

JOB SATISFACTION OF PRIMARY SCHOOL EDUCATORS IN THE NGAKA MODIRI MOLEMA DISTRICT

By

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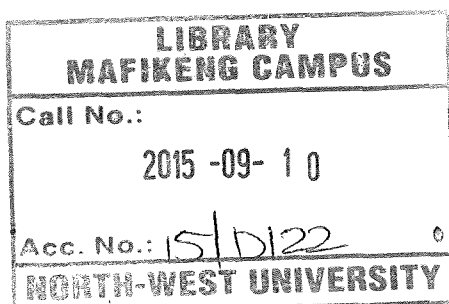
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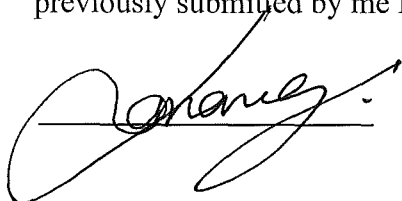
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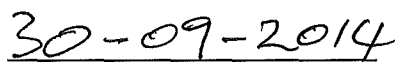


DECLARATION

I declare that this is my own work, and that all sources used and quoted have been indicated and acknowledged by means of complete references and that this research project was not previously submitted by me for a degree at this or another university.

A handwritten signature in black ink, appearing to read 'S.S. Ramong', written over a horizontal line.

S.S. Ramong

A handwritten date '30-09-2014' in black ink, written over a horizontal line.

Date

DEDICATION

This study is dedicated to my wife, family and all my friends and their families.

ACKNOWLEDGEMENTS

I would like to acknowledge the following individuals who really assisted and gave encouragement in the completion of this study:

- Dr N Molefe, for his assistance, guidance, encouragement and enlightening supervision. I am highly indebted to him for his inputs, motivation, friendliness and care.
- My colleagues and friends for their support.
- Managers, Educators and Principals who helped in this study.
- Above all, I would like to thank God for making it possible for me to finish this study.

ABSTRACT

The purpose of this study was to analyse different elements of job satisfaction of primary school educators in the Ngaka Modiri Molema District whereby problem areas were expounded and strategies to help to retain experienced and qualified primary schools educators were sought.

The population of this study comprised primary school educators in Ngaka Modiri Molema District of the North-West Province. A quantitative research design was used in this study to address the research problem and the three research questions that were linked to the literature. The study used the Minnesota Satisfaction Questionnaire (short form) and a demographic questionnaire to collect data and 167 educators returned filled questionnaires, (a response rate of 92%). Data were analysed using SPSS using descriptive statistics, correlations and One- sample test.

Findings

The following major findings unfolded within the study:

The study found that educators' level of job satisfaction was too low. A majority of variables have shown the results to be statistically significantly lower than the test value where test value= 0. These results were obtained from the One- sample test conducted.

The study found that among the reasons that contribute towards lack of job satisfaction among primary school educators, workload, promotion, pay, policies and the competence level of educators were the most critical areas in Ngaka Modiri Molema District.

Limitations

The study is limited to the education sector (public) within the Ngaka Modiri Molema District of the North-West Province and cannot be generalised to any other district or institutions.

Recommendations

The study gives practical ways of increasing or improving job satisfaction of primary school educators of Ngaka Modiri Molema District to create a new pay model and to use the existing IQMS as an appraisal, developmental and promotional tool. Also the study recommended that educators be given paid study leave where they can improve their qualifications and serve the Department of Education for the period equal to the duration of their study leave.

Keywords: Job Satisfaction, Educators, Primary School, Intrinsic factors, Extrinsic factors.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Job satisfaction has a major influence on educator performance in the classroom. South Africa has been a democracy since 1994. From this time South Africa has experienced extensive changes in all government departments including the Department of Education. The early years of democracy saw educational reform being concentrated at the level of the conceptualisation and formulation of new policies.

The focus has now shifted to the actual implementation of these policies. Educators are expected to implement a new curriculum that is aimed at improving the education system in South Africa. Primary school educators have to adapt to these new changes in the curriculum. Educators are given the responsibility of offering quality public education to the South African community. It has been reported that educators are starting to view their classroom as a hostile and threatening environment. Many primary school educators have left the system.

Primary schools are serviced from the Area office to which the school belongs. There are two phases in a primary school, which are the foundation phase and the intermediate phase. In the foundation phase one educator is responsible for all subjects. In the intermediate phase there is subject allocation for various educators.

1.2 BACKGROUND AND PROBLEM IN CONTEXT

In the South African context, primary education spans Grades 1 to 7, and provides educational opportunities for children aged 7 to 13 years. Many primary school educators have resigned because of a lack of job satisfaction. Job satisfaction is not just about job conditions. Personality also plays a role (Robbins and Judge 2011:116).

The lack of job satisfaction leads to poor work performance, absenteeism, resignation and staff shortage.

Staff shortages in primary schools cause poor service delivery in the Department of Education. Educator shortage may lower the quality of education in poor and remote areas. In rural areas where it is difficult to recruit and retain qualified educators, principals employ substitute or temporary educators who have lower levels of education or no formal educator training at all.

It is believed that low job satisfaction can be attributed to work load, new curriculum and lack of resources. This is due to the continuously changing curriculum in the Department of Education. These changes make educators unhappy. The more people become happy in their job the more satisfied they become. We find organisations with more satisfied employees tend to be more effective than organisations with fewer (Robbins & Judge 2011:119). Most satisfied workers are best performers.

Lack of promotion or progress in a job also causes job dissatisfaction. Lesabe and Nkosi (2007) claim that employees experience the need to progress and grow, and that they become frustrated when they perceive their path to progress as being blocked. Primary school educators who resign due to low job satisfaction cause staff shortage. Staff shortage causes poor service delivery and educators will not be able to offer quality public education.

The retention of satisfied employees may be facilitated through activities aimed at organisational fulfilment of employee internal career mobility preferences (Joao, 2010). Attracting and retaining high quality educators is a primary necessity as well as a challenge for primary schools. Intrinsic motivation plays an important role for educators to enter the profession but the extrinsic motivation influences their job satisfaction and the desire to leave the profession.

Absenteeism of primary school educators in the Ngaka Modiri Molema district is reaching critical proportions. Educator shortages in primary schools compromise the quality of primary education. The more people become happy in their job the more

satisfied they become. Improved job satisfaction can help retain employees. Service delivery can be compromised when satisfied employees are not retained.

1.3 AIMS AND OBJECTIVES OF THE STUDY

The following are the aims of the study:

- To analyse job satisfaction of primary school educators in the Ngaka Modiri Molema District.
- To identify problem areas that lead to low levels of job satisfaction amongst primary school educators.
- To recommend intervention strategies that can be used by the Ngaka Modiri Molema District to retain qualified primary school educators within the district.

1.4 RESEARCH QUESTIONS

The study is guided by the following research questions:

- What is the level of job satisfaction in primary school educators of the Ngaka Modiri Molema District?
- Is there any significant relationship between job satisfaction and the demographic structure of the Ngaka Modiri Molema District?
- What are the main reasons why educators do not have job satisfaction in primary schools of Ngaka Modiri Molema District?

1.5 ASSUMPTIONS OF THE STUDY

The following are the assumptions of the study:

- That job satisfaction improves performance among primary school educators.
- That job satisfaction retains primary school educators.
- That job satisfaction among primary school educators will impact on the overall organisational goals of the Ngaka Modiri Molema District.
- Job satisfaction is correlated with life satisfaction, meaning people who are satisfied with their job tend to be satisfied in life.
- That job satisfaction has a high relationship with intention to quit.

1.6 SIGNIFICANCE OF THE STUDY

The mini-dissertation will help the management of Ngaka Modiri Molema District during their planning sessions to improve job satisfaction among primary school educators. The management of the district will be able to retain qualified and experienced primary school educators when they are satisfied in their jobs. Primary school management teams will also be in a good position to effect changes in ways in order to retain qualified and experienced primary school educators. The mini dissertation will also look at the causal relationship between job satisfaction and absenteeism among primary school educators and come up with intervention strategies.

1.7 DEFINITION OF CONCEPTS

Job satisfaction

Job satisfaction is the positive feeling about one's job resulting from an evaluation of its characteristics (Robbins & Judge 2011:61).

Brief (1998) quoted in Joao and Coetzee (2010) define job satisfaction as a favourable or unfavourable internal state experienced as a result of the affective and/or cognitive evaluation of one's job

Primary school

These are schools that cater for learners from Reception class (grade R) to grade 7. In the policy of the Department of Education these grades are classified as the General Education and Training (GET) band.

Educators

Employment of Educators Act, (1994) defines an educator as any person who teaches, educates or trains other persons or who provides therapy at any school, technical college or college of education or assists in rendering professional services or performs educational management services provided for by or in a Department of Education and whose employment is regulated by this Act.

Teaching

According to Reader's Digest (2003:1004), teaching is the impacting of knowledge to or instructing in how to do something, especially in a school or as part of a recognized programme. For this study, it refers to the imparting of knowledge from Primary school educators to Primary school learners.

1.8 CHAPTER OUTLINE

The study consists of five chapters and they have been arranged as follows:

Chapter One: deals with the orientation of the study.

Chapter Two: deals with literature review.

Chapter Three: deals with the research design and methodology.

Chapter Four: deals with data analysis and interpretation of the results.

Chapter Five: deals with findings of the study, conclusion and recommendations of the study.

1.9 SUMMARY

In this introductory chapter, a brief orientation to the study was provided, outlining the problem that was investigated and formulating the purpose of the study. The focus of the study is to investigate the level of job satisfaction amongst primary school educators in the Ngaka Modiri Molema District of the North-West Province. The next chapter presents literature reviewed for this study from which arguments by various researchers will be outlined.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter arguments were collected from various researchers to try to answer the research questions stated in chapter one above. Job satisfaction is a complex concept which can mean a variety of things to different people. Job satisfaction is the most widely researched area of work related attitudes; job satisfaction is a personal appraisal of the job. Most of the researches conducted were based on how South African employees achieve job satisfaction.

Although there are substantial definitions of job satisfaction, Robbins, Odendaal and Roodt (2003:76) state that job satisfaction is the general attitude toward one's job.

Abraham Maslow (1954, quoted by Newell, 2002) proposed that the needs of a person are arranged in a hierarchical order of importance. He suggested that the individual must have the following fulfilled in order to be fully actualized: physiological needs eg food and shelter, safety needs, belonging needs, esteem needs and only then reach self-actualisation needs. Maslow hierarchy of needs serve as a base which ultimately leads to job satisfaction; once all the needs are satisfied the individual wants more out of his personal life and work related activities.

According to Van der Walt (2007), job satisfaction has been studied from different perspectives, including dispositional, situational and person-environment fit perspectives. Proponents of the dispositional perspective view job satisfaction as a reflection of a biologically based trait predisposing individuals to focus on positive or negative aspects of their lives (Staw & Cohen-Charash, 2005). Theron (2009) states that in contrast to the views of the proponents of the dispositional perspective, advocates for the situational perspective argue that job satisfaction is dependent on situational variables within the work environment. Factors such as challenging work, equitable rewards, working conditions and relationships with co-workers and bosses

have been identified as some of the factors in the work environment that are conducive to job satisfaction.

Workers' attitudes toward their jobs in combination with whatever options are available to them can leave them satisfied or dissatisfied.

2.2 WHAT IS JOB SATISFACTION?

Job satisfaction is the positive feeling about one's job resulting from an evaluation of its characteristics (Robbins & Judge, 2011:61). Job satisfaction represents an attitude rather than a behaviour. Robbins et al (2003) point out those intrinsic factors such as advancement, recognition, responsibility and achievement appear to be related to job satisfaction. Job satisfaction can be measured in two ways, namely, by the facet approach or the global approach. The former refers to assessing how employees feel about various aspects of the job such as rewards, job conditions, people on the job and the work itself.

For some people responsible and challenging work may have neutral or even negative value depending on their education and prior experience with work providing intrinsic outcomes. For other people such work outcomes may have high positive values, people account for different level of job satisfaction for essentially the same job task (Gibson & Cohen, 2003).

Primary school educators may have a very low level of job satisfaction because, as Berning & Potgieter (2000:5) suggest, blue collar workers have lower levels of job satisfaction due partly to the repetitive and mundane nature of their jobs.

Luthans quoted by Robbins (2009) points out the dimensions to job satisfaction as "the work itself, the pay they receive, the promotion opportunities available to them as well as the relationship with their co-workers as well as supervisors".

Job satisfaction can also be measured by asking employees one broad and global question, generally “how satisfied are you with your job?” (Berning & Potgieter 2000:70). At a broader organisational level when satisfaction is measured for the whole organisation, those organisations with more satisfied employees are more effective than those with less satisfied employees (Robbins et al, 2003).

Joao and Coetzee (2011) quoted in Brief (1998) define job satisfaction as a favourable or unfavourable internal state experienced as a result of the affective and/or cognitive evaluation of one’s job.

Sempane, Rieger & Roodt (2006) quoted in Schneider and Snyder (1975, p.318) define job satisfaction as a personal evaluation of conditions present in the job, or outcomes that arise as a result of having a job. An individual’s perception and criticism of his or her job influences his or her job satisfaction. People use factors which they regard as important to them to evaluate their jobs (Sempane et al, 2006). Factors that influence job satisfaction are the work itself, promotional opportunities, the abilities of the supervisor to provide emotional and technical support, the extent to which fellow workers are supportive, working conditions and the equitability of remuneration (Robbins et al, 2003).

Interesting jobs that provide training, variety, independence, and control satisfy most employees (Robbins & Judge, 2011:116). The extent to which educators are satisfied with their job include aspects such as remuneration, physical working conditions, quality of relationships with supervisors and colleagues, quality of supervision, workload, educators’ social status, opportunities for personal growth and promotion, educators’ skills and professional accomplishment to date, degree of decision- making autonomy and characteristics of the education system.

Although most people are satisfied with their jobs overall, they are not necessarily happy with all aspects of their jobs. People certainly have a feeling about different aspects of their jobs, such as co-workers, pay, the nature of work and supervisory level thus job satisfaction refers to people’s feelings about different aspects of their job (Lilford, 2011). Jobs are evaluated by people on the basis of factors that are

important to them (Castro & Martins, 2010). Positive employee attitude is important for any business.

Each and every individual needs to satisfy Maslow hierarchy of needs before they can be fully satisfied; without the needs being fully attained it is difficult to survive or even reach self- actualisation. Once the lower needs are satisfied they never serve as motivation.

Argyris quoted by Newell (2002:31) argues that workers become alienated because the work they are doing was not permitting them to use their capacities and skills in a mature and productive way. The problem Argyris depicted was that in many work situations people are unable to act as responsible adults. Rather they are dependent on others and can do very little without asking permission. In this way his work differs from that of Maslow. The solution was not to increase control as this would undermine the worker further but to increase the interest in work and give the worker more responsibility and challenge.

