275).

In this research, a quantitative questionnaire survey was used for the following reasons (Gall *et al.*, 1996:289; Neuman, 1997:233):

- It was more cost-effective to mail the questionnaires than to visit each school with the aim of interviewing, and
- The time factor also played a role in receiving the completed questionnaires back from the sample schools

The benefit of a questionnaire is that the same questions can be asked at all sample schools. The responses were in writing and respondents had the opportunity to respond to the questions without feeling intimidated (Neuman, 1997:237).

Questionnaires, however, cannot probe deeply into respondents' opinions and feelings. In addition, if the questionnaire is distributed, it is not possible to modify the items, even though they may be unclear to some respondents (Gall *et al.*, 1996:289).

4.2.2 Merits and demerits of a questionnaire

Merits and demerits occur when a constructed questionnaire is used. The following merits and demerits have been identified (Smit, 2002:187—189; Best & Kahn, 2003:307, 308).

4.2.2.1 Merits of a questionnaire

- The questionnaire can be easily and quickly omitted
- Repetition is prevented easily
- The answer written down by the respondents can be easily compared
- A large number of information can be gathered quickly
- The researcher can distribute the questionnaire directly to the respondents
- The planning, construction and mailing of the questionnaire is relatively easily
- There are less irrelevant and confusing answers to questions
- The respondent remains anonymous
- The response from the questionnaire is objective because there is no personal contact between the researcher and the respondent

4.2.2.2 Demerits of a questionnaire

- Respondents who do not have an opinion of or the knowledge concerning the subject, will answer the questions instinctively
- Respondents can feel frustrated, because the answer they wish to give is not one of the options they can choose from
- The reliability and the validity of a questionnaire is difficult to distinguish
- Misinterpretation of questions can occur
- Entanglement can occur when the respondent has to choose from too many different options
- The respondent can be forced to give simple answers to complicated issues
- The clarity of the questions is difficult to establish
- The length of a questionnaire can give cause to inaccurate responses and a low percentage of feedback

4.2.3 Construction of the questionnaire

The questionnaire has to be provided with a covering letter to explain the purpose of the questionnaire to the respondents. The covering letter is of major importance concerning the willingness of the respondents to complete the questionnaire (Smit, 2002:190).

Best and Kahn (2003:307, 308) state that the construction of a questionnaire has to fulfil certain requirements, namely:

- The significance should be clearly and carefully stated on the questionnaire or in the letter that accompanies it
- It only seeks information that cannot be obtained from other sources
- It must be as short as possible and only long enough to obtain the essential data. The writing required of the respondent must be kept to a minimum and the response system must be made clear and easy

- It must be attractive in appearance, neatly arranged, and clearly duplicated or printed
- Directions need to be clear and complete. Important terms must be defined. Each question must deal with a single idea and must be worded as simply and clearly as possible. Avoid asking two questions contracted in one
- The questions must be objective, with no leading suggestions as to the responses desired
- Questions have to be presented in good psychological order, proceeding from general to more specific responses. If possible, avoid annoying or embarrassing questions. When questions of a delicate nature are necessary, the questionnaire should be anonymous.
- It is important to allocate code numbers to all possible responses to permit easy transference to the format of a computer programme

The questionnaire used in this research is based on the literature as referred to in Chapters 2 and 3 and existing questionnaires used in earlier research (Du Toit, 1994; Xaba, 1996; Beyers, 2001; De Beer, 2004) on job satisfaction among educators.

- Section A: Background information
 - The questions posed in Section A are related to the biographical data. This gives the researcher an insight into the different responses to certain questions in relation to the way in which the questionnaire has been fulfilled (Questions 1—8; see Appendix C).
- Section B: Problems within the person herself
 - These questions are related to the problems an educator experiences within herself. Through these questions, the researcher can establish to what extent these problems were of influence regarding the job satisfaction of female educators (Questions 9—20; see Appendix C).
- Section C: Problems within the classroom

- In this section, the problems within the classroom were examined to determine to what extent these problems were of influence regarding the job satisfaction of female educators (Questions 21—42; see Appendix C).
- Section D: Problems within the work environment
 - In this section, the problems within the work environment were examined to determine to what extent these problems were of influence regarding the job satisfaction of female educators (Questions 43—64; see Appendix C).
- Section E: Problems within the community
 - In this section, the problems within the work community were examined to determine to what extent these problems were of influence regarding the job satisfaction of female educators (Questions 65—67; see Appendix C).
- Section F: Open question
 - The respondents could write down those factors which were not mentioned in the questionnaire that they thought influence their job satisfaction (Question 68, see Appendix C).

Scale

A four-point scale was used from which the respondents chose the answer that suited them best. The respondents could choose from these four options:

- 1 → Not at all
- 2 → To a lesser degree
- 3 → To some extent
- 4 → To a large extent

4.2.4 Study population and sample

This research made use of the non-probability multistage sampling technique, for there was no forecasting or guaranteeing that each element of the population

would be represented in the sample (Leedy & Ommrod, 2001:218).

The Potchefstroom District of the Southern Region of the North West Province served as the study population for this research.

The reason for using the Potchefstroom District was based on convenience and purposive sampling techniques, for it was decided to use a "typical" of a group (Leedy & Ommrod, 2001:218, 219). There are 23 secondary schools in the Potchefstroom District. Of these 23 schools, 18 responded.

Of these 18 schools, all the female educators at post level 1, both permanently and temporarily appointed, served as a study population (N=302). From the 302 questionnaires distributed, 199 were received back, which gives a response rate of 69,8%

Findings and conclusions made in this research are therefore only applicable to the study population and not to the Southern Region of the North West Province as a whole.

Table 4.1: Study sample compilation

School district	Number of schools	Number of respondents	Feedback	Percentage
Ventersdorp	6	56	50	89,3%
Potchefstroom	14	200	123	61,5%
Fochville	3	46	27	58,7%
	N=23	N=302	N=199	69,8%

4.2.5 Administrative procedures

The North West Department of Education (Southern Region) was requested to give permission for the questionnaire to be administered to the target population in the Potchefstroom District. The questionnaire was submitted to the North West Department of Education and permission to administer it to the schools was subsequently given (cf. Appendix A). The questionnaire was then distributed to the

target population. The distribution and collection of the questionnaires was done personally.

4.2.6 Statistical analysis

- Descriptive statistics
 - Having received back the questionnaires from the respondents, the data was sent to the Statistical Services of the North-West University (Potchefstroom Campus) to be processed further. The SAS program (SAS Institute Inc., 1999) was used to determine both mean scores and standard deviation. Frequencies and percentages have been determined by means of the "FREQ procedure" of the SAS programme. The reason for using the descriptive statistics is to place the respondents in order of ranking.
- Reliability of measurement
 - In order to obtain a coordinated counting, the interrelated items have to be grouped together to get a reliable scale. For this purpose, the Cronbach Alpha coefficient is used, a high value means that the scale that is being used is more reliable (SAS Institute Inc., 1999). An acceptable and reliable coefficient size is 0,70 and above. In this study, the Cronbach Alpha coefficient amounts 0.84 and therefore the measuring is reliable.
- 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 practise and is described for differences in means. Since the entire study population is used and not only a sample, the statistical significance (p value) will not be used in this research (Ellis & Steyn, 2003:51—53; 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. A measure is introduced that 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 formula to calculate the practical significance is as follows:

$$d = \frac{|\bar{x}_1 - \bar{x}_2|}{s_{\max}}$$

Cohen (1988) gives a guideline for the interpretation of the effect size. In this research this guideline 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 real terms

4.3 INTERPRETATION OF DATA

4.3.1 Introduction

Paragraph 4.2 described the procedures which have been used for the empirical research. A structured questionnaire (see Appendix C) has been used to determine empirically to what extent the female educators (at post level 1) in secondary schools experience job satisfaction. This part of Chapter 4 will concentrate on the interpretation of the data. Various issues will be looked into, such as:

- A survey of the biographical data of the respondents
- A survey on the extent to which the respondents experience job satisfaction within themselves
- A survey on the extent to which the respondents experience job satisfaction within the classroom

- A survey on the extent to which the respondents experience job satisfaction within the work environment
- A survey on the extent to which the respondents experience job satisfaction within the community
- Determining the practical significance of the response in relation to the following factors: age, years of experience, REQV, number of learners, number of staff and the population of the school.

4.3.2 Biographical information

The aim of Section A (Questions 1—8) was to determine the profile of the female educators at post level 1 in the Potchefstroom District with regard to the age, years of experience, REQV, marital status and children. The data in relation to the biographical information of the respondents, as seen in Table 4.2, will subsequently be interpreted.

Table 4.2: Biographical information of the respondents

	Item	Biographical information	Response	
			F	%
1	Age	20 – 29 yrs	20	10,2
		30 – 39 yrs	84	43,1
		40 – 49 yrs	53	27,2
		Above 50	38	19,5
		No response	4	
		Total	199	100,0
2	Years of experience	1 – 5 yrs	42	22,5
		5 – 10 yrs	34	18,2
		11 – 15 yrs	41	21,9
		Above 16 yrs	70	37,4
		No response	12	
		Total	199	100,0

Table 4.2: Biographical information of the respondents (continued)

	Item	Biographical information	Response	
			F	%
3	REQV	Grade 12 plus one or two years apposite training	6	3,1
		Grade 12 plus three years apposite training	29	15,1
		Grade 12 plus four years apposite training	86	44,8
		Grade 12 plus five years apposite training	71	37,0
		No response	7	
		Total	199	100,0
4	Number of learners	0 – 100		
		100 -500	23	11,6
		500 – 1000	62	31,5
		More than 1000	112	56,9
		No response	2	
		Total	199	100,0
5	Number of staff	10 – 20	15	7,6
		20 - 40	98	49,8
		40 - 60	82	41,6
		More than 60	2	1,02
		No response	2	
		Total	199	100,0
6	Population	Black learners	125	64,4
		White learners	69	35,6
		No response	5	
		Total	199	100,0

Table 4.2: Biographical information of the respondents (continued)

	Item	Biographical information	Response	
			F	%
7	Marital status	Single	46	23,7
		Living together	2	1,03
		Married	133	68,6
		Divorced	9	4,6
		Other	4	2,06
		No response	5	
		Total	199	100,0
8	Children	Yes	162	84,4
		No	30	15,6
		No response	7	
		Total	199	100,0

Question 1: Age

From Table 4.2 it can be deduced that 53,3% of the respondents are 40 years of age or younger and that 46,7% are 41 years of age or older. The majority of the respondents are in the age group of 30–39 years.

Question 2: Years of experience as an educator

According to the data that has been received, it can be concluded that 40,7% of the respondents have between 1 and 10 years of experience and 59,3 % have 11 or more years of experience as educators. Twelve respondents did not answer this question. A possible reason could be that these twelve respondents were from the temporary staff.

Question 3: REQV

Table 4.2 shows that 18,2% of the respondents have Grade 12 plus apposite training, varying from one to three years. 81,8% have Grade 12 plus and apposite

training of four or five years. Seven respondents did not answer this question. No reason could be established as to why the respondents did not answer this question.

Question 4: Number of learners in the school

12% of the respondents work at a school with approximately 100 to 500 learners. 88% of the respondents work at a school with 500 learners or more. The majority of the respondents work at schools which accommodate more than 1000 learners.

Question 5: Number of staff in the school

57% of the respondents work at schools where there are between 10 and 40 members of staff. 43% of the respondents work at schools where there are 40 or more members of staff. It seems that the staffing of schools is between 20 and 60 (41,6%).