It is generally recognised that educators experience high levels of stress and that this in turn results in high levels of mental health problems (Emsley, Emsley & Seedat, 2009). These teachers regard high numbers of learners in classrooms and destructive and aggressive behaviour of learners as the primary stress factors. According to Johnstone (quoted by Emsley et al, 2009) major causes of stress amongst school educators are learners' failure to work or to behave, poor working conditions, poor relationships with colleagues, work overload or excessive routine work and poor school ethos. Educators perceive their jobs to be stressful. Changes in the educational dispensation have also been associated with educator stress (Emsley et al, 2009).

Lack of job satisfaction leading to attrition from the teaching profession aggravates the educator shortages in rural areas. Educator shortages lower the quality of education in poor rural areas. Sargent and Hannum (2006) say in rural China, where certified educators are difficult to recruit and retain, principals hire substitute or temporary (daike) educators, who generally have lower levels of education and little or no formal educator training. Research conducted in developing countries has shown that factors like educators' knowledge of subject matter, verbal and maths proficiency scores and qualifications have all tended to be associated with higher

student achievement (Sargent & Hannum, 2006). Educator qualification has an impact on the outcome of an education process.

Job satisfaction depends on the levels of intrinsic and extrinsic outcome and how the job holder views those outcomes. These outcomes have different values for different people (Gibson & Cohen, 2003).

2.3 EDUCATORS' ISSUES ON JOB SATISFACTION

Attracting and retaining high quality educators is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching (Sharma & Jyoti, 2006).

Educators are responsible for providing quality public education in South Africa. Their commitment determines the successful implementation of reforms in schools. Educator job satisfaction has, in turn, been tied to educators' work performance, including educators' involvement, commitment and motivation on the job. Educator job dissatisfaction is closely associated with educator absenteeism and a tendency toward attrition from the teaching profession (Sargent & Hannum, 2006).

According to a report issued by the National Professional Teachers' Organisation of South Africa (NAPTOSA, 2006), the following are some aspects regarding educator morale which also impacts on job satisfaction:

- (a) Lack of quality support provided by the Departmental Officials (63.2%).
- (b) Continuous change in educational methodology and policy (60.0%).
- (c) Poor salary package (58.1%).
- (d) Poor quality of communication by the Department with schools (53.4%).
- (e) Lack of educational resources (43.7%) and
- (f) Teaching learners who have low morale (37.4%).

There are many factors, both intrinsic and extrinsic which affect primary school educators' job satisfaction. Some of them are discussed below:

2.3.1 School environment

The quality of a school education is to a large extent dependent on the quality of educators, i.e. their professional skills and good moral character, and physical facilities such as classrooms, toilets, libraries and staffrooms. The morale of educators is deeply influenced by the physical environment.

Improving working conditions of primary school educators would ultimately lead to them being satisfied with one aspect of their jobs. Robbins (2009) points out that job factors which are consistently related to job satisfaction such as achievement, recognition, the work itself, responsibility, advancement and growth need to be present at all times in order for the individual to be fully satisfied.

Employees respond to caring and supportive work environments by reciprocating with feelings of attachment (Joao, 2010). Primary schools in rural areas pose a very stressful work environment for the teacher due to the fact that most often there is a lack of teaching resources, poor infrastructure, poor transportation systems, lack of parental involvement and support and minimal monitoring support by departmental officials. Recreation and opportunities for enrichment and personal advancement are often limited in rural schools compared to those available in towns.

The issue of safety and security in primary schools remains of overriding concern to the educators. The learning and teaching environment has to be safe and devoid of fear of hazardous elements that might harm or impede education. Educators may also feel isolated from the local community, especially if they are from outside the area or if there is a wide educational gap between themselves and the local community, which this is the case in most primary schools of Ngaka Modiri Molema District.

2.3.2 Career mobility

According to Feldman and Ng (2007), career mobility refers to an individual's perception of the opportunity for intra-organisational and inter-organisational mobility. This includes substantial changes in work responsibilities, hierarchical level or titles within an organisation. Lesabe & Nkosi (2007) claim that employees

experience the need to progress and grow, and that they become frustrated when they perceive their path to progress as being blocked. Career opportunities are more significant predictors of retention than any other type of reward (Joao, 2010).

A majority of the primary school educators have been ordinary Post Level 1 educators for more than 10 years. The chances of being promoted are very slim at a primary school since there is no subject specialisation as at secondary schools. The status quo makes it difficult for primary school educators to have any job satisfaction since they often see young, inexperienced educators at secondary schools being promoted whereas they remain stagnant.

2.3.3 Changes in curriculum

There has been a great deal of modification of the new curriculum since its inception, in order to facilitate the implementation of a standardised curriculum in the nine provinces (Education for All, 2008). Primary school educators might in most cases experience no job satisfaction at all due to the fact that they have to adhere to the programmes of a curriculum which continuously changes, and this would mean that they need to constantly improve their teaching skills rather than finding new and creative ways to teach, which can become exciting and fun for the learners as well as the teacher. Although the educators attend workshops, the time allocated is often too little and sometimes the facilitators are not well conversant with the content. This poses a serious challenge.

In the Mail and Guardian of 30 June 2008 McGrath maintains that at the heart of the challenges for educator training is the need to respond to the new curricula, content and learners. These clearly require new pedagogies, including a radical shift in approaches to learner support. This will require the re-skilling of college and university lecturers to enable the delivery of the new programmes. Educators are the largest single occupational group and profession in the country. Their role has strategic importance for the intellectual, moral, and cultural preparation of our people (DoE 2007). Educators are the essential drivers of good quality education. Therefore, for them to be able to do that, they must be equipped with the skills and knowledge that are required of them. Smit (2001) points out that the role of educators cannot be

overlooked if policy and educational change should have the desired effect. She adds that policy structures should be accompanied by a supportive process intended to strengthen the role of teachers.

Most reports about South African education indicate that the majority of educators have not been sufficiently equipped to meet the education needs of the growing democracy in the 21st century global environment. For example, DeClercq (2008) mentions that it is accepted that educators need competencies such as subject matter, pedagogical and societal knowledge which will enable them to understand their learners, learning and the environment, as well as the appropriate nature of curriculum resource materials. Clarke (2001) suggests that there should be alignment in a school-wide comprehensive, ongoing development program and individual Personal Growth Plans for staff members with the content knowledge and instructional strategies required to prepare learners.

2.3.4 Workload

The EFA report (2008) indicates that the learner-educator ratio of North West province for 2007 was 29.1. This means that in North West province in 2007 one Primary school educator was responsible for 29 to 30 learners in class. For many primary school educators this is just a dream, nothing near to reality. Some educators are faced with classrooms with more than 50 learners on a daily basis.

Researchers in China have suggested that heavy workloads diminish educators' job satisfaction (Sargent, 2006). According to him, a primary school educator interviewed in 2002 characterized the heavy workload shouldered by educators as follows: "This job has both its hardships and its pleasures. The hardship is that every day is tiring, much more tiring than other jobs. In another job, when you knock off you get off from work and you can rest. But in teaching, there is no rest. Sometimes you have to stay at school to supervise late studies. As an educator you are always busy with students' affairs and so you never have time for your own affairs."

The more learners an educator has to teach, the more stress he/she experiences in terms of marking their work, monitoring and controlling their work, support and a lot of administration issues. Educators often find it difficult to undertake all their duties

and responsibilities in the time allocated and find themselves in trouble with the authorities. Workload is one of their major causes of job dissatisfaction and they end up absenting themselves from work, constantly falling sick and even resigning.

Although there is a stipulated amount of work that primary school educators should do according to their different levels, this is often not the situation. There is a lot of administrative work and even understaffing which forces them not only to do what is in the policy but always to go an extra mile. Educator shortages may lower education provisioning quality; as a result principals hire temporary educators, who at times have lower levels of education, are inexperienced or under-qualified.

2.3.5 Quality of leadership

The quality of leadership and supervision affects a range of factors in the school environment, including the overall organizational climate of the school. According to Zhou as cited by Sargent (2006), educators derive more pleasure in coming to school where the principal believes in educators, works hard to foster educator motivation and autonomy, and harnesses the collective force of all the educators to carry out the work of the school.

Most educators prefer to work in schools where the management gives reasonable work assignments, listens to suggestions, provides a well-maintained pleasant working environment, places great importance on making ample teaching resources available, gives educators encouragement and feedback, and ensures that educators can spend their time and energy on instruction and research.

2.3.6 Qualifications

Educator qualifications constitute an important policy issue in South Africa. In South Africa educators are considered to be appropriately qualified if they have obtained a Senior Certificate and completed a minimum of three years of appropriate training to become an educator. An educator who does not possess these qualifications or who underwent training outside the field of education is considered to be unqualified or under qualified. The Education for All (EFA) country report on South Africa for 2008

indicates under 'Educator qualification' that there has been significant improvement in the qualification of educators since 1998.

In 1998, only 73% of educators were appropriately qualified and, by 2005, this had increased to 87%. This translated into 14% of educators being unqualified or under qualified in 2005. The report indicates that the greatest improvement in the qualification level of educators took place amongst educators in primary schools, where the proportion of qualified educators increased from 63% in 1998 to 84% in 2005.

Despite teachers working hard to improve their qualifications, they are not remunerated for that. Educators only get a once-off bonus and no increase in salary, or even a promotion. The dilemma that educators find themselves in is that they are expected to improve their qualifications, in their own time, some even using their own money but they are not rewarded thereafter.

2.3.7 Salaries and incentives

Spector (2002) points out that the fairness of compensation is a greater determinant of satisfaction than compensation itself. If a person feels that he is being fairly paid according to his expertise, position, experience and commitment, chances are he will give his utmost best. On the contrary, if employees feel the payment system is unfair, they have the tendency to not carry out their duties as expected. According to Sargent (2005, online), poor salaries is one of the most important reasons given for leaving teaching due to dissatisfaction and attrition of educators in small schools in the United States of America.

Most primary school educators are of the view that they are not fairly paid hence they see no reason for going the extra miles within the school (North West Department of Education, 2010). The fact that an educator can be a post level one educator for more than fifteen years and still earn below a newly appointed deputy principal leads to low morale. This often results in educators opting to do part-time jobs to augment their pay, which shifts their focus away from their main day-to-day core teaching responsibility at the school.

Whereas primary school educators often mark learners' scripts for special examinations like Annual National Assessment (ANA), Systemic Evaluation and Grade 9 examinations, they do not receive incentives for that. On the contrary, secondary school educators get special pay for marking grade 12 examinations over and above their normal salaries. Unlike primary school educators, secondary educators also get paid to conduct extra classes over the weekends and during the holidays.

2.3.8 Learner discipline

According to Mestry, Moloi and Mahomed (2007) discipline in public schools is ranked as one of the major concerns expressed by all stake holders. There is a perception that student discipline is emerging as a serious problem that is making many schools ineffective institutions of learning and teaching. Mestry *et al* (2007) further point out that in some instances disciplinary policy is either ineffective, or not implemented and managed properly. Squelch (2001) contends that discipline is one of the key characteristics of an effective school and is a necessary condition for effective teaching and learning to take place.

Educators spend most of their time inside a classroom with learners, meaning they become the caregivers to the learners during school hours; because of this it becomes increasingly difficult to discipline all individual learners in the classroom.

Due to the new system in schools that governs learner discipline, educators often have a problem with disciplining large crowds of learners. Failure to maintain discipline in the classroom due to the rude behaviours of learners ultimately leads to one being overwhelmed and losing control. Ultimately it will lead to work stress and burnout. Job dissatisfaction can cause any individual, more especially primary school educators, to have an emotional imbalance and ultimately lead to one being depressed.

2.3.9 Lack of parental involvement

Mestry *et al* (2007) contend that the progress of learners educational development in the school context depends to a large extent on effective contact with and cooperation between the parents and school personnel. This sentiment is shared by Kurian (2008) who believes that active participation of parents in the education of their children is essential to improve discipline in schools as well as the academic performance of the learners.

Although educators try different strategies to involve parents like holding parents evenings and parents meetings to provide information to parents useful in supporting their children in the school, they often do not get the necessary cooperation. This becomes more of a challenge if an educator has a learner who is underperforming, ill-disciplined or displays some strange behaviour in school. Often the educator is left on his own to see to it that he helps the learner. Educators are the main intermediaries between the real world and the ideal world who lay a foundation for learners, hence they need all the necessary support. In terms of the South African Schools Act of 1996 (SASA), schools are required to establish school governing bodies (SGBs) to support schools. SGBs comprise parents, educators, and non-teaching staff members in primary schools. These bodies are statutory bodies, vested with governance of public schools. One of their core responsibilities is to maintain a working relationship between parents and the school. In most schools SGBs are not very skilled, have low literacy levels, lack of understanding of their roles and have enormous infrastructure disadvantages that make it difficult to carry out their responsibilities. This situation is often frustrating to teachers who have to rely on the SGB to bridge the gap between them and the parents.

Job satisfaction among primary school educators can be measured using Herzberg theory which suggests that for an individual to be fully satisfied all the factors that lead to job dissatisfaction must be corrected, example, hygiene factors must be maintained if the manager is to prevent job dissatisfaction.

2.4 GUIDELINES FOR PROMOTING JOB SATISFACTION

2.4.1 Make the job fun

People are most satisfied with jobs they enjoy doing rather than those that they do not. It is possible to influence some level of fun-based activity to make the job more interesting. According to Spector (2002) as cited by Joao (2010), the more jobs are able to provide autonomy, task identity, task variety and task significance, the more satisfied employees are.

If primary school educators are allowed to be as innovative as possible and not be confined to rigid curriculum outcomes, they will be more satisfied. This is because learners at primary school level have a low concentration span due to their age, which requires educators to try and make schooling fun and enjoyable for them. Although educators try to do this, they often fail due to the department's bureaucratic system.

2.4.2 Match people to jobs that fit their interest

According to Schultz and Schultz (2010) as cited by Joao (2010), research has revealed that job satisfaction is positively related to the capacity to use one's abilities in the work environment. The more people find that they are able to fulfil their interest while on the job the more satisfied they will be with those jobs.

If educators are allocated grades in which they fit and subjects that they have interest in teaching, this will boost their self-esteem and result in an increased level of job satisfaction.

2.4.3 Avoid boring repetitive jobs

In keeping with the two factors theory, people are far more satisfied with jobs that allow them to achieve success by freely taking control over how they are going to do things. Greenberg and Baron (2003:206) point out that people are likely to believe that decisions have been made fairly to the extent that they have had a chance to influence those decisions, that is, they are given a say in the matter.

Gibson and Cohen (2003:369) suggest that in promoting job satisfaction among employees managers should place more emphasis on self-management and participation. According to Levy (2010) job satisfaction is influenced by the structure of the job and what it provides; more especially, the more jobs are able to provide autonomy, task identity, task variety, task significance and job feedback, the more satisfied employees are. Role ambiguity and role conflict have shown to be negatively related to job satisfaction (Spector, 2000)

2.5 DISADVANTAGES OF HAVING EMPLOYEES WITH NO JOB SATISFACTION.

There is little room for large changes in performance; some jobs are so structured that the people holding them must maintain at least some minimum level of performance just to remain in the job. For others there may be very few ways to exceed minimum standards, thus the range of possible performance is restricted. (Greenberg & Baron 2003:158)

According to Smith, Kendal & Hulin (2008) job dissatisfaction ultimately leads to symptoms of burnout such as the following: Work related burnout: feeling like you have little or no control over your work, lack of recognition or rewards for good work, unclear or overly demanding job expectations. Lifestyle related burnout: working too much without enough time for relaxing and socializing, taking too many responsibilities.