Question 6: School with predominantly white or black learners

65% of the respondents work at schools with predominantly black learners and 35% work at schools with predominantly white learners. Five respondents did not answer this question. A possible reason for this could be that these respondents worked at schools where the school populations were of mixed origin and therefore they were not able to answer this question.

Question 7: Marital status

24% of the respondents are single. 1% of the respondents cohabitate. 69% of the respondents are married. 4% of the respondents are divorced and 2% of the respondents are other. Five respondents did not answer this question. No reason to be established as to why the respondents did not answer this question.

Question 8: Children

84% of the respondents have children and 16% of the respondents do not have children. Seven respondents did not answer this question. A reason for this could be that they were of opinion that this question was not relevant to the research.

From the above it can be concluded that the following characteristics are common for the respondents.

- 53,3 % of the respondents are 40 years or younger
- 59,3% of the respondents have 11 or more years of experience educators
- 81,8% of the respondents have a Grade 12 and apposite training for four or five years
- 88% of the respondents work at schools accommodating 500 or more learners
- 57% of the respondents work at schools which accommodate between 10 and 40 members of staff
- 65% of the respondents work in schools with predominantly black learners.
- 69% of the respondents are married
- 84% of the respondents have children

4.3.3 Methodology

In structuring the report, the mean score was calculated and it came out that nine out of the sixty items scored 3.2 and above on a four-point Likert scale. To make meaningful deductions from the frequency distribution of respondents, the four-point scale was divided into groupings: the *Not at all* and *To a lesser degree* responses are grouped together to form a negative response while the *To some extent* and *To a large extent* are combined to form a positive response. The independent and dependent variables will be linguistically adjusted.

4.3.4 Problems within the person herself

The purpose of these questions (Questions 9–20; see Appendix C) was to establish to what extent the problems within the person herself influence the job satisfaction of the female educator. The average response will be used. An average response is a response which has been calculated on a four-point scale. The response is summarised in Table 4.3 and the different factors will be discussed separately.

Table 4.3: Factors which can influence the job satisfaction in the person herself

Order of ranking	Question	Factor	Average	Standard Deviation (sd)	1		2		3		4	
					F=	%	F=	%	F=	%	F=	%
1	13	Morale	3,31	0,87	12	6,2	17	8,7	63	32,5	102	52,6
2	15	Professional aims	3,07	0,72	8	4,1	20	10,3	117	60,0	50	25,6
3	14	Personal aims	2,98	0,79	11	5,7	29	14,0	105	54,1	49	25,3
4	11	Stress	2,91	0,86	12	6,2	45	23,1	85	43,5	53	27,2
5	16	Career	2,87	0,94	20	11,6	29	16,8	76	43,9	48	27,7
6	19	Performance	2,66	0,97	29	14,8	49	25,2	75	38,5	42	21,5
7	20	Autonomy	2,53	0,93	29	16,3	52	29,2	70	39,3	27	15,2
8	18	Acknowledgement	2,50	0,97	38	20,0	47	24,7	76	40,0	29	15,3
9	9	Work-household obligations	2,43	0,91	39	20,0	51	26,2	87	44,6	18	9,2
10	10	Work-home conflict	2,20	0,91	58	29,4	58	29,4	64	32,5	17	8,7
11	12	Health problems	1,94	0,93	78	40,0	63	32,3	41	21,0	13	6,7
12	17	Promotion	1,69	0,92	113	58,6	34	17,6	38	19,7	8	4,1

1. Not at all 2. To a lesser degree 3. To some extent 4. To a large extent

To what extent does being proud to be an educator affect your job satisfaction? (Ranking 1 – mean 3,31; Question 13)

The response of 85,1% of the respondents indicates that morale to some extent or to a large extent contributes to job satisfaction. This finding corresponds with the literature study which indicates that most educators are satisfied and happy with their job (see par. 3.3.3). This goes to show that the majority of the female educators who work at secondary schools are motivated and have high morale, which will benefit the schools and their job satisfaction. The motivator factors and hygiene factors of the educator's work environments at secondary schools are at such a level that it will not influence the job satisfaction of the educators negatively (see par. 3.5.1).

The literature also shows that if the intrinsic motivation factors are present in an educator's work environment, the morale of an educator will also be high (see par. 2.3.2). If an educator has a high morale she will also be motivated to teach and motivate her learners. It appears that the educators achieve the goals they have set for themselves and the goals the schools have set for them. This also influences the job satisfaction of an educator in a positive way (see par. 3.3.4 and par. 2.3.1).

Problems within a person with a mean score between 3,07 and 2,20 (Items 15, 14, 11, 16, 19, 20, 18, 9 and 10)

The factor which has an average of 3,20 or higher has been discussed separately. This does not mean to say that the following 9 rankings do not influence the job satisfaction of the female educators. In compliance with the fact that the average of the lowest order of ranking is 2,20, it appears that the factors mentioned do play a role in the way in which educators experience job satisfaction. If the results are viewed more closely, it becomes evident that 70,4% of the respondents experience job satisfaction with 7 out of the 9 factors.

To what extent does achieving the aims the school has set for you affect your job satisfaction?

According to the findings of this research, 85,6% respondents (mean 3,07) answered that the achievement of professional aims that have been set for them by the school, contribute to some extent or to a large extent to their job satisfaction (Question 15 – mean 3.07). The literature indicates that if an educator achieves the aims that have been set for her, she is motivated to perform better (see par. 3.3.4). The morale and motivation of an educator will be high if she achieves the goals set for her by the school (see par. 3.3.3 and par. 2.3.2) which, in the end, will have a positive influence on her job satisfaction (see par. 2.3.1).

To what extent does achieving the aims you have set for yourself influence your job satisfaction?

It appears that 79,4% of the respondents (mean 2,98) are of opinion that the achievement of the aims they have set for themselves contribute to some extent or to a large extent to their job satisfaction (Question 14 – mean 2,98). This corresponds with the literature. If an educator achieves the aims that she has set for herself, she is motivated to perform better (see par. 3.3.4 and par. 2.3.2). Because, the educator has managed to achieve the aims she has set for herself, she will experience job satisfaction (see par. 3.3.3 and par. 2.3.1).

To what extent does stress in your work situation affect your job satisfaction?

According to the findings of this research, 70,7% of the respondents (mean 2,91) responded that stress plays a role to some extent or to a large extent in their job satisfaction (Question 11 – mean 2,91). The literature indicates that if an educator suffers from stress, it can cause job dissatisfaction (see par. 3.3.2). Most of the educators in the study population suffer from stress, which influences their performance and motivation. If an educator senses that she loses the control over her job, it will most decidedly influence her job satisfaction. The educator will have the feeling that everything she does, is done incorrectly (see par. 2.3.1 and par. 2.3.3).

To what extent does career opportunity influence your job satisfaction?

The respondents (71,6%) are of opinion that there is a career in the education and this response contributes to some extent or to a large extent to job satisfaction (Question 16 – mean 2,87). This does not correspond with the literature found during the research. According to the literature, female educators do not have the prospect of attaining promotion and therefore cannot develop professionally (see par. 3.3.4.2). The literature indicates that South African female educators consider the lack of promotion to be a factor that gives them immense job dissatisfaction and prevents them from developing a career (see par. 2.8). Contrary to the findings in the literature where it is said that educators do not think that a career is possible in education, the female educators in the Potchefstroom District feel that they do have the opportunity of attaining promotion and of developing their careers, which causes them to experience job satisfaction.

To what extent does encouragement to perform well affect your job satisfaction?

The respondents (60%) are of opinion that they are encouraged to some extent or to a large extent to perform well, and this contributes to their experience of job satisfaction (Question 19 – mean 2,66). This finding corresponds with the literature. If an educator is encouraged to perform well, she will experience job satisfaction (see par. 3.3.4.3). The surroundings in the work environment of a female educator have a major influence on her performance and motivation (see par. 2.9). It came forward that the respondents were of opinion that their principal was stimulating them to perform well and that they were given the scope to do so (see par. 3.3.4.3). The literature indicates that personal feedback from a principal appears to have a major influence on the job performance and job satisfaction of female educators (see par. 2.9 and par. 2.3.1).

To what extent does having autonomy influence your job satisfaction?

According to the findings of this research, 54,5% of the respondents (mean score 2,53) experience autonomy to some extent or to a large extent, which contributes to their experience of job satisfaction (Question 20 – mean 2,53). The literature indicates that the more autonomy the educators have, the more satisfied they are

with their job (see par. 3.3.6). Autonomy is one of the motivating factors that can lead to job satisfaction. If female educators are motivated, their morale and job satisfaction will also improve (see par. 3.3.3 and par. 2.3.1).

To what extent does receiving acknowledgement affect your job satisfaction?

It appears that 55,3% of the respondents are of opinion that the acknowledgement they receive for the work they have done contributes to some extent or to a large extent to their own job satisfaction (Question 18 – mean 2,50). According to the literature, acknowledgement is a contributing factor to job satisfaction (see par. 3.3.4.1). Acknowledgement is an intrinsic motivator for female educators, which brings about job satisfaction (see par. 2.3.2 and par. 2.3.1).

To what extent do problems in performing household and work obligations affect your job satisfaction?

According to the findings of the research, 53,8% of the respondents (mean score 2,43) experience that intra-role conflict influences their job satisfaction to some extent or to a large extent (Question 9 – mean 2,43). The literature indicates that female educators experience problems in performing household and work obligations (see par. 3.3.1). Intra-role conflict especially occurs when the distribution of labour in the family is experienced as unfair by female educators. This intra-role conflict can cause distress among female educators, because they think the environment is demanding something of them (see par. 2.3.3). Therefore it will also influence their job satisfaction (see par. 2.3.1).

To what extent does work-home conflict influence your job satisfaction?

It appears that 58,8% of the respondents answered that inter-role conflict contributes to no or to a lesser degree to job satisfaction (Question 10 – mean 2,20). This does not correspond with the literature on this subject. The literature indicates that female educators experience work-family conflict because of the pressure that is exerted on them in both their work environment and their home (see par. 3.3.1). Inter-role conflict causes distress, which influences their work and

their family life (see par. 2.3.3). It seems that the female educators in the Potchefstroom District have found a way to divide the pressure that is exerted on them between their work and their home and therefore the work-home conflict does not influence their job satisfaction.

To what extent do health problems affect your job satisfaction? (Ranking 11 – mean 1,94; Question 12)

According to the findings, 72,2% of the respondents (mean 1,94) are of opinion that health problems do not or to a lesser degree influence their job satisfaction (Question 12 – mean 1,94). The literature, on the other hand, states that educators can experience problems with their health if they are suffering from stress, which also influences their job satisfaction (see par. 3.3.2 and par. 2.3.1). A reason why most of the female educators do not experience health problems is that the kind of stress they experience is not influencing their job satisfaction. Authority and control is exercised in such a manner as not to cause unnecessary tension. Open communication channels are also utilised to ensure that problems can be solved through teamwork (see par. 2.7). Especially open communication can prevent stress and de-motivation and stimulate job satisfaction. The degree of motivation and satisfaction the educators are experiencing depends on the communication skills of both educator and principal (see par. 2.7). Another reason for this phenomenon can be that the respondents fall within the combined category of 30–39 years (see Table 4.2), which means that they are still young and healthy and do not yet have to cope with health problems that come with age.

To what extent do family circumstances prevent you from being promoted and does it affect your job satisfaction? (Ranking 12 – mean 1,69; Question 17)

It appears that 76,2% of the respondents are not prevented at all or to a lesser degree by their family circumstances from being promoted and therefore it does not have an influence on their job satisfaction (Question 17 – mean 1,69). This does not correspond with the literature (see par. 3.3.4.2). According to the literature, few women apply for promotion posts in the education profession,

because their family circumstances prevent them from attaining promotions, to a large extent (see par. 3.3.4.2). Other reasons why female educators do not apply for promotion posts is that they are more aware of discrimination in the work situation, and this leads to low expectations (see par. 3.5.9). A third reason why female educators do not feel that they are prevented from attaining promotion in consequence of family circumstances is that they do not have the ambition to be promoted and therefore do not feel hindered at all. They are happy with the post they have and do not have the urge and ambition to be promoted. If they do not feel prevented from attaining promotion in consequence of family circumstances, the educators do not experience an inter–role conflict between their work and home obligations (see par. 3.3.1).

4.3.5 Problems within the classroom

The purpose of these questions (Questions 21—42; see Appendix C) was to determine to what extent the problems within the classroom influence the job satisfaction of the female educator. The response is summarised in Table 4.4 and the different factors will be discussed separately.

From Table 4.4, it turns out that two factors have an average response of 3,20 or more on the four-point scale and two which have 2,0 or lower on a four-point scale. This means that there are two factors with an average received percentage of 83,3% and two factors with an average received percentage of 32,8%. These four factors will be discussed separately. Afterwards, the 14 remaining factors will be discussed as a whole. These 14 remaining factors recorded an average between 2,20 and 2,98.

Table 4.4: Factors which can influence the job satisfaction in the classroom

Order of ranking	Question	Factor	Average	Standard deviation (sd)	1		2		3		4	
					F=	%	F=	%	F=	%	F=	%
1	39	Contacts with learners	3,41	0,70	4	2,0	13	6,6	78	39,6	102	51,8
2	41	Appraisal system	3,25	0,83	9	4,6	23	11,7	74	37,8	90	45,9
3	30	Safety	3,18	0,91	16	8,1	19	9,6	75	38,1	87	44,2
4	40	Communication	3,17	0,71	2	1,1	30	15,2	97	49,2	68	34,5
5	32	Individual attention	3,16	0,98	18	9,2	28	14,2	55	27,9	96	48,7
6	33	Class size	3,09	0,85	10	5,1	33	16,8	83	42,1	71	36,0
7	36	Assessment	2,98	1,11	34	17,4	19	9,8	57	29,2	85	43,6
8	28	Preventing disciplinary problems	2,94	0,84	17	8,8	23	11,9	106	54,9	47	24,4
9	29	Maintaining discipline in school	2,89	0,84	15	7,7	37	18,8	98	50,0	46	23,5
9	26	Undisciplined learners	2,88	0,89	14	7,3	47	24,3	80	41,5	52	26,9
9	22	Sufficient exercise books	2,87	1,09	29	14,8	43	21,9	47	24,0	77	39,3
12	24	Multicultural school	2,84	0,96	26	13,3	31	15,8	86	43,9	53	27,0
13	34	OBE (informally)	2,75	0,95	26	13,2	41	20,8	85	43,2	45	22,8
14	42	Feedback	2,55	1,07	43	21,8	47	23,9	61	31,0	46	23,3
15	35	OBE (formally)	2,52	1,12	54	27,5	32	16,3	64	32,7	46	23,5
15	21	Sufficient textbooks	2,50	1,17	53	27,3	46	23,7	39	20,1	56	28,9

1. Not at all

2. To a lesser degree

3. To some extent

4. To a large extent

Table 4.4: Factors which can influence the job satisfaction in the classroom (continued)

Order of ranking	Question	Factor	Average	Standard deviation (sd)	1		2		3		4	
					F=	%	F=	%	F=	%	F=	%
17	25	Use of language	2,47	1,04	46	23,5	46	23,5	68	34,7	36	18,3
18	23	Equipment	2,34	1,16	62	31,8	51	26,2	35	18,0	47	24,0
19	37	HIV/ Aids disclosure	2,20	1,13	72	37,5	45	23,4	9	20,3	36	18,8
20	27	Multicultural education	2,10	1,15	89	45,2	32	16,2	43	21,8	33	16,8
21	31	Safaty	1,68	0,97	120	60,9	33	16,8	30	15,2	14	7,1
21	38	HIV/Aids discrimination	1,66	0,98	119	62,3	32	18,8	25	13,1	15	7,8

1. Not at all

2. To a lesser degree

3. To some extent

4. To a large extent

To what extent do good contacts between you and your learners affect your job satisfaction? (Ranking 1 — mean 3,41; Question 39)

According to the findings of the research, 91,4% of the respondents (mean 3,41) responded that the good relationship between the learners and educators contributes to some extent or to a large extent to their own job satisfaction (Question 39 – mean 3,41). The literature indicates that good contacts between an educator and her learners are of paramount importance to the educator to gain job satisfaction (see par. 3.4.8). Literature indicates that if the contact between the educator and her learners is good, the educator's motivation and morale will be high (see par. 3.3.3 and par. 2.3.2). The positive relationship between the educator and the learners brings about that the crucial means of gaining knowledge and skills are successful. In consequence of this, the learners respect the educator and vice versa (see par. 3.4.8). Good communication between the educator and her learners will also result in job satisfaction, job motivation and better performance (see par. 2.7).

To what extent does information concerning the appraisal system influence your job satisfaction? (Ranking 2 – mean 3,25; Question 41)

The respondents (83,7%) are of opinion that being informed about the appraisal system to some extent or to a large extent influences their job satisfaction (Question 41 – mean 3,25). The literature indicates that it is of prime importance that educators need to be informed about the appraisal system to gain job satisfaction (see par. 3.4.9). If an educator is informed about appraisal, she is encouraged to improve her method of teaching and her performance (see par. 3.4.9). If educators are informed, it also is a sign that the way the school is supervised is good (see par. 2.2). If an educator is evaluated and supervised in a professional manner, it will point out her weaknesses and strengths. It will give her the motivation to improve her teaching, thus she will gain job satisfaction.

Problems within the classroom with a mean score between 3,18 and 2,10 (Items 30, 40, 32, 33, 36, 28, 29, 26, 22, 24, 34, 42, 35, 21, 25, 23, 37 and 27) are experienced to an extent***To what extent does classroom safety affect your job satisfaction?***

According to the findings of the research, 82,3% of the respondents (mean 3,18) are of opinion that the safety of the classroom for both learners and educators has an influence on the job satisfaction of the educators to some extent or to a large extent. The literature indicates that if the school environment is safe, the educator will experience job satisfaction (see par. 3.4.4). If a classroom is a safe place for learners as well as educators, teaching can take place and skills can be acquired. An educator will be motivated if a classroom is a safe place, and it will also stimulate the job performance and job satisfaction of an educator (see par. 2.3.2).

To what extent does the fact that learners talk freely to you about their problems affect your job satisfaction?

The respondents (83,7%) answered that the fact that learners can talk freely about their problems contributes to some extent or to a large extent to their job satisfaction (Question 40 – mean 3,17). This corresponds with the literature (see

par. 3.4.8). The female educators are of opinion that they have a good relationship with their learners and therefore it is most likely that their learners, due to this good relationship, feel freer to talk about their problems. This stimulates the job satisfaction of the educator, for she receives acknowledgement from her learners (see par. 3.3.4.1).

To what extent does the fact that there is not enough time to give individual attention to learners influence your job satisfaction?

The respondents (76,6%) are of opinion that not having enough time to give individual attention to learners influences their job satisfaction to some or to a large extent (Question 32 – mean 3,16). The literature indicates that, due to the class size and workload, educators do not have the time to concentrate on individual learners with learning problems (see par. 3.4.5). The performance of the learners will be less satisfactory because of the number of learners in the classroom (see par. 3.4.5). Consequently, the educator will experience stress and therefore she will not achieve the aims she has set for herself, therefore she will experience job dissatisfaction (see par. 2.3.3).

To what extent does the suitability of the classroom for teaching influence your job satisfaction?

It appears that 78,1% of the respondents (mean 3,09) are of opinion that their classroom to some extent or to a large extent is suitable for teaching and learning and that this factor therefore contributes to job satisfaction (Question 33 – mean 3,09). From the literature, it can be concluded that unsuitable and overcrowded classrooms cause job dissatisfaction (see par. 3.4.5). If classrooms are overcrowded, the educator cannot achieve the goals she has set for herself and the goals the school has set for her (see par. 3.3.4). Therefore the morale and motivation will not be very high among educators (see par. 3.3.3 and par. 2.3.2). The educators in this research, on the other hand, are of opinion that their classrooms are suitable for teaching and learning and they do not experience the above-mentioned problems, although 56,9% of the educators work at schools which accommodate more than 1000 learners (see Table 4.2). However, this does

not mean to say that no problems are experienced regarding the suitability of the classrooms at all.

To what extent does the time consuming assessment affect your job satisfaction?

According to the findings, 72,8% of the respondents (mean 2,98) responded that assessment is time consuming and influences their job satisfaction to some extent or to a large extent (Question 36 – mean 2,98). Literature indicates that assessment is seen as a major problem, because it is so time consuming (see par. 3.4.6). For as long as OBE is not working as it should, there will not be time or room for assessment inside the classroom. Owing to the assessment, the workload of the educators becomes even heavier than it already is, which causes the educator to suffer from stress and job dissatisfaction (see par. 3.3.2 and par. 2.3.1).

To what extent does preventing disciplinary problems and maintaining discipline in the school influence your job satisfaction?

The respondents (79,3%) are of opinion that preventing disciplinary problems to some extent or to a large extent contributes to job satisfaction (Question 28 – mean 2,94) and 83,5% of the respondents (mean 2,89) also indicated that if discipline is maintained at schools, it will, to some extent or to a large extent, contribute to their own job satisfaction (Question 29 – mean 2,89), unlike what is stated in the literature, namely that the discipline within the schools and classrooms is very bad and that it has an immense influence on the job satisfaction of an educator (see par. 3.4.3). If discipline is maintained in and outside the classroom, it will be a motivating factor for the educator. Therefore it will influence the job satisfaction of an educator in a positive way, for she does not experience that she cannot control her learners (see par. 2.3.1 and par. 2.3.2).

To what extent do problems with undisciplined learners affect your job satisfaction?

According to the findings in this research, 88,4% of the respondents (mean 2,88) experience that problems with undisciplined learners do have an influence on their job satisfaction to some extent or to a large extent (Question 26 – mean 2,88). Literature indicates that educators who have to deal with undisciplined learners experience job dissatisfaction (see par. 3.4.3). Undisciplined learners can cause various problems within the school and classroom (see par. 3.4.3). Educators have a feeling of being unsafe if they do not have the means to stop these undisciplined learners, therefore it can cause great job dissatisfaction among female educators (see par. 3.4.4).

To what extent do sufficient exercise and textbooks influence your job satisfaction?

The respondents (63,3%) are of opinion that sufficient exercise books contribute to job satisfaction to some extent or to a large extent (Question 22 – mean 2,87). The literature indicates that if there is adequate material, it will bring about job satisfaction among educators, for they will then be motivated to teach and have the means to do so (see par. 3.4.1). On the other hand, 50% of respondents (mean 2,50) are of opinion that the inconvenience of insufficient textbooks influences their job satisfaction (Question 21 – mean 2,50). According to the literature, the lack of textbooks causes the educators and learners to feel demotivated and dissatisfied, and the morale is low of both educator and learner (see par. 3.4.4.). Boxes of exercise books are delivered each school year, but matching textbooks are rationed and therefore the educators feel quite demotivated and dissatisfied because they do not have enough material to teach their learners properly, which can lead to disciplinary problems.

To what extent does the co-operation between different cultures in the classroom and the language used for instruction being problematic for learners affect your job satisfaction?