Because individuals relate to situations differently there are four things one can do to overcome burnout. (Smith et al, 2008) suggest four things one can do to overcome burnout, actively address problems, clarify your job descriptions, ask for new duties and take time off. Job dissatisfaction has a number of consequences such as the following:

2.5.1 Absenteeism

Absenteeism is any failure of an employee to report for or to remain at work as scheduled regardless of the reason. From a business perspective, the employee is absent and is simply not available to perform his job and that absence will cost the business money (Cascio, 1986).

High performers who are difficult to replace represent dysfunctional turnovers, low performers who are easy to replace represent functional turnovers. The crucial issue is analyzing turnover; therefore it is not how many employees leave but rather the performance and replaceability of those who leave versus those who stay.

When employees are dissatisfied with their jobs they try to find ways of reducing their exposure to them, that is, they stay away from their jobs, a phenomenon known as employee withdrawal. Two main forms of employee withdrawal are absenteeism and voluntary turnover (Greenberg & Baron, 2003:156). Research has shown that the less people are satisfied with their jobs, the more likely they will be absent. Dissatisfaction with one's job is likely to be just one of many factors influencing people decisions to report to work or not (Greenberg & Baron, 2003:156).

Cascio (1986:49) points out that the high rate of absenteeism among school educators is often due to family –related issues, personal illness, the reason you might expect to be the main justification for calling in sick. Other causes are personal needs, stress and entitlement mentality.

Employee absenteeism is one of the major management problems faced by modern organisations. Absenteeism has numerous implications for the education organisations, which has both direct and indirect influences on performance (Rivin-Abeles, 2001). According to a study conducted by the North West Department of Education Research Unit (2010), 62,4% of teachers experience unfavourable

working conditions which cause them to be absent from school and 67,7% of educators agreed that low morale increases incidents of educator absenteeism.

Absenteeism is costly because it reduces output, and disruptive because it requires schedules and programs be modified. Employees go to work because they are motivated to do so; the level of motivation remains high if an individual feels that attendance leads to more valued rewards and fewer negative consequences rather than alternative behaviour (Johns, et al quoted by Zwell, 2000).

2.5.2 Staff turnover

Another costly form of withdrawal related to job satisfaction is voluntary turnover, i.e. quitting one's job. The lower people's level of satisfaction with their jobs the more likely they are to consider resigning or actually do so. Many factors relating to the individual their jobs and economic conditions shape decisions to move from one job to another. (Greenberg & Baron, 2003:156)

A lack of organisational commitment has been shown to be the main contributor to turnover intention and turnover behaviour (Martin & Roodt, 2007). Research has showed that organisations are highly concerned about withdrawal in so far as it is generally very costly. The expense is involved in selecting and training employees to replace those who have resigned (Greenberg & Baron, 2003:156)

The more primary school educators resign the more it becomes difficult for the department to recruit new educators as it becomes costly and delays the school programme. More primary schools must try to retain the current educators they have as these have the necessary skills and qualifications.

Managers may assume that low turnover is a mark of an effective organization. However some organisations would benefit if disruptive and lower performers quit, thus the issue of turnover needs to focus on who is leaving as well as on frequency (Zwell, 2000). He further continues to point out that a reward system based on merit rating should encourage better performers to remain with the organisations. Also the reward system needs some differential that discriminates between high and low performers.

2.5.3 Organisational structure

According to Greenberg and Baron (2003), organizational structure is the formal configuration between individuals and groups with respect to the allocation of task responsibility and authority within organisations.

It is often found that there is less job satisfaction in larger organisations than in smaller ones. The following process occurs: the bigger the organization the more over-specialisation, the more over-specialisation the less complex the work, the less complex the work the more boring, performing boring work results in dissatisfaction and a lack of motivation. This results in indifferences that are accompanied by increased absence and high labour turnover.

Martin and Roodt (2007) point out that job satisfaction and organisational commitment have been proven to correlate positively with each other; the greater the job satisfaction and organisational commitment, the lower the predictive turnover intention.

Fredrick Herzberg proposed the two factor theory also known as the motivation hygiene theory. Hertzberg believed that an individual's relation to his work is a basic one and that can determine his success or failure (Robbins, 2009:149). Prior to Herzberg's work, people studying motivation viewed job satisfaction as a uni-dimensional concept, that is they placed job satisfaction at the one end of a continuum and job dissatisfaction at the other end of the same continuum. If a job condition caused job dissatisfaction, removing it would provide job satisfaction. (Gibson & Cohen, 2003:133)

While there has been much criticism of the need theories of Maslow and Herzberg as explanations of motivation, they nevertheless do help us to understand this component of aspirations which is linked to mental health. This is because the theories are concerned with satisfaction rather than motivation (Newell, 2002:109).

Job dissatisfaction is consistently related to company policy and administration, supervision, interpersonal relations with supervisors, salary and job security. The two factor theory also implies that steps should be taken to create conditions that help avoid job dissatisfaction (Shultz, 2003:154).

Primary school educators can experience high levels of job dissatisfaction due to the working conditions described by Herzberg (quoted by Robbins 2009:147). In poor rural primary schools there is an often shortage of basic essentials and an educator has to accommodate all the needs of each individual learner. In most cases an educator has 50-60 learners in a small classroom with very few textbooks; this in turn causes the educator to experience low job satisfaction.

2.6 SUMMARY

Chapter two explored literature on the level and impact of job satisfaction amongst primary school educators. What is evidenced is that if a job satisfaction cause high level of performance the message to managers is quite simple; to increase employees' work performances, make them happy. A number of messages appear to emerge from the extensive literature on job satisfaction among employees in general.

Marx argues that under capitalism, alienation reaches its pinnacle, but will slowly decrease with the rise of communism because workers' needs will be met. In modern times it is very hard to make predictions about job satisfaction and self-actualisation, but there is hope that work will change. New ways of creating a conducive environment will lead to individual needs being taken into consideration.

The original idea was that satisfaction of employees was achieved by ensuring the work experience satisfied what was assumed to be a common set of needs, but today it is recognized that employees have different needs which will alter over the course of a life-time as will the job satisfaction.

Research has demonstrated a U-shaped relationship between job satisfaction and age, with satisfaction generally declining until the age of about 30 and then increasing again; this implies that as you get older, you may experience less satisfaction in the work that you do (Newell, 2002:32)

Educators are more satisfied in schools with better economic and social resources, schools where there are opportunities for professional advancement, workload is lighter, where there is an organizational climate characterized by experienced leadership and in communities that are less remote.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

According to Cohen, Manion and Morrison (2000), planning research it is important to clarify a distinction that needs to be made between methodology and methods, approaches and instruments, styles of research and ways of collecting data.

This chapter specifies the methodological strategy and procedures chosen for this study. De Vos (2007:358) describes a research methodology as a diligent and systematic enquiry of a phenomenon to discover or revise facts and theories by applying different. The population sample is described and the participant selection process is explained in this Chapter. The methods used for distribution and collection of the survey are discussed. Statistical treatments of the survey data are outlined in this Chapter.

3.2 RESEARCH DESIGN

Mouton (2001: 55) says research design is a plan or blueprint of how the research will be conducted. He further explains that research design focuses on the end product, formulates a research problem as a point of departure, and focuses on the logic of research. Research design has to include the steps that should be taken in order to demonstrate that a particular hypothesis is true and that all other possible hypotheses must be rejected (Schermerhorn, Hunt & Osborn, 2003).

3.3 RESEARCH METHODOLOGY

Methodology is about how we come to know the world through inquiring, but is much more practical in nature. It is concerned with the specific ways or methods that we can use to try and understand our world better (Henning, 2004). Research methodology can further be explained as a diligent and systematic enquiry of a phenomenon to discover or revise facts and theories by applying different methods and guidelines to enable researchers to make broad and accurate generalizations.

3.3.1 Overview of the research method

In this study a quantitative research method was used to collect data. Quantitative method is a term for a variety of approaches to educational research and it involves evaluation of various strategies such as ethnography, naturalistic enquiry, case study, field study and participation observation (Maree 2010:385). It is apparent that quantitative research is descriptive, explanatory and it leads to the discovery of new knowledge. In quantitative research a researcher relies on numerical data to test the relationship between the variables (Maree 2007: 256).

3.3.2 Description and justification of the research method chosen

Quantitative research is linked to positivism whereby reality is seen as “stable, observable and measurable” (Cressel, 2003:39). Quantitative research seeks causal determination, prediction and generalisation of findings. It focuses on collecting numerical data which is then analysed statistically. The purpose of using quantitative methods in this study was to describe and explain job satisfaction by establishing its level, causes and strategies as applicable to primary school educators of Ngaka Modiri Molema District. In this study variables include job satisfaction (dependent) and causes and strategies of job satisfaction (independent variables). Data collected in quantitative research is objective and it was obtained through structured questionnaires. This was done to ensure reliability of results.

Quantitative research is the time-honoured scientific method, which is about prediction, generalising a sample to a larger group of subjects and using numbers to prove or disprove a hypothesis. Quantitative research methods are characterised by logic, positivism, and objectivity; they are descriptive, deductive and generate numeric data. They are guided and determined by the conceptual framework.

3.3.3 Appropriateness of quantitative method as chosen method

Quantitative research method was chosen for this study because it quantifies data and generalizes results from a sample to the population of interest. The instruments used to collect data are easy for the researcher to administer, and data were collected through questionnaires. This method was appropriate to the study since the researcher did not have any personal interest but wanted to uncover the phenomenon of job satisfaction without any bias. To achieve this, the researcher became objective when collecting data. Again this method has the ability to effectively translate data into easily quantifiable charts and graphs. It also allows for the collection of data using many variables but the choice remains with the researcher to determine which ones to test, especially those that will give an immediate solution.

3.4 POPULATION AND SAMPLING

The following will shed some light on the composition of population and sample respectively:

3.4.1 Population

A population is a complete set of events, people or things which are the focus of the research and about which the researcher has interest and wants to determine some characteristics (Bless & Higson-Smith, 2000). Where the population embraces a number of distinct categories, the frame can be organized by these categories into separate "strata." Each stratum is then sampled as an independent sub-population, out of which individual elements can be randomly selected.

The population of this study is all the primary school educators in the Ngaka Modiri Molema District of the North-West Province. The district consists of 232 primary schools. A total of 1966 post level one educators and 372 HODs are employed in these schools.

3.4.2 Sampling and data collection strategy

A sample is a set of individuals selected from a population which is intended to represent the population under study. Samples are drawn on the basis that it would be impractical to investigate all members of a target population (Breweton & Millward, 2002). According to Henning (2004) sampling involves the selection of a portion of a population as a representation of the population to ensure that the sample is representative

A simple random sampling was used in this study. Simple random sampling is a basic type of sampling, since it can be a component of other complex sampling methods. The principle of simple random sampling is that every object has the same probability of being chosen. An unbiased random selection of individuals is the simplest of the sampling techniques. Sampling helped the researcher to have a more manageable and cost effective sample to work with. According to Cooper and Schindler (2003), random sampling frequently minimizes the sampling error in the population. This in turn increased the precision of any estimation methods used. Pallant (2007) stresses that random sampling is used predominantly “to obtain scores from the population”. For this study random sampling was ensured during the design phase.

3.4.3 Sample size

In this study a total of 181 teachers were sampled within the Ngaka Modiri Molema District of the North-West Province. Only 167 returned their completed questionnaires, which resulted in the response rate of 92%. The table below describes the stratified sample computed:

Table 3.4.3: Stratified sample

Female	98	59%
Male	69	41%
Total	167	100%

3.5 Research instruments

The questionnaire survey design was deemed as appropriate for this study. Greenfield (2002:174) believes that reliability, validity, discrimination, response rate, same meaning for all respondents, relevance, exhaustiveness and inclusiveness should be considered when developing questionnaires. Cozby (2004:123) is of the opinion that a written questionnaire should appear attractive and professional. It was chosen based on the following reasons cited by Temane (2009:38).

- i. It is a widely used data collection method for research into real life situations;
- ii. It can extract the practical concerns of people in a situation and further the goals of social research simultaneously;
- iii. It can be used by practitioners who wish to improve an understanding of their practice;
- iv. It increases validity and reliability since results can be confirmed by means of different data sources;
- v. It creates new lines of thinking by facilitating the emergence of fresh perspectives and contradictions; and
- vi. Information collected through questionnaires is mostly already structured and thus easy to analyse.

The researcher also noted the following views of Stead and Struwig (2004:98) on the disadvantages of the questionnaire method:

- i. If the researcher is not present to explain what exact information is required, respondents could misunderstand questions;
- ii. Emotions and sentiments are also difficult to express in writing.

- iii. Many subjects fail to answer questions completely honestly; instead they give the researcher the answer they think he or she wants to hear.
- iv. Some subjects may regard questionnaires as unimportant to answer, and answer the questions haphazardly and without the necessary enthusiasm and seriousness.

Leedy and Ormrod (2001:202-204) and McMillian & Schumber (2006) proposed the following guidelines for developing questionnaires.

- i. Define the purpose of the research clearly, and determine exactly which information must be gathered through the questionnaire and why it should be gathered.
- ii. Set guidelines for writing and justification of items
- iii. Determine the format and content of the questionnaire. Questionnaires should be as brief as possible and solicit only information essential to the research project. Every item should be tested by two criteria:
 - a. Consider what the researcher intends to do with the information.
 - b. Consider the importance of each item for purposes of solving the research problem?
- iv. Use clear, simple, unambiguous language to construct a draft questionnaire,
- v. Write items that communicate exactly what is expected. Avoid terms that the respondents may not understand, such as obscure words or technical jargon and words that do not have precise meanings, such as several and usually.
- vi. Keep the respondent's task simple and provide clear instructions.
- vii. Analyse each question in the draft questionnaire individually to determine whether it is unambiguous and whether it measures what it is supposed to measure.
- viii. Conduct a prior test, and revise the questionnaire based on feedback received.
- ix. The questionnaire validity and reliability must be reviewed and statistically tested where necessary.
- x. The final questionnaire must be logical and easily comprehensible so that vagueness will not impair the outcome.
- xi. The researcher must make sure that sufficient control measures exist when the final questionnaires are distributed.

The questionnaire used in this research is into two sections.

Section A consists of 10 items, which aim at collecting the biographical and demographic data; it is vital to understand the background information of the respondents.

Section B consists of 13 questions from the Minnesota Satisfaction Questionnaire (MSQ)(Short Form).