According to the findings, 70,9% of the respondents (mean 2,84) experience that

co-operation between different cultures in the classroom does contribute to their own job satisfaction to some extent or to a large extent (Question 24 – mean 2,84). This is a positive development, because many prejudices still prevail among educators and learners and among learners as such. The literature indicates that it is not easy for an educator to manage a multicultural classroom, because she has not been educated in multicultural education (see par. 3.4.2). 53% of the educators experience. The language that is used for instruction inside the classroom is a factor that causes problems among learners to some extent or to a large extent, and this has an influence on the job satisfaction of the educators (Question 25 – mean 2,47). If learners do not fully understand the language used for instruction, they will need extra attention from the educator. This increases the educator's workload and job dissatisfaction (see par. 3.4.2, par. 3.3.3 and par. 2.3.2).

To what extent does the formal or informal training for Outcomes-Based Education (OBE) and assessment influence your job satisfaction?

The respondents (66%) answered that the fact that they were trained for OBE informally contributes to their job satisfaction to some extent or to a large extent (Question 34 – mean 2,75). 56,2% of the respondents (mean 2,52) are of opinion that the fact that they are formally trained for OBE contributes to their job satisfaction to some extent or to a large extent (Question 35 – mean 2,52). According to the literature, the implementation of OBE inside the classroom is rather complicated, for it is time consuming and it does not fit into their teaching programme. Many educators find it difficult to adapt to this OBE change, which influences their job satisfaction (see par. 3.4.6). However, it is a good sign that the educators have been trained in OBE in some form or another. It does not mean to say that educators have totally mastered the OBE approach yet.

To what extent does getting feedback related to appraisal affect your job satisfaction?

It appears that 54,3% of the respondents (mean 2,55) experience that getting feedback related to appraisal does influence their job satisfaction to some extent

or to a large extent (Question 42 – mean 2,55). The literature indicates that if an educator receives feedback related to the appraisal, encourages the educator to perform better, and influence her motivation in a positive way, which will lead to job satisfaction (see par. 2.9 and par. 2.3.2).

To what extent does the fact whether sufficient audio-visual equipment is available influence your job satisfaction?

According to the findings of this research, 58% of the respondents (mean 2,34) are of opinion that the audio-visual equipment is not sufficient at all. Therefore it influences their job satisfaction to some extent or to a large extent (Question 23 – mean 2,34). The literature indicates that if the means are insufficient, the morale of an educator and learner will be very low. It makes it more difficult for the educator to teach a subject if she does not have the means (see par. 3.4.1). This will make her feel very dissatisfied.

To what extent does the fact that learners and educators are not under any obligation to tell if they are HIV/Aids-infected influence your job satisfaction?

The respondents (60,9%) reacted that they do not find it problematic that learners and educators are not obliged to tell if they are HIV/Aids-infected and that it does not at all or to a lesser degree affect their job satisfaction (Question 37 – mean 2,20). The literature indicates that learners and educators who disclose their status do not receive support, because of the stigma attached to HIV/Aids. Their morale is likely to fall significantly, seeing that they have to cope with sickness and death among relatives, friends, learners and colleagues emotionally and financially (see par. 3.4.7). Educators who disclose their status will experience immense job dissatisfaction because of the attached stigma. Stigmatisation of infected learners and educators is a deeply rooted response, although discrimination is illegal.

To what extent does training in multicultural education influence your job satisfaction?

The respondents (61,4%) are of opinion that they have not at all or to a lesser

degree been trained in multicultural education. To some extent or to a large extent this aspect affects the job satisfaction of the educators (Question 27 – mean 2,10). This can cause problems, for it is very difficult to teach a group of learners with different backgrounds (see par. 3.4.2). The educator has to keep herself informed as to the different cultures in her classroom. This will take up much her time and it will increase her workload, which in turn will cause job dissatisfaction.

To what extent does intimidation by your learners affect your job satisfaction? (Ranking 21 — mean 1,68; Question 31)

According to the findings of this research, 77,7% of the respondents (mean 1,68) feel that intimidation by their learners does not at all or to a lesser degree affect their job satisfaction (Question 31 – mean 1,68). On the other hand, the literature indicates that educators, especially those who work in schools with predominantly black learners, feel intimidated by undisciplined learners, which causes immense job dissatisfaction (see par. 3.4.4). The reason why the educators do not feel intimidated by their learners is that 49,5% of the respondents work at schools where the number of staff is average between 20 and 40 (see Table 4.2). Therefore there are enough people who can assist if an educator experiences problems with an undisciplined learner (see par. 3.4.3).

To what extent does treating infected learners in the same way as learners who are not infected influence your job satisfaction? (Ranking 22 — mean 1,66; Question 38)

According to the findings of this research, 79,1% of the respondents (mean score 1,66) are of opinion that it does not pose a problem to treat infected learners in the same way as learners who are not infected. Therefore it does not at all or to a lesser degree affect their own job satisfaction (Question 38 – mean 1,66). This is rather a positive development, for the literature indicates that there is a very negative stigma attached to HIV/Aids. The reason why the majority of the respondents do not at all or to a lesser degree experience problems treating infected learners in the same way as learners who are not infected, probably is

that the educators do not know that they have infected learners in their classroom. Learners are not legally required to disclose their HIV/Aids status (see par. 3.4.7).

4.3.6 Problems within the work environment

The purpose of these questions (Questions 43—64; see Appendix C) was to establish to what extent the problems within the work environment influence the job satisfaction of the female educator. The response is summarised in Table 4.5.

It turns out from Table 4.5 that there are seven factors with an average response of 3,20 or more on the four-point scale. This means that there are seven factors with an average received percentage of 93,2%. These seven factors will be discussed separately.

Table 4.5: Factors which can influence the job satisfaction in the work environment

Order of ranking	Question	Factor	Average	Standard deviation (sd)	1		2		3		4	
					F=	%	F=	%	F=	%	F=	%
1	45	Electricity available	3,73	0,61	3	1,5	9	4,6	24	12,3	160	81,6
2	46	Sanitation available	3,66	0,68	3	1,5	15	7,7	26	13,3	152	77,5
3	44	Running water	3,65	0,77	9	4,6	10	5,1	21	10,7	157	79,6
4	48	Relationship with colleagues	3,34	0,70	2	1,0	20	10,3	82	41,8	92	46,9
5	54	Workload	3,25	0,84	7	3,6	30	15,3	65	33,2	94	47,9
6	59	Leadership style	3,23	0,92	16	8,2	18	9,2	65	33,2	97	50,0
6	53	Relationship with principal	3,23	0,92	15	7,7	20	10,2	65	33,2	96	48,9

1. Not at all

2. To a lesser degree

3. To some extent

4. To a large extent

Table 4.5: Factors which can influence the job satisfaction in the work environment
(continued)

Order of ranking	Question	Factor	Average	Standard deviation (sd)	1		2		3		4	
					F=	%	F=	%	F=	%	F=	%
8	57	Desire for decision making	3,17	0,75	6	3,1	23	11,7	97	49,5	70	35,7
9	52	SGB	3,06	0,92	14	7,2	35	17,9	71	36,4	75	38,5
10	64	Extracurricular activities	2,98	1,00	21	10,9	36	18,7	61	31,6	75	38,8
11	50	Relationship with parents	2,94	0,86	9	4,6	51	26,0	78	39,8	58	29,6
11	63	Discrimination	2,94	1,02	25	12,8	32	16,4	67	34,4	71	36,4
13	43	Buildings maintained	2,90	0,97	20	10,3	42	21,5	70	35,9	63	32,3
14	47	State of furniture	2,87	1,00	25	12,7	39	19,8	69	35,0	64	32,5
15	56	Leadership style	2,65	1,06	42	21,4	30	15,3	78	39,8	46	23,5
15	55	Retrenchment	2,64	0,96	30	15,4	47	24,1	80	41,0	38	19,5
17	62	Strikes	2,46	1,16	57	29,6	40	20,7	46	23,8	50	25,9
18	58	Involved in decision making	2,44	0,98	42	21,5	54	27,7	70	35,9	29	14,9
19	49	Parental involvement	2,41	0,97	37	18,8	73	37,1	55	27,9	32	16,2
20	51	Parental apathy	2,37	0,83	30	15,7	73	38,3	74	38,7	14	7,3
21	61	Punctuality of educators	2,26	1,15	72	36,9	39	20,0	45	23,1	39	20,0
22	60	Remuneration	2,15	1,02	68	35,0	49	25,3	56	28,9	21	10,8

1. Not at all

2. To a lesser degree

3. To some extent

4. To a large extent

To what extent does the availability of running water (Ranking 1 – mean 3,73; Question 45), electricity (Ranking 2 – mean 3,66; Question 46) and sanitation (Ranking 3 – mean 3,65; Question 44) affect your job satisfaction?

According to the findings, 93,9% of the respondents (mean 3,73) say that electricity is available in the school to some extent or to a large extent (Question 45 – mean 3,73). 90,8% of the respondents (mean 3,66) are of opinion that sanitation is available in the school to some extent or to a large extent (Question 46 – mean 3,66) and 90,3% of the respondents (mean 3,65) say that running water is available in the school to some extent or to a large extent (Question 44 – mean 3,65). To some extent or to a large extent these factors contribute to the job satisfaction of the respondents. The literature indicates that if physical school facilities are not in a good condition or not at all available, it will have a negative influence on the educators and their learners (see par. 3.5.1). Literature states that schools, especially those with predominantly black learners, have to cope with a lack of physical facilities. 64,4% of the secondary schools in the Potchefstroom District have predominantly black learners (see Table 4.2). The respondents of these schools are of opinion that the physical facilities are at their disposal to some extent or to a large extent. This finding contradicts the literature (see par. 3.5.1), therefore the educators do experience job satisfaction concerning physical facilities.

To what extent does a satisfying relationship between yourself and your colleagues influence your job satisfaction? (Ranking 4 – mean 3,34; Question 48)

The respondents (88,7%) indicated that the relationship between themselves and their colleagues is satisfying and that it contributes to their experience of job satisfaction to some extent or to a large extent (Question 48 – mean 3,34). From the literature, it can be concluded that a good relationship with colleagues will increase the job satisfaction of the female educator because she can talk to colleagues about classroom related problems, for instance, and can find a solution to them without having to consult with the principal directly (see par. 3.5.2.1). A

satisfying and good relationship between colleagues can also give the team spirit and the educators' morale a positive boost (see par. 3.3.3)

To what extent does excessive workload affect your job satisfaction? (Ranking 5 — mean 3,25; Question 54)

According to the findings, 81,1% of the respondents (mean 3,25) experience that the workload is indeed excessive and that it influences their job satisfaction to some extent or to a large extent (Question 54 – mean 3,25). From the literature, it can be concluded that this factor creates immense job dissatisfaction among female educators (see par. 3.5.4). The workload of educators at secondary schools is often more excessive than the workload of educators at primary schools, because their work comprises a large variety of tasks (see par. 3.5.4). Assessment, which forms part of OBE, is one of the factors which causes their workload to increase excessively, for the educators have to change their whole way of teaching. The educators need to do so many evaluations that they are left with very little time for instructing their learners (see par. 3.4.6). The literature indicates that, because of the excessive workload, the educator has to take her work home, which causes stress and intra-role conflict. The educator will experience problems in performing household and work obligations (see par. 3.3.1 and par. 2.3.3), therefore the educator will be dissatisfied in both school and home.

To what extent does the fact that you can communicate freely with your principal influence your job satisfaction? (Ranking 6 — mean 3,23; Question 59)

According to the findings of the research, 83,2% of the respondents (mean 3,23) experience that they can indeed communicate freely with their principal, which contributes to job satisfaction to some extent or to a large extent (Question 59 – mean 3,23). From the literature, it can be concluded that good communication between the educator and her principal will increase her job satisfaction (see par. 3.5.6). A well-balanced relationship between an educator and her principal can lead to an educator experiencing job satisfaction (see par. 3.5.2.3). If an educator

can communicate freely with her principal, she will be better motivated to perform, and it can also reduce stress, for the educator is taken seriously by the principal if she discusses the problems she encounters inside her classroom and in her work environment (see par. 2.7).