The Minnesota Satisfaction Questionnaire (MSQ) is a popular measure of job satisfaction that conceptualizes satisfaction as being related to either intrinsic or extrinsic aspects of the job. Intrinsic satisfaction is related to how people feel about the nature of their job tasks, while extrinsic satisfaction is concerned with aspects of the job that are external or separate from job tasks or the work itself. The MSQ has been in use for over 30 years in a wide range of jobs, including factory and production work, management, education (primary, secondary, and college), health care (including nurses, physicians, and mental health workers) and sales.

The 20 subdomains of the MSQ that were used to comprise the overall job satisfaction estimates are as follows:

1. Ability Utilization – opportunity to use abilities
2. Achievement – feeling of accomplishment from work
3. Activity – keeping busy
4. Advancement – opportunity for promotion
5. Authority – being in-charge of others
6. System policies and practices – school policy implementation
7. Compensation – perceived balance of work performed to salary received
8. Co-Workers – relationships with co-workers

9. Creativity – flexibility to try one’s own methods
10. Independence – opportunity to work alone
11. Moral Values – opportunity to act in ways that do not go against beliefs
12. Recognition - acknowledgment for a job well done
13. Responsibility – freedom to use personal judgement
14. Security – anticipation of steady employment
15. Social Service – being able to help others
16. Social Status – being respected in the community
17. Supervision-human relations – relationship between employee and supervisors
18. Supervision-technical – the technical quality of the supervision
19. Variety – the opportunity to do different things
20. Working Conditions – physical aspects of the work environment

3.6 DATA ANALYSIS TECHNIQUES

Data analysis and interpretation assist readers to understand how the participants respond to the questions. The response of the test subject will be recorded in percentages. According to Milne (2006: 294), a researcher provides tables, graphs and charts to give the reader a condensed picture of the data. The author goes on to say that in the analysis of quantitative data, the researcher needs to organize and manipulate the quantitative data to get them to reveal things of interest about the social world. In this study, graphs and tables will be used to analyse data.

Data will be captured on SPSS v9, cleaned and coded before being computed. Coding data, according to Milne (2006: 295), means “systematically reorganizing data that is computer readable”. The extracted data will be analysed using SPSS v18 statistical analysis programme. The arithmetic mean and standard deviation of numerical values will be calculated.

3.7 VALIDITY AND RELIABILITY OF THE CURRENT QUESTIONNAIRE

Nelson (2006: 67) argues that a scientific enterprise is built on a foundation of trust, trust that the results reported by others are valid and trust that the source of novel ideas will be appropriately acknowledged in the literature. According to Reitsman & Mentz (2006: 106) the key issue for qualitative research is developing a shared understanding of appropriate procedures for assessing its credibility or trustworthiness.

De Vos (2007: 160) comments that to obtain valid and reliable data one must ensure before implementing the study that the measurement procedures and the measurement instrument to be used have acceptable levels of reliability and validity. Validity has two aspects, these being that the instrument measures the concept in question and the concept is measured accurately. Reliability refers to the steadiness of the measurement, and this means that the variable that is measured will produce the exact measurements if measured under the same conditions each time (De Vos, Strydom, Fouché & Delport: 2008:162).

According to Babbie (2001:250), there is always a possibility of error in the construction of a questionnaire, irrespective of how careful the researcher has been, in constructing it. Pre-testing a questionnaire therefore ensures the protection of a questionnaire against errors and vagueness, which may impact on the validity and reliability of the questionnaire.

The current questionnaire will be face validated after conducting a trial run with ten non-related respondents who will not be involved in the final survey. Respondents will provide feedback after completing the questionnaire and the researcher will adapt the questionnaire if necessary. The adapted final questionnaire will then be distributed to respondents in the sample group.

3.8 ETHICAL CONSIDERATIONS

It is important to highlight the ethical considerations in regard to the research. An essential ethical aspect is the issue of the confidentiality of the results and findings of the study and protection of the participants' identities. This could include obtaining letters of consent for conducting research.

The covering letter which explains the purpose of the study will accompany the questionnaire so as to introduce it to the respondents with the main aim of getting them to respond positively to the questionnaire. Nelson (2006: 2-3) recommends points to be considered when the covering letter is written.

- An effective covering letter reassures respondents that their privacy and anonymity are maintained.
- The covering letter indicates the importance of the respondent's cooperation



3.9 SUMMARY

This chapter provided a description of the research methods and the rationale for their use in this study. Methodological strategies relating to participants, instrumentation, and data collection procedures were discussed. In the next chapter, collected data from questionnaires will be rearranged and summarized for ease of presentation, analysis and interpretation.

CHAPTER 4

RESEARCH RESULTS

4.1 INTRODUCTION

This chapter focuses on the presentation of results of the research in tabular or graphical format. This chapter provides an analysis of data, which has been collected from the respondents, with the help of statistics. This helps to identify critical findings and recommendations will be noted if there are any shortcomings.

Questionnaires were used to gather information. The objective of this chapter was to conduct the analysis of the collected data using methods described in chapter 3.

The primary objective of data selection is the determination of appropriate data type, source and instruments that allow investigators to adequately answer research questions. The determination is often discipline-specific and is primarily driven by the nature of the investigation, existing literature and accessible to necessary data sources. 181 questionnaires were distributed to primary schools within the Ngaka Modiri Molema District. Only 167 filled completed questionnaires were returned, which resulted in the response rate of 92%

4.2. PERSONAL DATA OF THE RESPONDENTS

This section discusses the personal data of the respondents. There are other factors which contribute to the problem which are discussed in this section. The questionnaire was answered by both males and females. The results revealed that females dominated. A description of the biographical characteristics of the sample in terms of age, gender, length of service, qualifications, language, levels of job responsibilities and place of origin will follow. The following information was collected from the research participants:

4.2.1 Gender

According to Figure 4.1 below, 69(41%) males took part in the study while 98(59%) females took part in the same study.

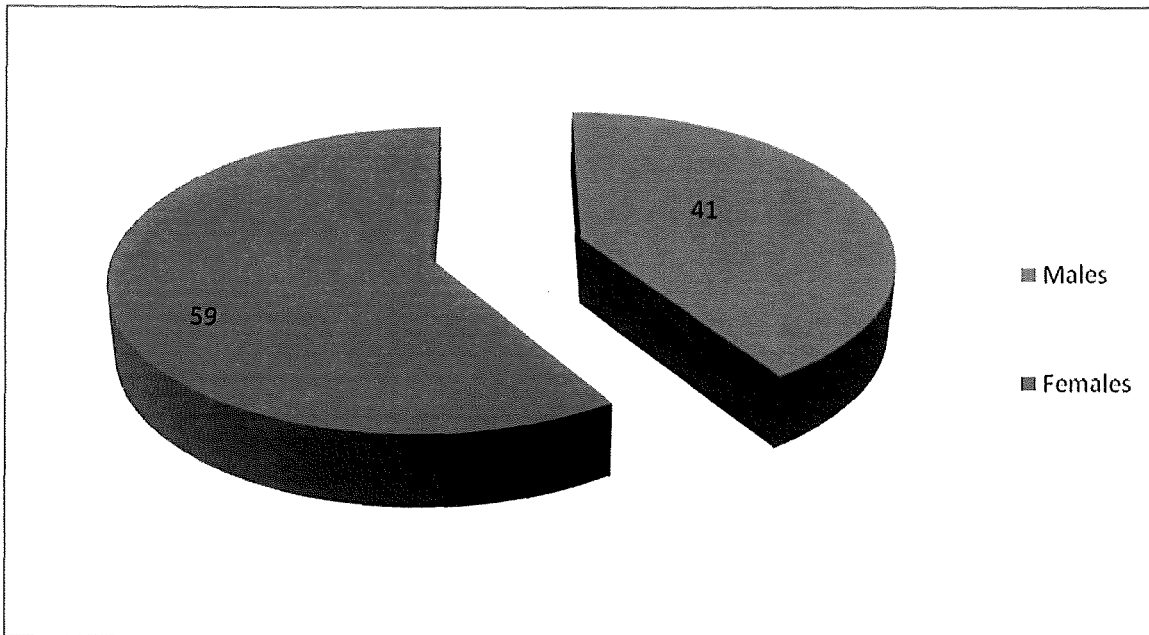


Figure 4.2.1: Gender

Figure 4.2.1 above reveals that the minority of respondents, 69 (41%), who took part in this study were male educators while the majority of respondents, 98 (59%), were female educators

4.2.2 Citizenship

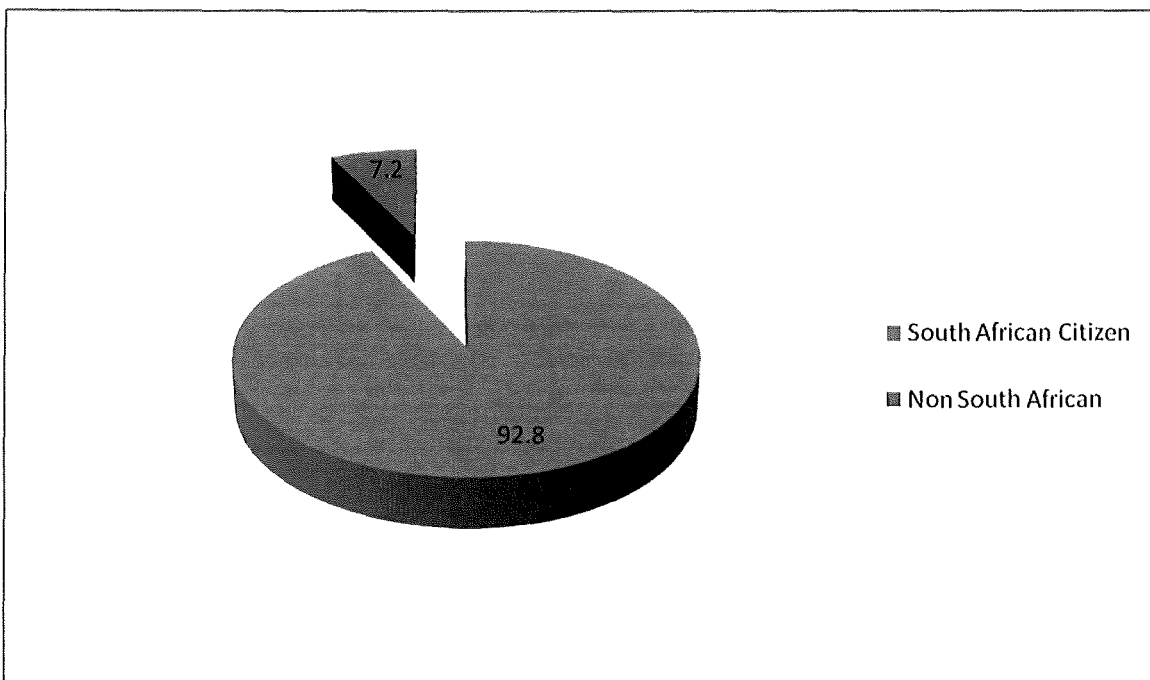


Figure 4.2.2: Country of Origin

Of all the 167 respondents, the majority, 155 (92.8%) were South African citizens and only 12 (7.2%) were non-South African citizens.

4.2.3 Tenure

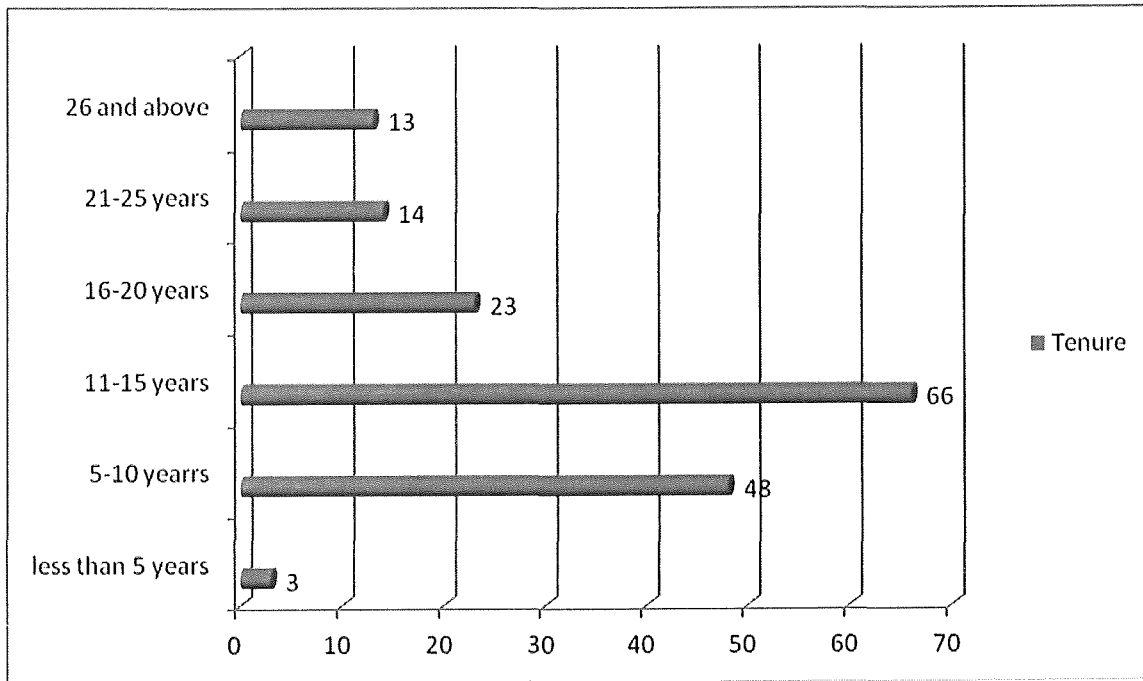


Figure 4.2.3: Tenure

Figure 4.2.3 above reveals that only 3 respondents have been employed by the current employer for less than 5 years and these are the minority. The majority of respondents, 66(39.5%), have been employed by the current employer for 11 to 15 years.