To what extent does a satisfying relationship between yourself and your principal affect your job satisfaction? (Ranking 6 — mean 3,23; Question 53)

According to the findings, 82,1% of the respondents (mean score 3,23) are of opinion that their relationship with the principal is satisfying and influences their job satisfaction to some extent or to a large extent (Question 53 – mean 3,23). The literature indicates that the relationship between an educator and a principal can have a strong influence on the job satisfaction and job motivation of an educator. If a principal is incompetent, the educators lose their confidence in him or her and show disrespect, which causes job dissatisfaction (see par. 3.5.2.3). When viewing the findings, it can be concluded that most schools use upward communication, which is stimulation for the motivation and morale of an educator (see par. 2.7).

Problems within the work environment with a mean score between 3,17 and 2,15 (Items 57, 52, 64, 50, 63, 43, 47, 56, 55, 62 58 49, 51, 61 and 60)

To what extent does taking part in the decision-making of the school influence your job satisfaction?

The respondents (86,2%) responded that taking part in the decision-making of the school in the school would contribute to their own job satisfaction to some extent or to a large extent (Question 57 – mean 3,17). The literature indicates that if educators were given the opportunity to participate in the decision-making of the school, it would influence their job satisfaction and motivation, for they then receive acknowledgement and more responsibility (see par. 3.6.1.1). Some research has reported that educators who take part in the decision-making of the school experience negative influences on their work environment, because the way they have to communicate becomes quite complex (see par. 3.6.1.1)

To what extent do effective School Governing Bodies affect your job satisfaction?

It appears that 74,9% of the respondents (mean 3,06) experience that the School Governing Bodies are indeed effective and that it has an influence on their job satisfaction to some extent or to a large extent (Question 52 – mean 3,06). On the other hand, the literature indicates that the educators find the SGBs ineffective (see par. 3.5.3). Educators fear that the principal will dominate the SGB (see par. 3.5.3). When looking at the percentage of the respondents that do experience the SGBs to be effective to some extent or to a large extent, it can be concluded that the SGBs function very well. It will influence the job satisfaction of female educators because the SGBs also allow them to take part in the decision-making of the school (see par. 3.6.1.1).

To what extent does teaching extracurricular activities and being treated equally to your male colleagues influence your job satisfaction?

According to the findings, 70,4% of the respondents (mean 2,98) do have to teach extracurricular activities and it does have an influence on their job satisfaction to some extent or to a large extent (Question 64 – mean 2,98). The literature indicates that women wish to be treated in the same way as their male counterparts. This means that they also have to teach extracurricular activities, which is not always possible or preferred (see par. 3.5.10), therefore it has an influence on the job satisfaction of the female educator. According to the findings, 70,8% of the respondents (mean 2,94) experience that they are indeed, to some extent or to a large extent, treated equally to their male colleagues (Question 63 – mean 2,94). Literature indicates that discrimination in an educator's profession is a much larger problem than role conflict (see par. 3.5.10) A reason why the respondents do experience that they are treated equally to their male counterparts is that the profession of educator in general has become a female profession — within the Potchefstroom District, 66,2% of the teacher work force is female (see Chapter 1). This also explains why the female educators have to teach extracurricular activities to some extent or to a large extent, because there are not enough male educators to do so.

To what extent does free communication with parents affect your job satisfaction?

It appears that 69,4% of the respondents (mean 2,94) are of opinion that communication with the parents affects their job satisfaction to some extent or to a large extent (Question 50 – mean 2,94). Evidently, in the literature it is said that communication between the educator and the parents is lacking, which causes job dissatisfaction among educators (see par. 3.5.2.2). Due to the long working hours of the parents, many educators find it difficult to contact the parents when problems with learners arise. It seems that the educators who were involved in this research have found a way to communicate with the parents, and this method yields a satisfying result for both educator and parent (see par. 3.5.2.2), therefore the respondents experience their relationship as satisfying to some extent or to a large extent.

To what extent do maintained school buildings and the state of furniture in your classroom influence your job satisfaction?

The respondents (68,2%) reported that school buildings are maintained. To some extent or to a large extent this affects their job satisfaction (Question 43 – mean 2,90). Literature indicates that, if a school is well maintained, it will have a major influence on the job satisfaction of an educator (see par. 3.5.1). According to the findings in this research, 68,5% of the respondents (mean 2,87) are satisfied with the state of the furniture in the classrooms and this contributes to the job satisfaction of educators to some extent or to a large extent (Question 47 – mean 2,87). The literature clearly indicates that school furniture is often stolen or vandalised, especially in schools accommodating predominantly black learners (see par. 3.5.1).

To what extent does your motivation that is influenced by the leadership style of your principal affect your job satisfaction?

According to the findings, 63,6% of the respondents (mean 2,65) experience that their motivation is indeed influenced by the leadership style of their principal, and that it affects their job satisfaction to some extent or to a large extent (Question 56 – mean 2,65). Literature indicates that leadership style plays a major role in the

effectiveness and improvement of a school environment. If an effective leadership style does not prevail in a school, it will have negative consequences for the job satisfaction of an educator (see par. 3.5.5). If a principal has the capacity and skills to manage a school well, it will motivate and satisfy the educators to achieve the aims they have set for themselves as well as those that the school has set for them (see par. 3.3.4).

To what extent does job security influence your job satisfaction?

It appears that 60,5% of the respondents (mean 2,64) answered that they experience job security and that it contributes to their own job satisfaction to some extent or to a large extent (Question 55 – mean 2,64). The literature indicates that educators fear losing their jobs, which causes major job dissatisfaction (see par. 3.5.5). The reason why the respondents are experiencing job security can be that most of the educators have a permanent appointment and by an SGB at that (see par. 3.5.4).

To what extent does the fact that strikes put education in a disadvantage influence your job satisfaction?

The respondents (50,3%) are of opinion that strikes do not put education in a disadvantage and that it does not at all or to a lesser degree affect their job satisfaction (Question 62 – mean 2,46). According to literature, educators always feel that they need to go on strike for better pay and improvement of their conditions (see par. 3.5.8), therefore educators do not view strikes as a disadvantage, for they want to change things for the better.

To what extent does participating in the decision-making of the school affect your job satisfaction?

According to the findings, 50,8% of the respondents (mean 2,44) participate in the decision-making of the school and it influences their own job satisfaction to some extent or to a large extent (Question 58 – mean 2,44). Literature indicates that educators who take part in the decision-making of the school will experience more

job satisfaction because they are given more responsibilities (see par. 3.6.1.1). If educators take part in the decision-making of the school, it also has an influence on their quality of working life. Through participation in the decision-making, the educator is allowed to grow and develop within the organisation (*i.e.* school) (see par. 2.2.1).

To what extent does parental involvement in school activities and apathy of parents in relation towards the school influence your job satisfaction?

It appears that 55,9% of the respondents (mean 2,41) are of opinion that parental involvement in school activities does not at all or to a lesser degree contribute to job satisfaction (Question 49 – mean 2,41). According to the literature, getting parents involved in school activities is one of the most difficult tasks for a school. Parents are no longer motivated to participate in school activities, for they are tired of the endless school problems (see par. 3.5.2.2). This contradicts the fact that 54% of the respondents (mean score 2,37) are of opinion that they do not experience parental apathy towards the school at all or to a lesser degree and this does not at all or to a lesser degree affect their job satisfaction (Question 51 – mean 2,37). The literature indicates that, especially in schools with predominantly black learners, parental apathy is a serious problem, because of the endless riots and disruptions of the past (see par. 3.5.2.2). It seems, though, that the parents are interested in the development of their children, but do not have the time or are not interested in helping the school with school activities.

To what extent does late-coming of other educators influence your job satisfaction?

The respondents (56,9%) responded that late-coming of other educators does not pose a problem and that it does not at all or to a lesser degree affect their own job satisfaction (Question 61 – mean 2,26). The literature points out that those educators who are neglecting their task by being absent or who come in late, cause other educators to feel dissatisfied, for they have to do the work the other

educators have left undone (see par. 3.5.8). Most educators work at schools with approximately 20—40 members of staff, therefore it is easier to take care of learners who are waiting for their educator (see Table 4.2).

To what extent does satisfaction with your salary influence your job satisfaction?

According to the findings of this research, 60,3% of the respondents (mean 2,15) are not at all or to a lesser degree satisfied with their salary, which also has a negative influence on their job satisfaction (Question 60 – mean 2,15). Literature indicates that salary can become a de-motivating and dissatisfying factor if the salary does not satisfy the personal and physical needs of the educators (see par. 3.5.7). Salary most decidedly does influence the job motivation of an educator, for it is seen as an acknowledgement of her work (see par. 3.3.4.1). If an educator's salary is not very high, she will not have the urge to perform better (see par. 2.3.2).

4.3.7 Problems within the community

The purpose of these questions (Questions 65—67; see Appendix C) was to determine to what extent the problems within the community influence the job satisfaction of the female educator. The response will be summarised in Table 4.6.

It turns out from Table 4.6 that nine factors have an average response of 2,16 or more on the four-point scale. This means that three factors have an average received percentage of 62%. These three factors will be discussed separately.

Table 4.6: Community factors, which can influence the job satisfaction of the female educator

Order of ranking	Question	Factor	Average	Standard deviation (sd)	1		2		3		4	
					F=	%	F=	%	F=	%	F=	%
1	67	Socio-economic status	2,94	0,94	16	8,3	43	22,3	70	36,3	64	33,1
2	65	Community involvement	2,28	0,85	35	17,8	87	44,4	58	29,6	16	8,2
3	66	Community support	2,16	0,88	53	27,2	76	38,9	54	27,7	12	6,2

Problems within the community with a mean score between 2,94 and 2,16 (Items 67, 65 and 66) are experienced to an extent

To what extent does the impact that the socio-economic status of the parents has on effective education affect your job satisfaction?

According to the findings of this research, 69,4% of the respondents (mean 2,94) experience the impact that the social-economic status of the parents has on effective education to some extent or to a large extent, and this affects their own job satisfaction (Question 67 – mean 2,94). The literature indicates that the socio-economic status of the parents can have a major effect on the job satisfaction of the female educator (see par. 3.6.2), for example parents who are illiterate do not feel fit to play an important role in the school activities of their child and some parents cannot pay the school fee etc. (see par. 3.5.2.2), and these facts and others have an immense influence on the effectiveness of education and thus on the job satisfaction of educators.

To what extent does community involvement in the school and support from the community influence your job satisfaction?

According to the findings of this research, 62,2% of the respondents (mean 2,28) experience that community involvement in school activities does not at all or to a lesser degree have an influence on their job satisfaction (Question 65 – mean

2,28). According to the literature, community involvement can have a major effect on the job satisfaction of a female educator (see par. 3.6.1). According to the findings of this research, 66,1% of the respondents (mean score 2,16) experience that the support from the community does not at all or to a lesser degree contribute to their job satisfaction (Question 66 – mean 2,18). Literature indicates that the community expects high quality education, but without the support of the community, educators will continue to leave the teaching profession because they are extremely de-motivated and can earn more money elsewhere (see par. 3.6.1).

4.3.8 Interpretations of the data in relation to the open question

The purpose of this question (Question 68, section F) was to give the respondents the opportunity to add factors which could influence their job satisfaction but which were not mentioned in the questionnaire.