4.2.4 Race

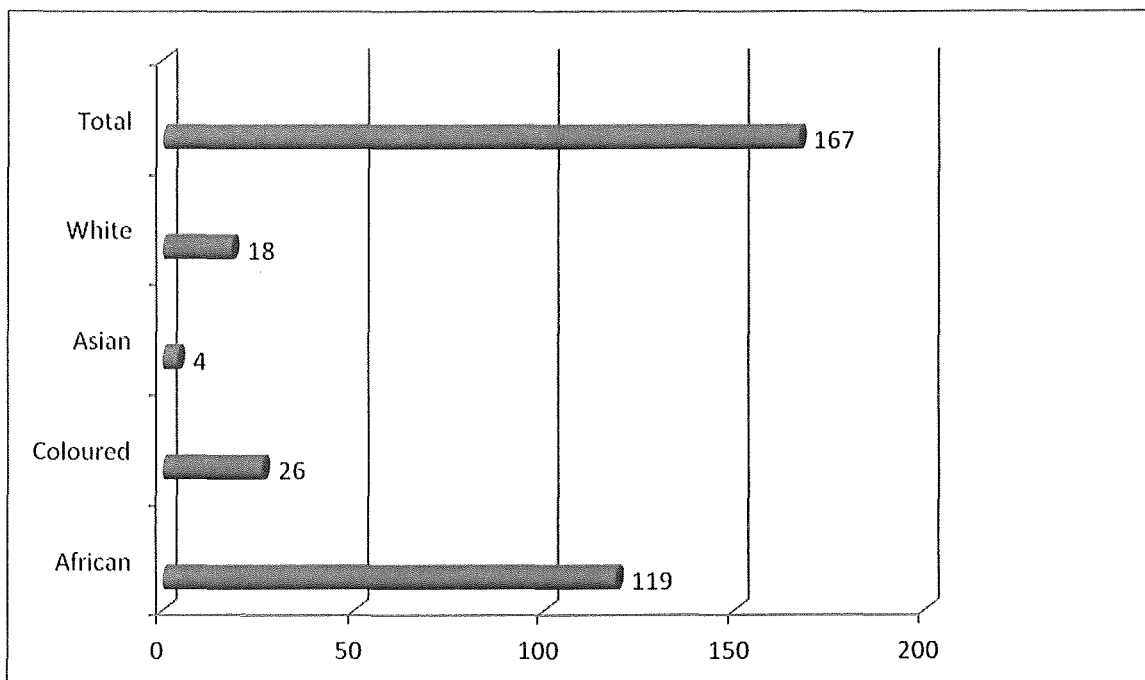


Figure 4.2.3: Race

Figure 4.2.3 above reveals that of 167 respondents, the majority, 119 (71.3%), were Africans while a minority of respondents, 4 (2.4%), were Asians.

4.2.5 Home language

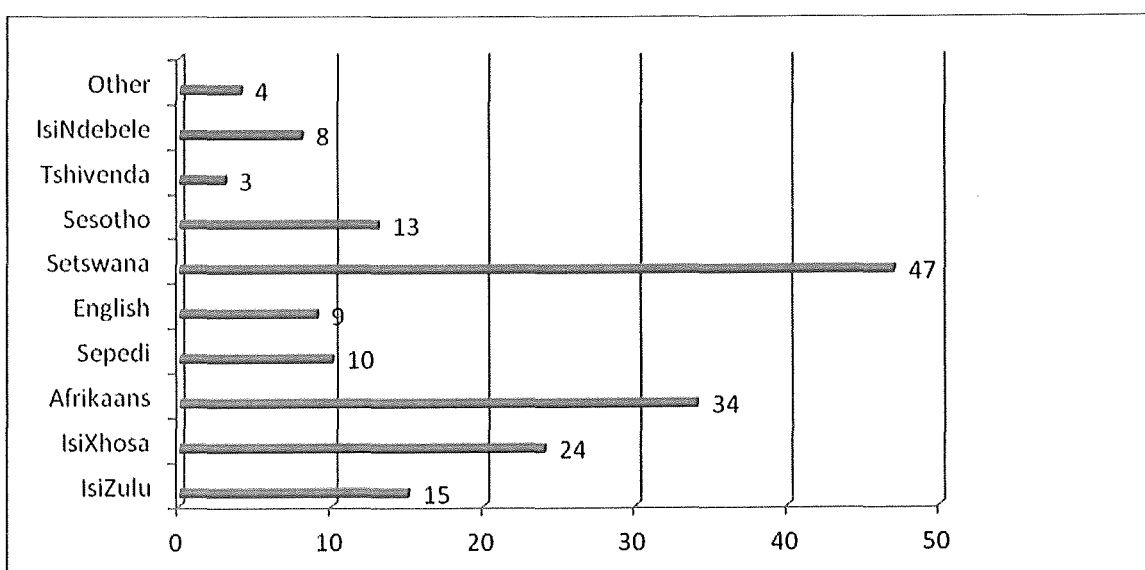


Figure 4.2.5: Home language

Figure 4.2.5 above reveals that the language spoken by a minority of respondents, 3 (1.8%) is Tshivenda while the majority of respondents, 47 (28.1%), speak Setswana. This came as no surprise since Ngaka Modiri Molema District is largely populated by Batswana people.

4.2.6 Highest formal qualification

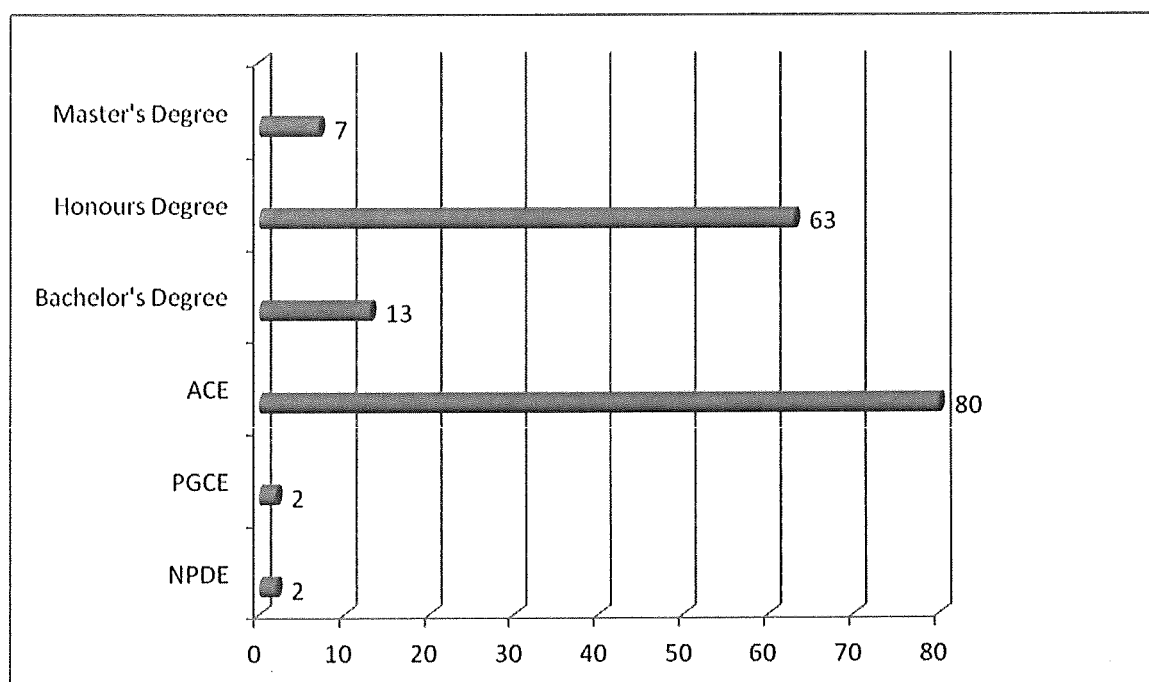


Figure 4.2.6: Highest formal qualification

Figure 4.2.6 above reveals that a minority of respondents, 2 (1.2%), were educators with a National Professional Diploma in Education as well as educators with a Post Graduate Certificate in Education. The majority of respondents, 80 (47.9%), were educators in possession of an Advanced Certificate in Education.

4.2.8 Did you consider resigning from your job?

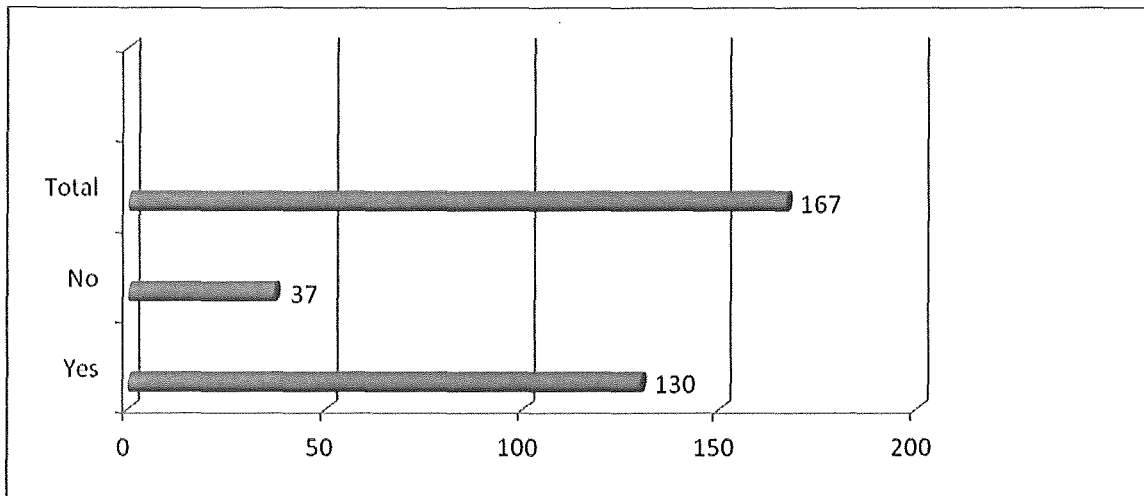


Figure 4.2.8: Did you seriously consider resigning from your present job?

Of 167 respondents, 37 (22.2%) respondents said they did not consider resigning from their present job. They were in the minority. The majority of respondents, 130 (77.8%) said yes they seriously considered resigning from their present job.

4.2.9 Did you often think of filing a formal grievance against your employer?

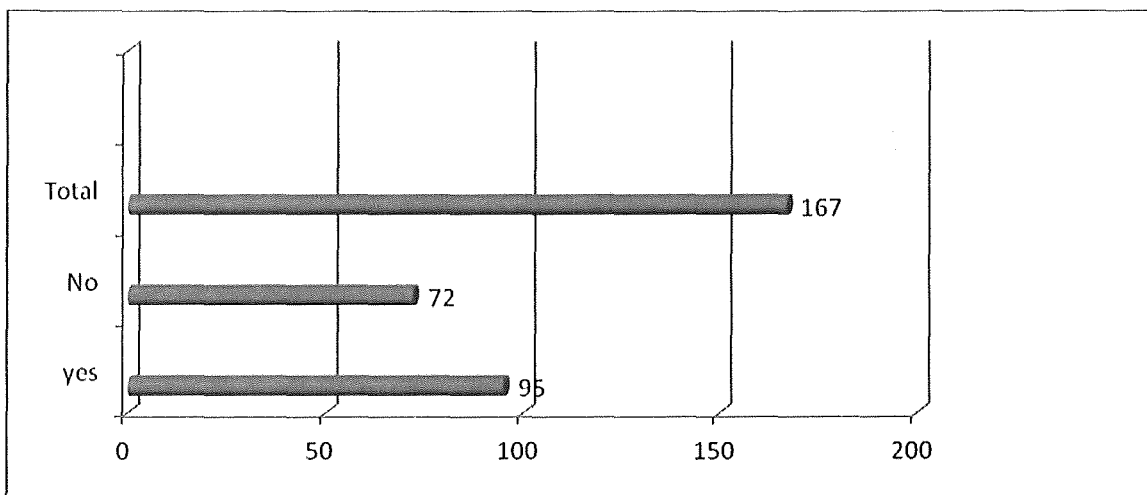


Figure 4.2.9: Think of filing grievance against employer

72 (43.1%) respondents said that they did not think of filing a formal grievance against their employer while a majority of respondents, 95 (56.9%), said yes they thought of filing a formal grievance against their employer. Many things could have gone wrong between the employer and the educators where educators believe that

they have been aggrieved somehow. They seem confident that they can file a formal grievance against their employer. Only the outcome of the grievance will determine how well the employer will relate with educators.

4.3 DESCRIPTIVE STATISTICS

4.3.1 Biographical information

Table 4.3.1 below reveals and discusses biographical information of the respondents descriptively in terms of means and standard deviations

Table 4.3.1: Biographical information

Descriptive Statistics						
	N	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Age	167	9.83	1.564	2.446	.283	.188
Number of years employed by your current employer	167	16.22	1.223	1.495	.839	.188
Sex	167	1.59	.494	.244	-.356	.188
Race	167	1.53	.974	.950	1.782	.188
Home Language	167	4.63	2.540	6.450	.558	.188
Are you a South African Citizen	167	.93	.259	.067	-3.346	.188
Highest formal qualification	167	4.92	1.087	1.181	.071	.188
Position in your organisation	167	2.86	1.497	2.240	-.013	.188
Did you often seriously consider resigning from your present job?	167	.78	.417	.174	-1.353	.188
Did you often think of filing a formal grievance against your employer?	167	.57	.497	.247	-.281	.188
Valid N (listwise)	167					

Table 4.3.1 above reveals that the means of the following demographic items are all lower than 2:- sex is 1.59, race is 1.53, citizenship is 0.93, considering resigning from one's job is 0.78 and seriously thinking of filing formal grievance against employer is 0.57. The average of the 4 point Likert scale used in this study is 2. The assumption

to be considered is that all the means lower than 2 will represent lower job satisfaction.

4.3.1.1 Discussion

All the items discussed above constitute the biographical information of the participants of the study. The main use of the descriptive statistics is to present a demographic description of the participants. The secondary use of the descriptive statistics is to address research questions. All the means of the items indicated above were found to be less than 2 and clearly it meant that they did not meet the minimum permissible criteria for acceptance. These items answered Research Question 2 which sought to find out whether a significant relationship existed between job satisfaction and the demographic structure of the Ngaka Modiri Molema District.

4.3.2 Descriptive statistics of questions relating to ROs and RQs

Table 4.3.2 below reveals and discusses the Research Objectives and Research Questions.

Table 4.3.2: Descriptive statistics of questions relating to ROs and RQs

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Age	167	6	7	13	1641	9.83	1.564
Number of years employed by your current employer	167	5	14	19	2708	16.22	1.223
Sex	167	1	1	2	265	1.59	.494
Race	167	3	1	4	255	1.53	.974
Home Language	167	10	1	11	774	4.63	2.540
Are you a South African Citizen	167	1	0	1	155	.93	.259
Highest formal qualification	167	5	2	7	822	4.92	1.087

Position in your organisation	167	4	1	5	478	2.86	1.497
Did you often seriously consider resigning from your present job?	167	1	0	1	130	.78	.417
Did you often think of filing a formal grievance against your employer?	167	1	0	1	95	.57	.497
The availability of the necessary resources to do my job	167	2	1	3	254	1.52	.525
The chance to work alone on the job	167	2	1	3	344	2.06	.726
The chance to do different things to get desired results	167	3	1	4	304	1.82	.794
The level of job your satisfaction	167	3	1	4	383	2.29	.714
The way my supervisor handles his/her workers	167	3	1	4	371	2.22	.771
The competence of my supervisor in making decisions	167	3	1	4	401	2.40	.703
The way my supervisor communicates decisions	167	3	1	4	392	2.35	.744
Being able to do things that don't go against my conscience	167	3	1	4	410	2.46	.709
The way my job provides for personal empowerment	167	2	1	3	315	1.89	.748
The commitment by all stakeholders to ensure we provide quality service	167	3	1	4	337	2.02	.780
The support I get from my supervisors	167	3	1	4	356	2.13	.765
The job satisfaction and place of work	167	2	1	3	351	2.10	.758

The way policies that guide my employment are developed	167	2	1	3	278	1.66	.717
The way policies are put into practice and monitored	167	2	1	3	238	1.43	.553
My pay and the amount of work I do	167	0	1	1	167	1.00	.000
The incentives and rewards I get based on my performance	167	2	1	3	182	1.09	.307
The chances for promotion on this job	167	2	1	3	254	1.52	.657
The freedom to use my own judgment	167	3	1	4	350	2.10	.801
The working conditions	167	2	1	3	191	1.14	.369
The feeling of accomplishment I get from the job	167	2	1	3	255	1.53	.619
Valid N (listwise)	167						

4.3.2.1 The availability of the necessary resources to do my job

Somewhat satisfied means that respondents are satisfied to a certain extent and not fully satisfied. 82 (49.1%) respondents were not satisfied with the availability of the resources to do their job. The total number of the respondents who are somewhat satisfied and those who are satisfied is 85 which is 50.9%. It clearly shows that there are necessary resources that educators can use to do their job.