Factors which twenty-nine (29) (N=29) of the respondents added, supported the factors which occur in the questionnaire. Nevertheless, these cannot be added as new factors.

4.3.9 Differences in the practical significance in relation to the biographical information.

The purpose of this analysis was to establish to what extent a link exists between the biographical information, the study population and the factors which can cause job dissatisfaction (see par. 4.2.6). These categories will subsequently be linked to six factors of the biographical information. For purposes of this research and in view of the literature (see Chapter 3), six factors of the biographical information have been chosen for these were most relevant. These six factors will be linked to the factors that can cause job dissatisfaction. The six factors that will be used are:

- Age
- Years of experience as an educator
- REQV
- Number of learners in the school

- Number of staff in the school
- The number of black/white learners in the school

The same scale will be used for these factors as for the original measurement so that the factors can be judged similarly.

4.3.9.1 Differences in the practical significance of age in relation to job satisfaction (Item 1)

The purpose of Item 1 (age) was to establish to what extent a practical significance was found between the ages of the respondents and their job satisfaction. The ages of the respondents have been divided into four groups. Only those items with a medium or large effect will be discussed.

Table 4.7: Practical significance in relation to age

Group 1 20-29		Group 2 30-39		Group 3 40-49		Group 4 Above 50		Effect sizes on groups						
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Group 1 (20-29)	Group 1 (20-29)	Group 1 (20-29)	Group 2 (30-39)	Group 2 (30-39)	Group 2 (30-39)	Group 3 (40-49)
								&	&	&	&	&	&	&
								Group 2 (30-39)	Group 3 (40-49)	Group 4 (50+)	Group 3 (40-49)	Group 4 (50+)	Group 4 (50+)	Group 4 (50+)
2,72	0,17	2,62	0,26	2,74	0,27	2,94	0,22	0,38	0,08	1,01***	0,45	1,22***	0,74**	

0.2 = small effect (*)

0.5 = medium effect (**)

0.8 = large effect (***)

Practical significance between Group 1 (20–29) and Group 4 (above 50) (d value = 1,01)

According to the findings of this research, these groups have a large effect size (1,01). This means that a practical significance was found between age and the way the respondents experience job satisfaction (see Table 4.7). Looking at the average response, it can be concluded that Group 1 has a mean of 2,72 on a four-point scale and Group 4 has a mean of 2,94 on a four-point scale. It can be

concluded that the respondents of Group 4 experience more job satisfaction than the respondents of Group 1. From literature it appears that older people experience more job satisfaction than their younger colleagues (see par. 2.3.1). This difference in job satisfaction can be put down partly to the fact that the respondents who are between the ages of 20 and 29 do not have as much experience as educators who are 50 years or older and therefore experience less job satisfaction than their older colleagues (see par. 3.3.4). Another reason for the difference between these two age Groups is that the educators who are 50 years or older are settled and have their own houses and families, which does influence their job satisfaction. Many educators who are between ages 20 and 29 are not settled yet and do not have families of their own to care for. The salary factor also has an immense influence on the job satisfaction of an educator (see par. 3.5.7). Educators who are 50 years or older are more respected in the community than the educators who are between 20 and 29 years of age, which influences the job satisfaction of the educators (see par. 2.3.1).

Practical significance between Group 2 (30—39) and group 4 (above 50) (d value = 1,22)

According to the effect size (1,22), there is a large effect between the two groups in relation to their experience of job satisfaction (see Table 4.7). The average mean of Group 2 is 2,62 on a four-point scale and that of Group 4 is 2,94. It can be concluded that the respondents of Group 4 experience more job satisfaction than the respondents in Group 2. This difference in job satisfaction can be ascribed partly to the fact that the respondents who are between 30 and 39 years of age were teenagers during the educational disruptions of the seventies. Due to these disruptions, they had to go without proper education. This factor can now play a major role in the way they experience job satisfaction, because they struggle with the subject matter that they have to teach (see par. 3.5.8). Another reason for the difference in job satisfaction is that the respondents between 30 and 39 years of age have school going children, which means that they are confronted with work-home conflict (see par. 3.3.1). Educators who are above 50 often have the responsibility of caring for sick family members, which can be very time consuming, which can have an influence on their job satisfaction (see par. 2.8).

Practical significance between Group 3 (40–49) and Group 4 (above 50) (d value = 0,74)

According to the findings of this research, these groups have a medium effect size (0,74). This means that there is a practical significance between age and the way the respondents experience job satisfaction (see Table 4.7). The mean of Group 3 is 2,74 on a four-point scale and that of Group 4 is 2,94. It can be concluded that the respondents of group 4 experience more job satisfaction than the respondents in Group 3. A reason for this difference in job satisfaction could be the fact that the respondents who are between ages 40 and 49 feel that their younger colleagues are given preference when it comes to promotion opportunities (see par. 3.3.4.2). This can cause job dissatisfaction among educators.

4.3.9.2 Differences in the practical significance on years of experience in relation to job satisfaction (Item 2)

The purpose of Item 2 (years of experience) was to establish to what extent a practical significance exists between the years of experience of the respondents and their job satisfaction. The years of experience of the respondents has been divided into four groups. Only those items with a medium or large effect will be discussed.

Table 4.8: Practical significance in relation to years of experience as an educator

Group 1 1-5 yrs		Group 2 5-10 yrs		Group 3 11-15 yrs		Group 4 16 yrs +		Effect sizes on groups					
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Group 1 (1-5) & Group 2 (5-10)	Group 1 (1-5) & Group 3 (11-15)	Group 1 (1-5) & Group 4 (16 +)	Group 2 (5-10) & Group 3 (11-15)	Group 2 (5-10) & Group 4 (16 +)	Group 3 (11-15) & Group 4 (16 +)
2,73	0,19	2,63	0,28	2,64	0,29	2,85	0,25	-0,33	-0,31	0,51**	0,01	0,77**	0,74**

0.2 = small effect (*)

0.5 = medium effect (**)

0.8 = large effect (***)

Practical significance between Group 1 (1–5 years) and Group 4 (16 years or more) (d value = 0,51)

There is a medium effect according to the effect size (0,51), which means that a practical significance is found between the years of experience and the way respondents experience job satisfaction (see Table 4.8). The mean of Group 1 (1–5 years) is 2,73 on a four-point scale and Group 4 (16 years or more) has a mean of 2,85. It can be concluded that the respondents who have 16 or more years of experience as educators experience more job satisfaction than the respondents who have 1–5 years of experience as educators. This difference in job satisfaction can be ascribed the fact that the routine of teaching has not yet been developed fully with educators who have 1–5 years of experience as educators. When an educator only just starts teaching, he or she still needs to learn a lot (see par. 3.3.4.1). Educators who have just started teaching are not sure that they will procure a permanent appointment, for they do not have as much experience as their older colleagues who have more teaching experience. This will influence their job satisfaction (par. 3.5.5).

Practical significance between Group 2 (5–10 years) and Group 4 (16 years or more) (d value = 0,77)

According to the findings of Table 4.8 a medium to large effect (0,77) occurs, which means that there is a practical significance in the way the respondents experience their job satisfaction. The mean of Group 2 (5–10 years) is 2,63 on a four-point scale and that of Group 4 (16 years or more) is 2,85. It can be concluded that the respondents who have 16 or more years of experience as educators experience more job satisfaction than the respondents who have 5–10 years of experience as educators. This difference in job satisfaction can possibly be ascribed to the fact that the educators who have 5–10 years of experience wish to move on in their career and do not have the prospect of doing so due to a lack of promotion opportunities and do not have a network which can help them with promotion (see par. 3.3.4.3 and par. 2.8). The salaries they earn also have a substantial influence on the job satisfaction of the respondents. Educators who

have less years of teaching experience will earn less than educators who have 16 years of experience. This factor will influence their job satisfaction (see par. 3.5.6).

Practical significance between Group 3 (11—15 years) and Group 4 (16 years or more) (d value = 0,74)

The effect size of this group is 0,74 (see Table 4.8), which means that there is a practical significance. The mean of Group 3 (11—15 years) is 2,64 on a four-point scale and that of Group 4 (16 years or more) is 2,85. It can be concluded that the respondents who have 16 or more years of experience as educators experience more job satisfaction than the respondents who have 11—15 years of experience as educators. This difference in job satisfaction can be attributed partly to the fact that educators who have 16 or more years of experience do no longer have the ambition to attain promotion. They are satisfied with the job they are doing. Educators who have 16 or more years of experience do experience a lack of aspiration, for their teaching has become mere routine. It is rather difficult to adjust to new ways of teaching and new methods. This influences their job satisfaction (see par. 2.3.2).

4.3.9.3 Differences in the practical significance on REQV in relation to job satisfaction (Item 3)

The purpose of Item 3 (REQV) was to establish to what extent a practical significance exists between the REQV of the respondents and their job satisfaction. The REQV of the respondents has been divided into four groups. Evidently, the practical significance of the REQV did not have a significant influence on the job satisfaction of female educators. Most respondents have Grade 12 plus four or five years of apposite training (see Table 4.2). The difference in education between the educators is rather small and therefore it will not have a major influence on their job satisfaction.

4.3.9.4 Differences in the practical significance on the number of learners in the school in relation to job satisfaction (Item 4)

The purpose of Item 4 (Number of learners in the school) was to establish to what extent a practical significance exists between the number of learners in the schools of the respondents and their job satisfaction. The number of learners in the schools of the respondents has been divided into four groups. Evidently, the practical significance of the number of learners in the schools had a small effect on the job satisfaction of female educators.

4.3.9.5 Differences in the practical significance on the number of staff in the school in relation to job satisfaction (Item 5)

The purpose of Item 5 (Number of staff in the school) was to establish to what extent a practical significance exists between number of staff at the schools of the respondents and their job satisfaction. The number of staff of the respondents has been divided into four groups. Only those items with a medium or large effect will be discussed.

Table 4.9: Practical significance in relation to number of staff in the school

Group 1 10-20		Group 2 20-40		Group 3 40-60		Group 4 > 60		Effect sizes on groups						
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Group 1 1 (10-20)	Group 1 1 (10-20)	Group 1 1 (10-20)	Group 2 2 (20-40)	Group 2 2 (20-40)	Group 2 2 (20-40)	Group 3 3 (40-60)
								&	&	&	&	&	&	&
								Group 2 2 (20-40)	Group 3 3 (40-60)	Group 4 4 (> 60)	Group 3 3 (40-60)	Group 4 4 (> 60)	Group 4 4 (> 60)	Group 4 4 (> 60)
2,56	0,24	2,74	0,26	2,74	0,29	2,68	0,24	0,70**	0,64**	0,50**	0,00	-0,23	-0,21	

0.2 = small effect (*)

0.5 = medium effect (**)

0.8 = large effect (***)

Practical significance between Group 1 (10—20 staff members) and Group 2 (20—40 staff members) (d value = 0,70)

The effect size of this group is 0,70, which means that a medium practical significance exists between the number of staff in the school and the way the respondents experience their job satisfaction (see Table 4.9). The average response of Group 1 (10—20 staff members) is 2,56 on a four-point scale, and that of Group 2 (20—40 staff members) is 2,74. It can be concluded that the respondents who work at schools where the number of staff is between 20 and 40, experience more job satisfaction than the respondents who work at schools which accommodate only 10—20 members of staff. The workload of educators who work at schools with enough personnel will experience that their workload will be less, and due to this, they will feel more satisfied with their work (see par. 3.5.3). Another reason is that the level of stress will be less among educators who work at schools with 20—40 members of staff than among educators who work at schools with 10—20 members of staff (see par. 3.3.2 and par. 2.3.3).

Practical significance between Group 1(10—20 staff members) and Group 3 (40—60 staff members) (d value = 0,64)

According to the findings of the research, the effect size of this group is 0,64, which means that there is a medium practical significance in the way the respondents experience their job satisfaction. The mean of Group 1(10—20 members of staff) is 2,56 on a four-point scale and that of Group 3 (40—60 members of staff) is 2,74. It can be concluded that the respondents who work at schools where the number of staff is between 40 and 60 experience more job satisfaction than the respondents who work at schools which accommodate only 10—20 members of staff. The workload of educators who work at a school with enough personnel will experience that their workload will be less, and in consequence of this, they will feel more satisfied with their work (see par. 3.5.3).

Practical significance between Group 1 (10—20 staff members) and Group 4 (more than 60 members of staff) (d value = 0,50)

The effect size of this group is 0,50 (see Table 4.9), which means that a practical significance exists between the number of staff in the school and the way they experience their job satisfaction. The mean of Group 1 (10—20 members of staff) is 2,56 on a four-point scale and that of Group 4 (more than 60 members of staff) is 2,68. It can be concluded that the respondents who work at schools where the number of staff is over 60 experience more job satisfaction than the respondents who work at schools which accommodate only 10—20 members of staff. The workload of educators who work at schools with enough personnel will experience that their workload will be less, and due to this, they will feel more satisfied with their work (see par. 3.5.3).

4.3.9.6 Differences in the practical significance on the attendance of predominantly black or white learners in the school in relation to job satisfaction (Item 6)

The purpose of Item 6 (Attendance of predominantly black or white learners) was to establish to what extent a practical significance exists between the attendance of predominantly black or white learners at the schools of the respondents and their job satisfaction. The attendance of predominantly black or white learners of the respondents has been divided into three groups. Only those items with a medium or large effect will be discussed.

Table 4.10: Practical significance in relation to the attendance of predominantly black or white learners

Group 1 Black learners		Group 2 White learners		Group 3 Mixture of black and white learners		Effect sizes on groups		
Mean	SD	Mean	SD	Mean	SD	Group1 Black learners & Group2 White learners	Group1 Black learners & Group3 Mixed learners	Group2 White learners & Group3 Mixed learners
2,64	0,26	2,88	0,24	2,55	0,29	0,92***	-0,33	-1,14***

0.2 = small effect (*)

0.5 = medium effect (**)

0.8 = large effect (***)

Practical significance between Group 1 (black learners) and Group 2 (white learners) (d value = 0,92)

The effect size of this group is 0,92 (see Table 4.10), which means that there is a large effect in practical significance between the attendance of predominantly black or white learners and the way the respondents experience their job satisfaction. The mean of Group 1 (black learners) is 2,64 on a four-point scale and that of Group 2 (white learners) is 2,88. It can be concluded that the respondents who work at schools with predominantly white learners experience more job satisfaction than the respondents who work at schools with predominantly black learners. This difference in experiencing job satisfaction can be attributed partly to the fact that schools with predominantly white learners have more resources to their disposal than schools with predominantly black learners (see par. 3.4.1). Also the number of pupils in a classroom can have an influence on job satisfaction between these two groups (see par. 3.4.5). Another factor which can have an influence on the job satisfaction of the educators is the safety aspect. Especially schools with predominantly black learners face many problems concerning safety. These problems have an influence on the job satisfaction of the educator (see par. 3.4.4).

Practical significance between Group 2 (white learners) and Group 3 (a mixture of black and white learners) (d value = -1,14)

According to the findings of this research, the effect size of this group is -1,14 (see Table 4.10). This means that there is a large effect in practical significance in the way in which the respondents experience job satisfaction. The mean of Group 2 (white learners) is 2,88 on a four-point scale and that of Group 3 (mixture of black and white learners) is 2,55. It can be concluded that the respondents who work at schools with predominantly white learners experience more job satisfaction than the respondents who work at a school with a 50% mix of black and white learners. This difference in experiencing job satisfaction can be ascribed partly to the fact that schools with predominantly white learners have to cope less with different cultural backgrounds within the classroom (see par. 3.4.2).

4.3.9.7 Differences in the practical significance on marital status in relation to job satisfaction (Item 7)

The purpose of Item 7 (marital status) was to establish to what extent a practical significance exists between the marital status of the respondents and their job satisfaction. The marital status of the respondents has been divided into five groups. Evidently, the practical significance of the marital status of the respondents did not have a significant influence on the job satisfaction of female educators. Most of the respondents (68,6%) are married (see Table 4.2). The respondents are of opinion that their marital status does not influence the way they experience job satisfaction.

4.3.9.8 Differences in the practical significance on having children in relation to job satisfaction (Item 8)

The purpose of Item 8 (Do you have children?) was to establish to what extent a practical significance exists between having children and their job satisfaction. Whether the respondents did or did not have children has been divided into two groups. Undoubtedly, the practical significance of having children did not have a

significant influence on the job satisfaction of female educators. Most of the respondents (84,4%) have children (see Table 4.2). This, however, does have a small effect on the job satisfaction of the respondents.

4.4 CONCLUSION

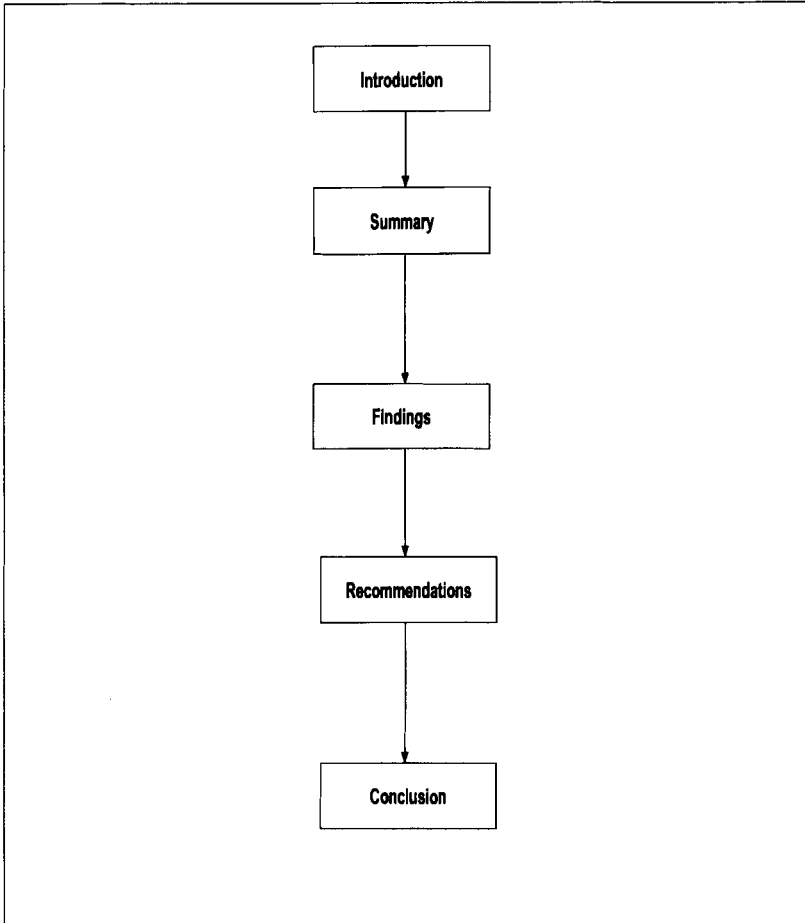
This chapter focused on the collecting and processing of the data and the conclusions that have been associated with the data. The purpose of this chapter was to establish to what extent the female educator experiences job satisfaction within the person herself, within the classroom, within the work environment and within the community. The practical significance of some factors was also discussed in this chapter. The results did not always resemble the findings in the literature, but most of the results obtained through the data corroborated with the literature.

In Chapter 5, the processed data and conclusions will be used to make certain recommendation. A summary will be given of the topic job satisfaction among female educators at secondary schools.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

CHAPTER OVERVIEW



5.1 INTRODUCTION

A summary will be given of the preceding research; results in relation to the three research aims and a recommendation are based on the results of the research.

5.2 SUMMARY

Chapter 1 focussed on the problem statement and the research aims. This research accentuated the fact that female educators in secondary schools experience job dissatisfaction caused by different factors. The factors which cause job dissatisfaction among female educators (*i.c.* female educators at post level 1) can be found in a wide range of categories. Within the different categories the problems which can cause job dissatisfaction were scrutinised. The following problem statement was made from the factors found in these categories: Which factors influence the job satisfaction of female educators in secondary schools? Three research aims were formulated. It was indicated that a literature study and empirical methods were used in this research.

Firstly, the nature of job satisfaction was discussed in Chapter 2. Terms were conceptualised and a closer look was taken into the link between job satisfaction and organisational climate, organisational culture, organisational health and quality of working life and at how organisational factors influence the job satisfaction of female educators (see par. 2.2).

Secondly, the relationship between job satisfaction and other factors such as job motivation, job stress, job performance, communication and the influence it has on the job satisfaction of an educator was discussed.

The purpose of Chapter 3 was to research the factors found in the literature that can lead to job dissatisfaction. The research focussed on problems within the person herself such as stress, acknowledgement, role conflict and responsibility (see par. 3.3); problems within the classroom consisting of safety, discipline, resources and classroom size (see par. 3.4); problems within the work environment, for example physical facilities, strikes, leadership style, interpersonal relationships (see par. 3.5); and problems within the community, such as

community involvement and the socio-economic background of the parents (see 3.6).

Chapter 4 reported on the empirical research. The first part of the chapter mainly dealt with the research design, namely the questionnaire, study population and sample, administrative procedures and the statistical analysis (see par. 4.2). The interpretation of data consists of biographical information, problems within the person herself, problems in the classroom, problems within the work environment and problems within the community (see pars. 4.3.1—4.3.6) Factors with a mean score of 3,20 and higher were discussed in depth and factors which have a mean score of 2,0 or lower were discussed separately. The factors which have a mean score between 3,20 and 2,0 were discussed in general. From this information, it could be deducted which factors had the most and least influence on the job satisfaction of the respondents. The practical significance was also discussed, based on certain information supplied by the respondents such as age, years of experience, REQV, number of staff in the school and whether the schools accommodated predominantly black or white learners (see par. 4.3.8). By comparing groups with one another, it was for instance determined, by looking at the age of the respondents, that the older respondents experienced more job satisfaction than their younger colleagues.

The following section will deal with the findings in accordance with the stated research aims.

5.3 FINDINGS

5.3.1 Findings with regard to research aim 1

Research aim 1 was to conduct a literature review to analyse and discuss the nature of job satisfaction (see par. 1.3). The following findings were made, based on a literature review:

- The quality of working life, organisational climate, organisational culture and organisational health influence the job satisfaction of female educators (see par. 2.2)

- Communication, motivation, stress, performance, promotion and role conflict influence the job satisfaction of female educators (see par 2.4—2.9).

5.3.2 Findings with regard to research aim 2

Research aim 2 was to conduct a literature review to analyse and discuss the factors and problems which cause job satisfaction/dissatisfaction among female educators (see par. 1.3). The following findings were made, based on a literature review:

- The female educator experiences job satisfaction within the educator herself (see par. 4.3.4) for example, being proud to be an educator, achieving her aims, career opportunity.
- The female educator experiences job satisfaction within the classroom (see par. 4.3.5) through good contacts with learners, suitability of the classroom,
- The female educator experiences job satisfaction within the work environment (see par. 4.3.6) through physical working conditions, satisfying relationship with colleagues..
- The female educator experiences job dissatisfaction owing to problems within the community (see par. 3.6) such as community involvement and community support.
- The female educator experiences job dissatisfaction due to a combination of factors such as parental involvement and community involvement (see par. 3.5.2.2 and par. 3.6.1), role conflict and workload (see par. 3.3.1 and par. 3.5.4) and leadership style and relationship with the principal (see par. 3.5.6 and par. 3.5.2.3)

5.3.3 Findings with regard to research aim 3

Research aim 3 was to determine empirically to what extent the factors play a role in job satisfaction/dissatisfaction among female educators (see par. 1.3).