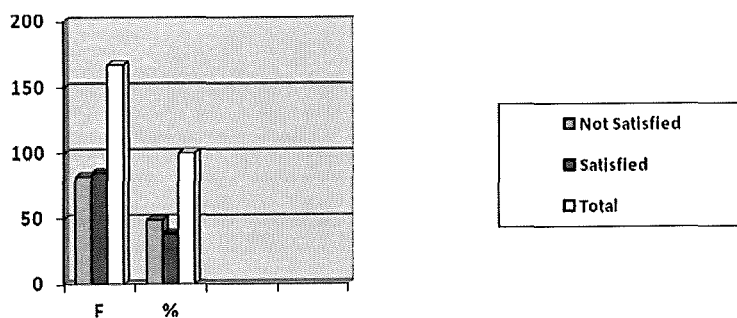


Figure 4.3.2.1: The availability of the necessary resources to do my job

4.3.2.2 The chance to work alone on the job

39 (23.4%) respondents are not satisfied with the chance to work alone on the job while the total number of those who are somewhat satisfied and those who are satisfied is 138. It implies that educators appreciate the chance they get to work alone on the job. Their growth can only be determined by how independently they can do their job. It indicates that they are sufficiently mature to make informed decisions and to be relied upon. Being able to work alone on the job is an indication that one is a leader and can lead better without being pushed at all times like in many organisations. When one gets a chance to work alone on the job then he/she is able to give necessary feedback around his/her area of operation. It means he/she is the manager of his/her immediate environment.

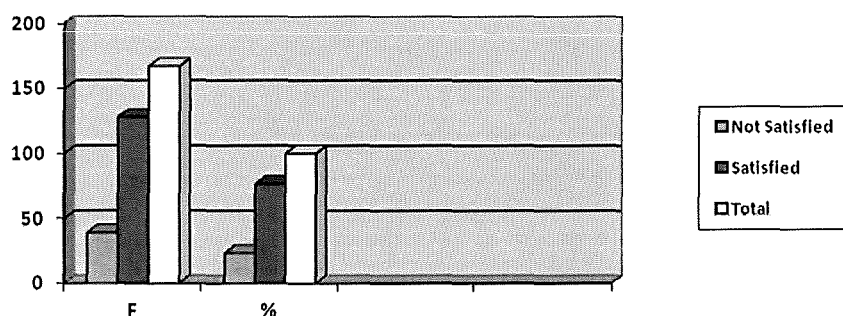


Figure 4.3.2.2: The chance to work alone on the job

4.3.2.3 The chance to do different things to get desired results

Table 4.3.2 reveals that 67 (40.1%) respondents are not satisfied with the chance to do different things to get desired results. A total number of those who are somewhat satisfied, satisfied and very satisfied is 100 (59.8%). It implies that educators have knowledge about different things and they apply them differently. They get the chance to do different things to get desired results. Results do not just come, but by venturing into different things by educators brings results.

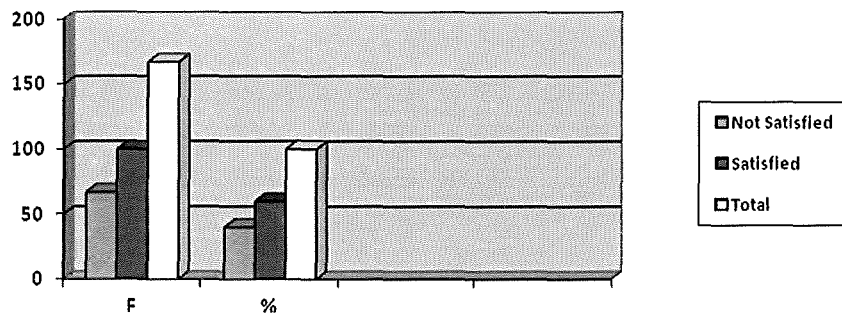


Figure 4.3.2.3: The chance to do different things to get desired results

4.3.2.4 The discipline displayed by all stakeholders.

22 (13.2%) respondents are not satisfied with the discipline displayed by all stakeholders. A total of 145 respondents, which include somewhat satisfied, satisfied and very satisfied are in the majority. They are satisfied with the discipline displayed by all stakeholders. When all stakeholders are showing discipline then the confidence of educators including their morale, will increase. They do not anticipate all stakeholders will do things that will put their reputation at stake.

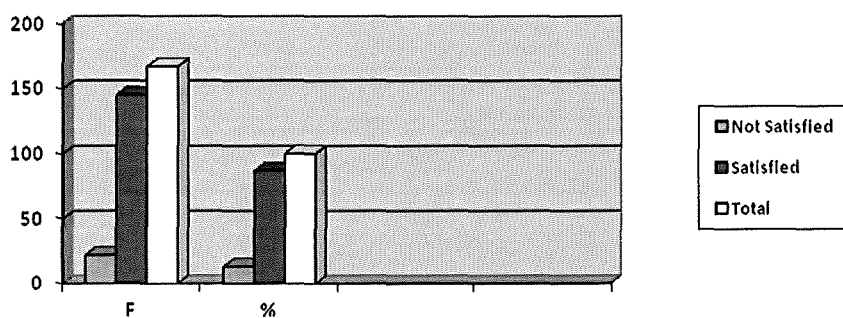


Figure 4.3.2.4: The discipline displayed by all stakeholders.

4.3.2.5 The way my supervisor handles his/her workers

32 (19.2%) respondents indicated that they are not satisfied with the way their supervisors handle their workers. A majority of respondents, 135 (80.8%), are satisfied with the way their supervisors handle their workers. Workers that are handled well tend to express themselves better and their level of motivation increases. It implies that educators are handled well and are able to do well in return.

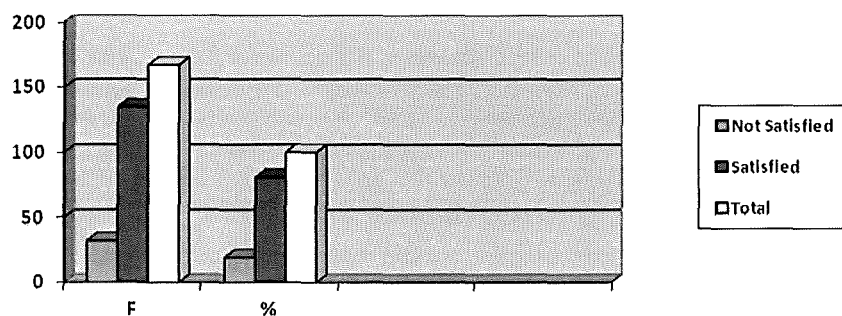


Figure 4.3.2.5: The way my supervisor handles his/her workers

4.3.2.6 The competence of my supervisor in making decisions

20 (12%) respondents are not satisfied with the competence of their supervisors in making decisions while a majority of respondents, 147 (88%), are satisfied with the competence of their supervisors in making decisions. It implies that supervisors use high level of competence when making decisions. They are skilled in knowing which decision to make when and how. The level at which supervisors make decisions can be compared with supervisors of other organisations but are value based.

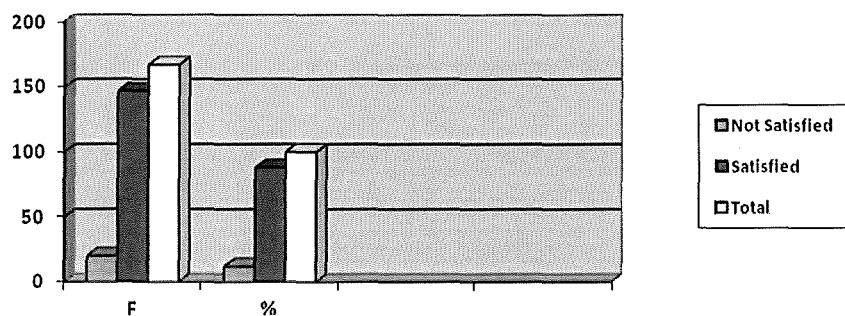


Figure 4.3.2.6: The competence of my supervisor in making decisions

4.3.2.7 The way my supervisor communicates decisions

12 respondents are not satisfied with the way their supervisors communicate decisions. A majority of respondents, 155 (87.8%), are satisfied with the way their supervisors communicate decisions. It could be that their supervisors are very articulate in communicating all types of feedback. They consider the feelings of all educators. Whether feedback is good or bad, they ensure that educators get it and understand it. Things are not just imposed on workers but decisions are carefully considered before being communicated to educators.

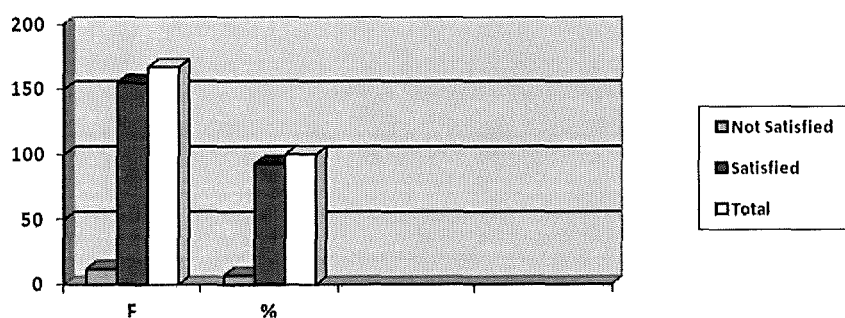


Figure 4.3.2.7: The way my supervisor communicates decisions

4.3.2.8 Being able to do things that don't go against my conscience

16 (9.6%) respondents are not satisfied with being able to do things that do not go against their conscience. 151 (90.4%) respondents are satisfied with being able to do things that do not go against their conscience. It implies that a majority of respondents are able to do things that do not go against their conscience. It can also be viewed that if there is something that does not agree with the conscience of educators then they will not do it. Their conscience is the deciding factor which enables them to do things that fulfil them as well as to be aware of things that are against their conscience.

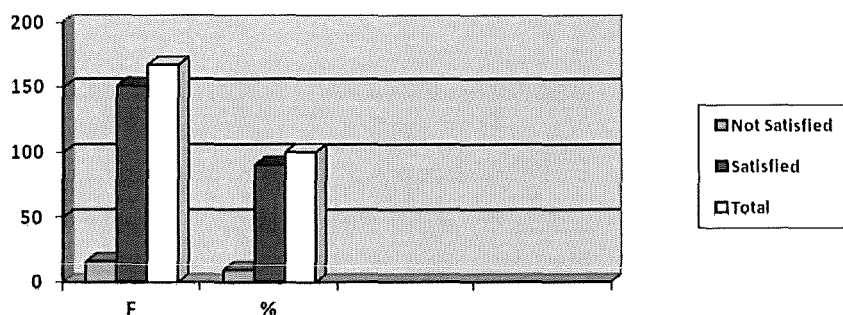


Figure 4.3.2.8: Being able to do things that don't go against my conscience

4.3.2.9 The way my job provides for personal empowerment

57 (34.1%) respondents are not satisfied with the way their jobs provide for personal empowerment. A majority of respondents, 110 (65.9%), are satisfied with the way their jobs provide for personal development. It means that educators have the opportunity within their job to get personal empowerment. Educators are able to grow within their jobs if their jobs provide for personal empowerment. They can even make and implement big decisions due to personal empowerment.

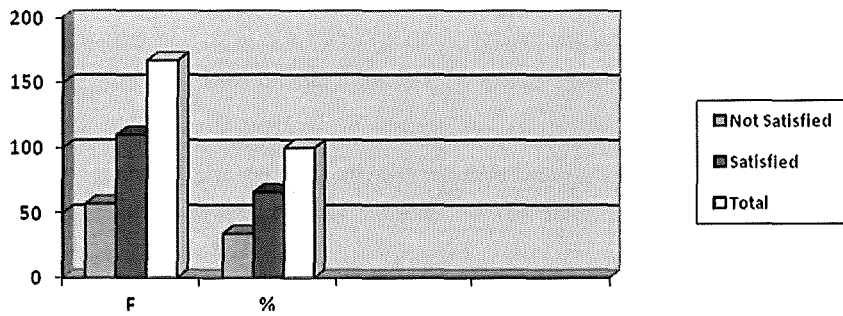


Figure 4.3.2.9: The way my job provides for personal empowerment

4.3.2.10 The commitment by all stakeholders to ensure we provide quality service

46 (27.5%) respondents are not satisfied with the commitment by all stakeholders to ensure that they provide quality service. The total number of respondents who are somewhat satisfied, satisfied and very satisfied is 121 (72.5%). It implies that all stakeholders are committed to all programmes to ensure that educators provide quality services. Quality services provided by educators include quality teaching and proper assessment. Quality service in many instances is measured by the output or results; not only in terms of number of learners who pass but their levels of achievement.

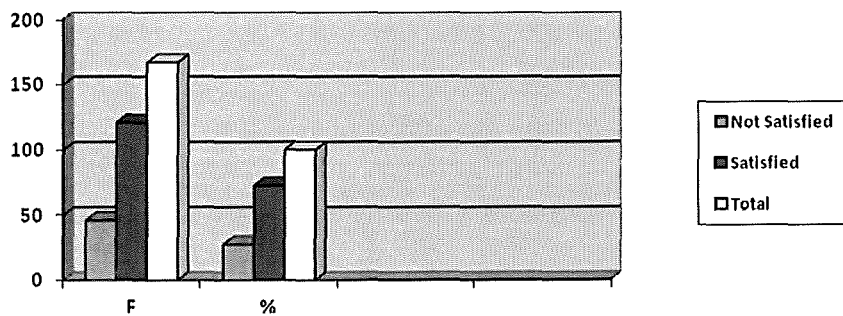


Figure 4.3.2.10: The commitment by all stakeholders to ensure we provide quality service

4.3.2.11 The support I get from my supervisors

37 (22.2%) respondents are not satisfied with the support they get from their supervisors. The total number of respondents who are somewhat satisfied, satisfied and very satisfied is 130 (77.8%). It clearly shows that educators get support from their supervisors. When educators experience any form of challenge then they will be supported by their supervisors.