5.3.3.1 Problems within the person herself

Eight factors within the person herself have been identified which cause job satisfaction/dissatisfaction to some extent or to a large extent (see par. 4.3.3):

- Proud to be an educator
- Achieving the aims a school has set for the educator
- Achieving the aims the educator has set for herself
- Stress
- Career
- Performance
- Autonomy
- Acknowledgement

5.3.3.2 Problems within the classroom

Six factors within the classroom have been identified which cause job satisfaction/dissatisfaction to some extent or to a large extent (see par. 4.3.4):

- Good contact between the educator and learners
- Information concerning the appraisal system
- Is the classroom a safe place for learners?
- Communication
- Giving attention to individual learners
- Class size

5.3.3.3 Problems within the work environment

Nine factors within the work environment have been identified which cause job satisfaction/dissatisfaction to some extent or to a large extent (see par. 4.3.5):

- Physical facilities (electricity)

- Physical facilities (sanitation)
- Physical facilities (running water)
- Relationship with colleagues
- Workload
- Leadership style
- Relationship with the principal
- Participation and delegation
- Relationship with parents

5.3.3.4 Problems within the community

Three factors within the community have been identified which cause job satisfaction/dissatisfaction to some extent or to a large extent (see par. 4.3.6):

- Socio-economic status of the parents
- Community involvement
- Community support

5.3.3.5 Factors that influence job satisfaction most

Table 5.1: Factors that influence the job satisfaction of female educators to some extent or to a large extent

Availability of electricity	Mean score 3,73
Availability of sanitation	Mean score 3,66
Availability of running water	Mean score 3,65
Contact with learners	Mean score 3,41
Interpersonal relationship	Mean score 3,34
Morale	Mean score 3,31

Table 5.1: Factors that influence the job satisfaction of female educators to some extent or to a large extent (continued)

Workload	Mean score 3,25
Leadership style	Mean score 3,23
Interpersonal relationship	Mean score 3,23

The top three factors refer to aspects outside the situated classroom and beyond the field of authority of the educator.

5.3.3.6 Factors that have very little influence on job satisfaction

Table 5.2: Factors that do not at all or to a lesser degree influence the job satisfaction of female educators

Health problems	Mean score 1,94
Promotion	Mean score 1,69
Safety	Mean score 1,68
HIV/Aids	Mean score 1,66

5.3.3.7 Practical significance (*d* value)

The analysis of the practical significance yielded the following (see par. 4.3.8):

- Respondents who are 50 years or older experience more job satisfaction than their younger colleagues (see par. 4.3.9.1)
- Respondents who have 16 or more years of experience, gain more job satisfaction than their younger colleagues (see par. 4.3.9.2)
- Respondents who work at schools that accommodate 40–60 or more members of staff experience more job satisfaction than respondents who work at schools that accommodate 10–20 members of staff (see par. 4.9.3.5)

- Respondents who work at schools that predominantly accommodate black learners experience less job satisfaction than respondents who work at schools that accommodate predominantly white learners (see par. 4.9.3.6).

5.4 RECOMMENDATIONS

More research should be conducted on the following subjects.

- The consequences of OBE and assessment on job satisfaction if it is not implemented correctly (see par. 3.4.6)
- The consequences of the HIV/Aids epidemic for the education system of South Africa (see par. 3.4.7)
- The rise of multicultural schools and the influence these schools have on the job satisfaction of educators (see par. 3.4.2)
- The influence of School Governing Bodies (SGBs) on the job satisfaction of educators (see par. 3.5.3)

5.5 CONCLUSION

In general, studying the literature regarding job satisfaction among educators in South Africa it is found that considerable job dissatisfaction prevails among educators in both primary and secondary schools. Looking at the population of this research, it turns out that the educators do experience job satisfaction to some or to a large extent. This is a rather positive development considering the many changes that the education system and its educators have had to deal with since 1994.

However, it does not mean to say that nothing has to be done further in improving the job satisfaction among educators. Several goals still have to be achieved within the education system of South Africa before every educator in the country can experience job satisfaction.

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NORTH WEST PROVINCE

OFFICE OF THE DIRECTOR: PROFESSIONAL & EDUCATIONAL SUPPORT SERVICES
SOUTHERN REGION

Enq : S. H. Mvula
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To : All Secondary Schools
Potchefstroom Area Project Office

From : Dr S. H. Mvula
Director: Professional &
Educational Support Services

Date : 22 October 2004

Subject : **PERMISSION TO CONDUCT A RESEARCH BY MS
GEKE KIEFT AND MS RIXT KAMSTRA**

This letter serves to inform you that Ms G. Kieft and Ms R. Kamstra have obtained permission from the Southern Region, to conduct their research about "**Factors that influence job satisfaction amongst female educators**". They will be visiting schools in the Area Project of Potchefstroom.

Kindly allow them to communicate with their target group for their research, this should not temper with the smooth running of the school. It will be appreciated if you give them the co-operation needed, as their study will benefit education in the region as well as throughout the world.

Your co-operation in this regard will be appreciated.

Yours sincerely

S. H. MVULA (DR)
DIRECTOR: PROFESSIONAL &
EDUCATIONAL SUPPORT SERVICES

Cc Executive Manager: Mr H. M. Mweli
Area Project Manager - Ms Yssel



Re a dire mo thakehang : Ons werk in ons skole : We are working in our schools : Re a sebetso ditshong
Siyasehene: ezikoleni : Hatlula ezikoleni : Re a shuma zwiKoloni : Siya sebetso ezikoleni
Siyasehene: ezikoleni : Siya horenga ezikoleni Confidential



25 October 2004

Dear Colleague

I am aware that you are very busy and that you sometimes have to work under difficult circumstances. Despite of this, I believe that education is dear to you and you therefore want to make a valuable contribution to improve job satisfaction within the education of South Africa.

Research is currently being conducted on the extent of job satisfaction experienced by female educators in secondary schools in Potchefstroom district.

I therefore request your assistance in completing the attached questionnaire. It will only take 15 minutes of your valuable time to fill in this questionnaire. Please be assured of the confidentiality with which your responses will be treated and be assured that this questionnaire is to be used for study purposes only. Therefore, do not fill in your name or the name of the school and do not put a school stamp anywhere on the questionnaire.

Mr. Mveli and Mr. Mvula from the North West department of education have approved the research project and for survey to be conducted at schools.

Kindly fill in the accompanying questionnaire and return it to the principal of the school as soon as possible before theNovember 2004. Responses are strictly confidential and will be reported only in aggregated form.

Allow me to thank you in advance for your valuable input and time.

Yours sincerely

R. Kamstra

Researcher

JOB SATISFACTION OF FEMALE EDUCATORS

Please complete the following by marking with an "x"

Section A: General Information

1. Age

20-29 yrs	1	(1)
30-39 yrs	2	
40-49 yrs	3	
Above 50	4	

2. Years of experience as an educator

1-5 yrs	1	(2)
5-10 yrs	2	
11-15 yrs	3	
Above 16	4	

3. REQV (Relative Education Qualification Value)

Grade 12 plus one or two years apposite training	1	(3)
Grade 12 plus three years apposite training	2	
Grade 12 plus four years apposite training	3	
Grade 12 plus five years apposite training	4	

4. Number of learners in the school

0 – 100	1	(4)
100 – 500	2	
500 – 1000	3	
More than 1000	4	

5. Number of staff in the school

10 – 20	1	(5)
20 – 40	2	
40 – 60	3	
More than 60	4	

6. The school is predominantly attended by

Black learners	1	(6)
White learners	2	

7. Marital status

Single	1
Living together	2
Married	3
Divorced	4
Other	5

(7)

8. Do you have children

Yes	1
No	2

(8)

Section B: Job satisfaction

	To what extent do these problems influence your job satisfaction?	1. Not at all	2. To a lesser degree	3. To some extent	4. To great extent	
9	Problems in performing household and work obligations?					(9)
10	Work-home conflicts?					(10)
11	Stress in your work situation?					(11)
12	Health problems?					(12)
13	Are you proud to be an educator?					(13)
14	Do you achieve the aims you have set for yourself?					(14)
15	Do you achieve the aims the school has set for you?					(15)
16	Is there a career?					(16)
17	Do family circumstances prevent you from being promoted?					(17)
18	Do you get acknowledgement?					(18)
19	Are you encouraged to perform well?					(19)
20	Do you have autonomy?					(20)
21	Are there sufficient textbooks?					(21)
22	Are there sufficient exercise books?					(22)
23	Is there sufficient audio-visual equipment?					(23)
24	Co-operation between different cultures in the classroom?					(24)
25	The language used for instruction, is problematic for learners?					(25)
26	Problems with undisciplined learners?					(26)
27	Are you trained in multicultural education?					(27)
28	Do you succeed in preventing disciplinary problems?					(28)
29	Is discipline maintained in the school?					(29)
30	Do you think that the classroom is a safe place for you and your learners?					(30)
31	Do you feel intimidated by your learners?					(31)

	To what extent...	1. Not at all	2. To a lesser degree	3. To some extent	4. To great extent	
32	Not enough time to give individual attention to learners?					(32)
33	Think that the classroom is suitable for teaching?					(33)
34	Are you trained informal for Outcome Based Education (OBE) and assessment?					(34)
35	Are you trained formal for OBE and assessment?					(35)
36	Do you think that assessment is time-consuming?					(36)
37	Is it a problem that learners are not under an obligation to tell if they are HIV/ Aids infected?					(37)
38	Is it a problem to treat infected learners in the same way as learners who are not infected?					(38)
39	Do you experience good contacts between you and your learners?					(39)
40	Do you experience that learner's talk freely about their problems with you?					(40)
41	Have you been informed about the appraisal system?					(41)
42	Do you get feedback related to appraisal?					(42)
43	Are the school buildings maintained?					(43)
44	Is there running water?					(44)
45	Is there electricity available?					(45)
46	Is there sanitation available?					(46)
47	Are you satisfied with the state of the furniture in the classroom?					(47)
48	A satisfying relationship between yourself and your colleagues?					(48)
49	Parental involvement in school activities?					(49)
50	Can you communicate with the parents?					(50)
51	Apathy of parents in relation with the school?					(51)
52	Are School Governing Bodies effective?					(52)

	To what extent...	1. Not at all	2. To a lesser degree	3. To some extent	4. To great extent	
53	A satisfying relationship between yourself and your principal?					(53)
54	Do you experience that the workload is excessive?					(54)
55	Job security?					(55)
56	Is your motivation influenced through the leadership style of your principal?					(56)
57	Do you want to take part in decision making?					(57)
58	Do you participate in the decision making of the school?					(58)
59	Can you communicate freely with your principal?					(59)
60	Satisfaction with your salary?					(60)
61	Is late coming of other educators a problem?					(61)
62	Do you experience that strikes put education in a disadvantage?					(62)
63	Do you experience that you are equally treated in comparison with your male colleagues?					(63)
64	Do you have to teach extracurricular activities?					(64)
65	Community involvement in school activities?					(65)
66	Support from the community?					(66)
67	The impact that the social-economic statuses of the parents have on effective education?					(67)

68. If you are of the opinion that the questionnaire left out important issues with respect to the factors that influence your job satisfaction, please feel free to write your comment down.