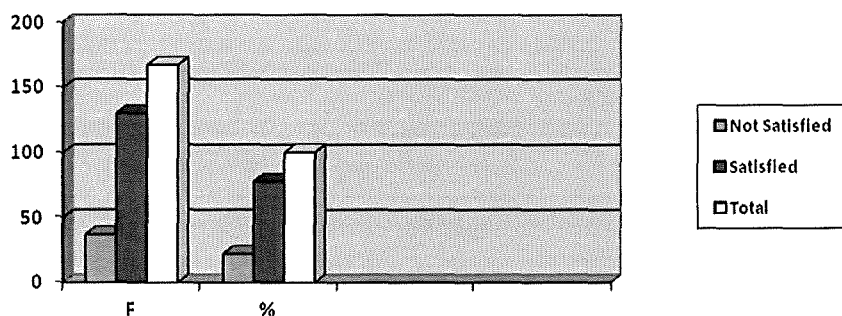


Figure 4.3.2.11: The support I get from my supervisors

4.3.2.12 The chance to do something that makes use of my abilities

40 (24%) respondents are not satisfied with the chance to do something that uses their abilities. A majority of respondents, 127 (76%), are somewhat satisfied, satisfied and very satisfied. It implies that the more the chance educators get to do something that makes use of their abilities, the more abilities they will want to use. There is this preparedness in the minds of educators to apply their abilities and it will benefit them greatly.

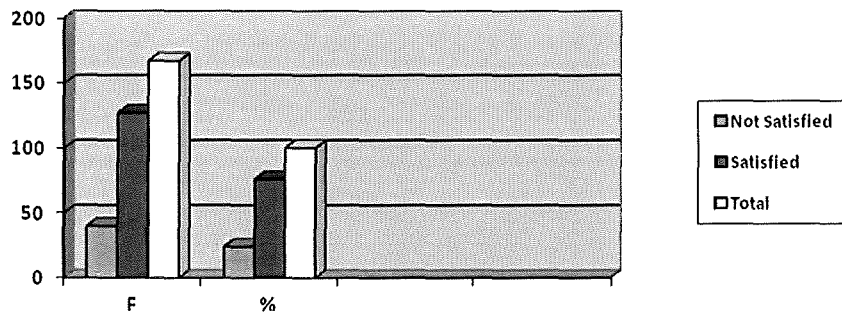


Figure 4.3.2.12: The chance to do something that makes use of my abilities

4.3.2.13 The way policies that guide my employment are developed

80 (47.9%) respondents are not satisfied with the way policies that guide their employment were developed while a majority of respondents, 85 (52.1%), the sum total of somewhat satisfied and satisfied respondents, are satisfied with the way policies that guide their employment were developed.

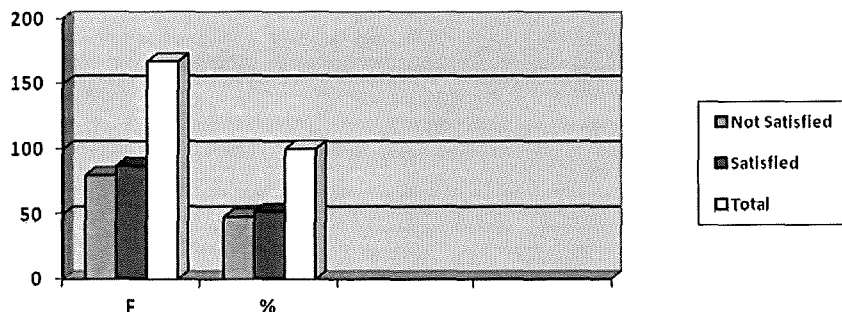


Figure 4.3.2.13: The way policies that guide my employment are developed

4.3.2.14 The way policies are put into practice and monitored

101 (60.5%), the majority of respondents are not satisfied with the way policies are put into practice while 66 (36.5%) respondents are satisfied with the way policies that guide their employment are practiced. It implies that either there is absolutely no monitoring that takes place or the monitoring process is wrongly applied. It also means that policies might be right but wrongly practiced, or implemented in a way that does not satisfy educators.

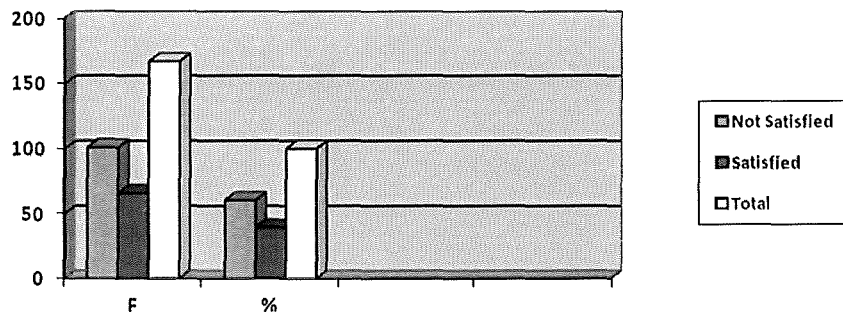


Figure 4.3.2.14: The way policies are put into practice and monitored

4.3.2.15 My pay and the amount of work I do

167 (100%) respondents are not satisfied with their pay and the amount of work they do. It implies that there is mismatch between the amount of work educators do and the pay they get. The situation where pay and labour do not harmonise results in disputes in many instances.

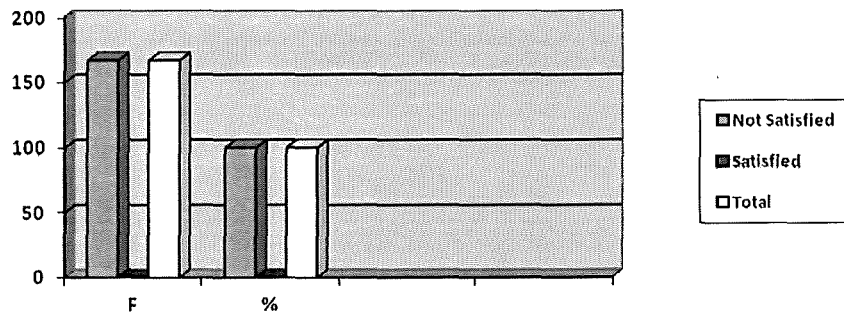


Figure 4.3.2.15: My pay and the amount of work I do

4.3.2.16 The incentives and rewards I get based on my performance

A majority of respondents, 153 (91.6%), are not satisfied with the incentives and rewards they get based on their performances, while a minority of respondents, 14 (8.4%), are satisfied with the incentives and rewards they get based on their performances. It implies that there is something wrong when educators perform and the incentives and rewards linked to performance do not trigger satisfaction. Satisfaction is triggered by the joy educators derive from getting incentives and rewards. It could also mean that they get the incentives and rewards but not at the level of their expectation.

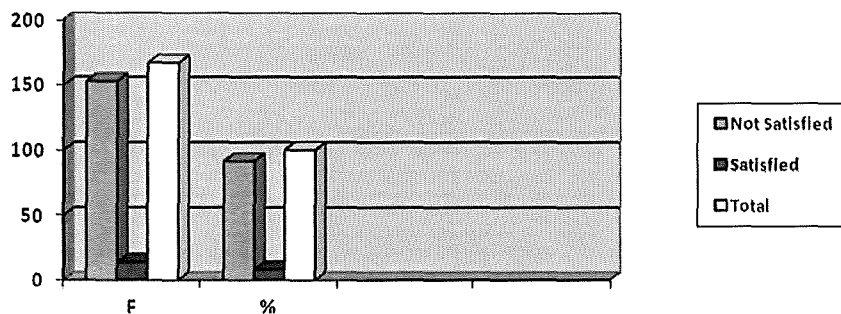


Figure 4.3.2.16: The incentives and rewards I get based on my performance

4.3.2.17 The chances for promotion in this job

A majority of respondents, 95 (56.9%), are not satisfied with the chances for promotion in this job. A minority of respondents, 72 (43.1%), are satisfied with the chances for promotion in this job. It implies that educators will not remain within their employment when they realise that the chances for promotion in this job are minimum. Possibilities are strong that educators will contemplate terminating their employment sooner or later.

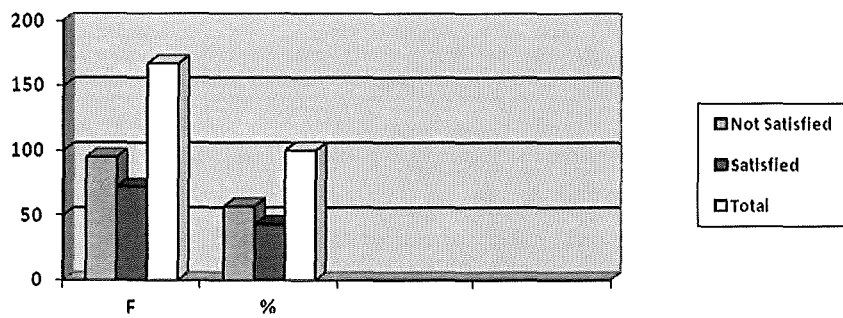


Figure 4.3.2.17: The chances for promotion on this job

4.3.2.18 The freedom to use my own judgement

41 (24.6%) respondents are not satisfied with the freedom to use their own judgement while a majority of respondents, 126 (75.4%), are satisfied with the freedom to use their own judgement. It implies that educators are able to use their freedom in a way that seem prudent to them. It can also be noted that it does not mean that the freedom they have justifies the relevance of their judgement.

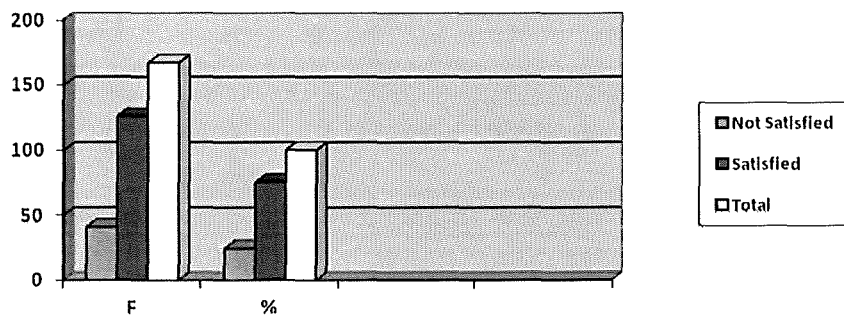


Figure 4.3.2.18: The freedom to use my own judgement

4.3.2.19 The working conditions

A Majority of respondents, 144 (86.2%), are not satisfied with the working conditions while a minority of respondents, 23 (13.8%), are satisfied with the working conditions. It implies that conditions are not good for the respondents and for that reason educators will decide to resign from their job.

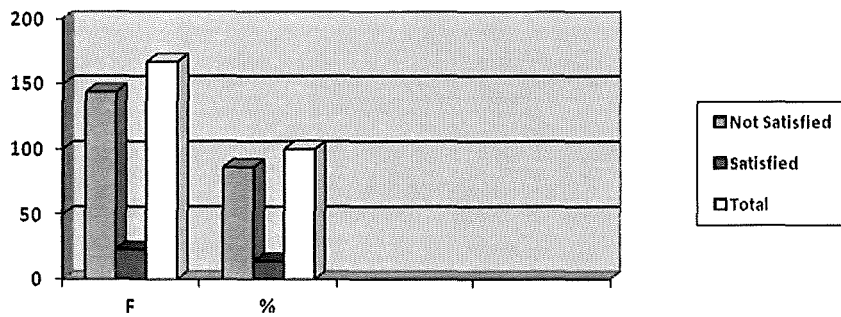


Figure 4.3.2.19: The working conditions

4.3.2.20 The feeling of accomplishment I get on the job

A Majority of respondents, 91 (53.9%), are not satisfied with the feeling of accomplishment they get on the job while 77 (46.1%) are satisfied with the feeling of accomplishment they get on the job. In the absence of anything that motivates an employee at work then employees are likely to seek anything that gives them fulfilment. They are even prepared to risk whatever little benefit they get from work to trigger their satisfaction better.

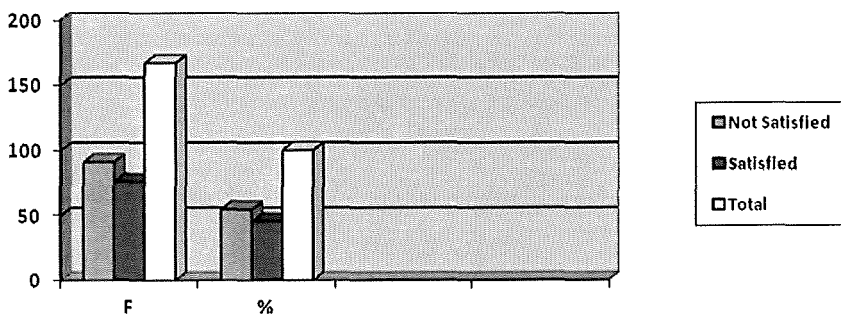


Figure 4.3.2.20: The feeling of accomplishment I get on the job

4.3.2.21 Discussion

Table 4.3.2 reveals that 6 items are very critical in terms of job satisfaction. The worst case is the item, “my pay and the amount of work I do”. It has the lowest mean in this table which is 1. It implies that all educators are not satisfied with the pay they get and

amount of work they do. Second worst case is the item, “The incentives and rewards I get based on my performance.” The mean of this item is 1.09. The following items also have low means: The working conditions – 1.14, the way policies are put into practice and monitored – 1.43, the chances for promotion on this job -1.52, the feeling of accomplishment I get from the job- 1.53, the way policies that guide my employment are developed -1.66, the chance to do different things to get desired results – 1.82, the way my job provides for personal empowerment – 1.89 and the availability of necessary resources to do my job – 1.52. All these items highlight the areas of dissatisfaction for educators.

4.4. CORRELATIONS

The following table discusses the correlations among Research questions and Research Objectives.

Table 4.4. Correlations for questions relating to RQs and ROs

		Correlations					
		The level of your job satisfaction	The job satisfaction and place of work	My pay and the amount of work I do	The incentives and rewards I get based on my performance	The chances for promotion in this job	Age
The level of your job satisfaction	Pearson Correlation	1	.145 [*]	. ^b	.099	.006	-.170 [*]
	Sig. (1-tailed)		.031	.	.102	.469	.014
	N	167	167	167	167	167	167
The job satisfaction and place of work	Pearson Correlation	.145 [*]	1	. ^b	.064	.050	-.138 [*]
	Sig. (1-tailed)	.031		.	.205	.260	.038
	N	167	167	167	167	167	167
My pay and the amount of work I do	Pearson Correlation	. ^b	. ^b	. ^b	. ^b	. ^b	. ^b
	Sig. (1-tailed)	.	.	.	.	.	.
	N	167	167	167	167	167	167

The incentives and rewards I get based on my performance	Pearson Correlation	.099	.064	. ^b	1	-.174 [*]	-.231 ^{**}
	Sig. (1-tailed)	.102	.205	.		.012	.001
	N	167	167	167	167	167	167
The chances for promotion in this job	Pearson Correlation	.006	.050	. ^b	-.174 [*]	1	.071
	Sig. (1-tailed)	.469	.260	.	.012		.181
	N	167	167	167	167	167	167
Age	Pearson Correlation	-.170 [*]	-.138 [*]	. ^b	-.231 ^{**}	.071	1
	Sig. (1-tailed)	.014	.038	.	.001	.181	.
	N	167	167	167	167	167	167
*. Correlation is significant at the 0.05 level (1-tailed).							
**. Correlation is significant at the 0.01 level (1-tailed).							
b. Cannot be computed because at least one of the variables is constant.							

There is a correlation between the level of job satisfaction, and job satisfaction and the place of work at the 95% (*) confidence level. Job satisfaction and age correlate at the 95% (*) confidence level. Table 3 above reveals that there is a correlation between job satisfaction and place of work at the 95% (*) confidence level. The incentives and rewards I get based on my performance and the chances for promotion on this job correlate at the 95% (*) confidence level. The incentives and rewards I get based on my performance and age correlate at the 99 % (**) confidence level. The correlation between my pay and the amount of work I do and the rest of the variables cannot be computed since they are constant, meaning that total number of respondents who are not satisfied about the item “my pay...” equals the number of respondents who took part in the study.

4.4.1. Discussion

Job satisfaction and place of work, the incentives and rewards I get based on my performance and the chances for promotion in this job have the chance or probability of occurring at 5 for every 100. The incentives and rewards I get based on my performance and age occur at $P < .01$, meaning that at the rate of 1 in every 100.

This answers the RQ 1 which sought to find out whether there is a significant relationship existing between demographic structure and job satisfaction.

4.4.2. Correlations continue

The following table is the continuation of the correlations relating to RQs and ROs.

Table 4.4.2. Correlations for questions relating to RQs and ROs continue

		Correlations					
		The level of your job satisfaction	The job satisfaction and place of work	My pay and the amount of work I do	The incentives and rewards I get based on my performance	The chances for promotion on this job	Position in your organisation
The level of your job satisfaction	Pearson Correlation	1	.145*	. ^b	.099	.006	-.063
	Sig. (1-tailed)		.031	.	.102	.469	.208
	N	167	167	167	167	167	167
The job satisfaction and place of work	Pearson Correlation	.145*	1	. ^b	.064	.050	-.051
	Sig. (1-tailed)	.031		.	.205	.260	.255
	N	167	167	167	167	167	167
My pay and the amount of work I do	Pearson Correlation	. ^b	. ^b	. ^b	. ^b	. ^b	. ^b
	Sig. (1-tailed)	.	.	.	.	.	.
	N	167	167	167	167	167	167
The incentives and rewards I	Pearson Correlation	.099	.064	. ^b	1	-.174*	-.170*

get based on my performance	Sig. (1-tailed)	.102	.205	.		.012	.014
	N	167	167	167	167	167	167
The chances for promotion on this job	Pearson Correlation	.006	.050	. ^b	-.174 [*]	1	.159
	Sig. (1-tailed)	.469	.260	.	.012		.020
	N	167	167	167	167	167	167
Age	Pearson Correlation	-.063	-.051	. ^b	-.170 [*]	.159	1
	Sig. (1-tailed)	.208	.255	.	.014	.020	
	N	167	167	167	167	167	167
*. Correlation is significant at the 0.05 level (1-tailed).							
b. Cannot be computed because at least one of the variables is constant.							

There is a correlation between level of job satisfaction and place of work at the 95% (*) confidence level. There are few correlations at the confidence level of 95% between the following item :- between the incentives and rewards I get based on my performance and chances of promotion on this job, position in your organisation and incentives and rewards I get based on my performance, the chance for promotion on this job and position in your organisation.

4.4.3. Discussion

The 95% (*) confidence level indicates that the probability, $P < .05$ or 5 respondents per 100 are likely to experience job satisfaction about a particular variable. All the few correlations above were for few items and the rest of the questions did not have any correlations. It implied that respondents were not satisfied at all with what the questions sought to expound.

4.4.4 Correlations continue

Table 4.4.4 below is a continuation of correlations.

Table 4.4.4. Correlations for questions relating to RQs and ROs continue

		Correlations					
		The level of your job satisfaction	The job satisfaction and place of work	My pay and the amount of work I do	The incentives and rewards I get based on my performance	The chances for promotion on this job	Number of years employed by current employer
The level of your job satisfaction	Pearson Correlation	1	.145 [*]	. ^b	.099	.006	-.135 [*]
	Sig. (1- tailed)		.031	.	.102	.469	.041
	N	167	167	167	167	167	167
The job satisfaction and place of work	Pearson Correlation	.145 [*]	1	. ^b	.064	.050	-.128 [*]
	Sig. (1- tailed)	.031		.	.205	.260	.050
	N	167	167	167	167	167	167
My pay and the amount of work I do	Pearson Correlation	. ^b	. ^b	. ^b	. ^b	. ^b	. ^b
	Sig. (1- tailed)	.	.	.	.	.	.
	N	167	167	167	167	167	167
The incentives and rewards I get based on my performance	Pearson Correlation	.099	.064	. ^b	1	-.174 [*]	-.180 ^{**}
	Sig. (1- tailed)	.102	.205	.		.012	.010
	N	167	167	167	167	167	167
The chances for promotion on this job	Pearson Correlation	.006	.050	. ^b	-.174 [*]	1	.077
	Sig. (1- tailed)	.469	.260	.	.012		.162
	N	167	167	167	167	167	167
Number of years employed by your current employer	Pearson Correlation	-.135 [*]	-.128 [*]	. ^b	-.180 ^{**}	.077	1
	Sig. (1- tailed)	.041	.050	.	.010	.0162	
	N	167	167	167	167	167	167

*. Correlation is significant at the 0.05 level (1-tailed).

b. Cannot be computed because at least one of the variables is constant.

Table 4.4.4. above reveals that there are few correlations at the 95% (*) confidence level for the following variables:- between level of job satisfaction and number of years employed by the current employer and job satisfaction and place of work and number of years employed by the current employer. There is one correlation at the 99% (**) confidence level found between incentives and rewards I get based on my performance and the number of years employed by the current employer.

4.4.5. Discussion

It is implied that only 5 out of 100 respondents were satisfied with job satisfaction as explained by the correlations that existed between these variables. Only 1 out of 100 respondents were satisfied with the incentives and rewards they get based on their performance and number of years with the current employer. This is a phenomenally low percentage to indicate the level of job satisfaction. It also shows the truth that the majority of respondents, who are primary school educators, do not find job satisfaction at their place of work.

4.4.6 One Sample test

Table 4.4.6 below reveals that statistical significance of items was conducted.

Table 4.4.6. One sample test

	One-Sample Test					
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The availability of the necessary resources to do my job	37.470	166	.000	1.521	1.44	1.60
The chance to work alone on the job	36.686	166	.000	2.060	1.95	2.17
The chance to do different things to get desired results	29.633	166	.000	1.820	1.70	1.94
The discipline displayed by all stakeholders	41.510	166	.000	2.293	2.18	2.40

The way my supervisor handles his/her workers	37.212	166	.000	2.222	2.10	2.34
The competence of my supervisor in making decisions	44.118	166	.000	2.401	2.29	2.51
The way my supervisor communicates decisions	40.778	166	.000	2.347	2.23	2.46
Being able to do things that don't go against my conscience	44.757	166	.000	2.455	2.35	2.56
The way my job provides for personal empowerment	32.594	166	.000	1.886	1.77	2.00
The commitment by all stakeholders to ensure we provide quality service	33.441	166	.000	2.018	1.90	2.14
The support I get from my supervisors	36.019	166	.000	2.132	2.01	2.25
The chance to do something that makes use of my abilities	35.853	166	.000	2.102	1.99	2.22
The way policies that guide my employment are developed	30.024	166	.000	1.665	1.56	1.77
The way policies are put into practice and monitored	33.287	166	.000	1.425	1.34	1.51
The incentives and rewards I get based on my performance	45.864	166	.000	1.090	1.04	1.14
The chances for promotion on this job	29.912	166	.000	1.521	1.42	1.62
The freedom to use my own judgment	33.819	166	.000	2.096	1.97	2.22
The working conditions	40.100	166	.000	1.144	1.09	1.20
The feeling of accomplishment I get from the job	31.872	166	.000	1.527	1.43	1.62

Table 4.4.6 above reports the following about every item:-

The availability of the necessary resources to do my job score was statistically significantly lower by 1.52 (95% C I, 1.44 to 1.60) than the normal availability of the necessary resources to do my job score of 0, $t(166) = 37.470$, $p = 0.000$. The chance to

work alone on the job score was statistically significantly lower by 2.06 (95% CI, 1.95 to 2.17) than normal chance to work alone on the job score of 0, $t(166) = 36.686$, $p = .000$. The chance to do different things to get desired results score was statistically significantly lower by 1.82 (95% CI, 1.7 to 1.94) than the normal chance to do different things to get desired results score of 0, $t(166) = 29.633$, $p = .000$. The discipline displayed by all stakeholders score was statistically significantly lower by 2.293 (95% CI, 2.18 to 2.40) than the normal discipline displayed by all stakeholders score of 0, $t(166) = 41.51$, $p = .000$. The way my supervisor handles his/her workers score was statistically significantly lower by 2.222 (95% CI, 2.10 to 2.34) than the normal way my supervisor handles his/her workers score of 0, $t(166) = 37.212$, $p = .000$. The competence of my supervisor in making decisions score was statistically significantly lower by 2.40 (95% CI, 2.29 to 2.51) than the normal competence of my supervisor in making decision of 0, $t(166) = 44.118$, $p = .000$. The way my supervisor communicates decisions score was statistically significantly lower by 2.347 (95% CI, 2.23 to 2.46) than the normal way my supervisor communicates decisions score of 0, $t(166) = 40.778$, $p = .000$. Being able to do things that do not go against my conscience score was statistically significantly lower by 2.455 (95% CI, 2.35 to 2.56) than the normal way of being able to do things that don't go against my conscience score of 0, $t(166) = 44.757$, $p = .000$. The way my job provides for personal empowerment score was statistically significantly lower by 1.886 (95% CI, 1.77 to 2.00) than the normal way my job provides for personal empowerment score of 0, $t(166) = 32.594$, $p = .000$. The commitment by all stakeholders to ensure we provide quality service score was statistically significantly lower by 2.018 (95% CI, 1.90 to 2.14) than normal commitment by all stakeholders to ensure we provide quality service score of 0, $t(166) = 33.441$, $p = .000$. The support I get from my supervisors score was statistically significantly lower by 2.132 (95% CI, 2.01 to 2.25) than the normal support I get from my supervisors score of 0, $t(166) = 36.019$, $p = .000$. The chance to something that makes use of my abilities score was statistically significantly lower by 2.102 (95% CI, 1.99 to 2.22) than the normal chance to do something that makes use of my abilities score of 0, $t(166) = 35.853$, $p = .000$. The way policies that guide my employment are developed score was statistically significantly lower by 1.425 (95% CI, 1.34 to 1.51) than the normal way policies are put into place and monitored score of 0, $t(166) = 33.287$, $p = .000$. The way policies are put into practice and monitored, The incentives and rewards I get based on my performance score was statistically significantly lower by 1.09 (95% CI, 1.04 to 1.14) than the normal incentives and rewards I get based on my performance score

of 0, $t(166) = 45.864$, $p = .000$. The chances for promotion on this job score was statistically significantly lower by 1.521 (95% CI, 1.42 to 1.62) than the normal score of 0, $t(166) = 29.912$, $p = .000$. The freedom to use my own judgement score was statistically significantly lower by 2.096 (95% CI, 1.97 to 2.22) than the normal freedom to use my own judgement score of 0, $t(166) = 33.819$. The working conditions score was statistically significantly lower by 1.144 (95% CI, 1.09 to 1.2) than the normal working conditions of 0, $t(166) = 40.1$. The feeling of accomplishment I get from the job score was statistically significantly lower by 1.527 (95% CI, 1.43 to 1.62) than the normal feeling of accomplishment I get from the job score of 0, $t(166) = 31.872$, $p = .000$

4.4.7. Discussion

At the test value = 0, items of the one sample test produced the same results as correlation and descriptive statistics at 95% Confidence Interval. Majority of items were statistically significantly lower at the $P < 0.05$.

4.5. SUMMARY OF PEARSON CORRELATIONS

The correlations revealed that lack job satisfaction of primary schools' educators in the Ngaka Modiri Molema District can directly be attributed to the place of work. If conditions at the place of work are not conducive for educators then their level of job satisfaction drops drastically. The incentives and rewards educators get based on their performance, including chances of promotion on the job, are some of the critical factors which need immediate attention since many educators have been stuck on the same junior educator post level 1 for decades. The correlation further revealed that the incentives and rewards educators get based on their performance are influenced by age. It was not possible to calculate the correlation between the pay educators receive and the amount of work they do with the rest of the variables since all educators responded that they were not satisfied. The principle is that no satisfaction ignites unhappiness which leads to detachment from organisations in the form of resignation.

4.6. SUMMARY

The objective of this chapter was to conduct the analysis of the collected data using methods described in chapter 3. Data was presented in the form of tables and charts. Biographical information of respondents was displayed on graphs and tables following the response patterns of the respondents on various items. Descriptive statistics were used to describe underlying concepts of job satisfaction. One sample t test was used to determine the magnitude of spread of data from the mean. The next chapter discusses findings, conclusions and recommendations

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 INTRODUCTION

This chapter draws the entire thesis together by addressing the research problem and the research questions posed in chapter 1, providing academic, practical and policy implications, and contributing to closing the research gaps.

5.1.1 Purpose of the study

The purpose of this study was to help the Education officials of Ngaka Modiri Molema District to improve job satisfaction among primary school educators. This will assist management to retain qualified and experienced primary school educators.

5.1.2 The structure of the study

Chapter 1 provided an overview of the study including the background and justification, research problem, research aims, research questions, significance of the study, limitations and delimitations of the study, and outline of chapters.

Chapter 2 reviewed the literature on job satisfaction. This literature review identified very important aspects of job satisfaction including an assortment of challenges associated with job satisfaction.

Chapter 3 reviewed research methodology, guided by the three research questions to address the research problem posed in chapter 1. This chapter set out to justify what research design, research methods, data collection methods and data analysis techniques were considered the most appropriate for addressing the research questions.

Chapter 4 presented data analysis and results and discussed the results. The data were obtained from the questionnaire responses of the participants. 167 participants completed the questionnaires. Data analysis techniques chosen in chapter 3 were used to analyse the data using SPSS in an attempt to address three research questions.

5.2 CONCLUSIONS ABOUT RESEARCH QUESTIONS

The following conclusions were drawn about research questions:

5.2.1 Research question 1: What is the level of job satisfaction in primary school educators of the Ngaka Modiri Molema District?

Primary school educators of Nagka Modiri Molema District experience challenging work within their profession. The challenges to work are brought on by the mundane and repetitive nature of the work itself and this is in line with the suggestion of Berning & Potgieter (2005:5). Although most people are satisfied with their jobs, they are not necessarily happy overall with all aspects of their jobs. Job satisfaction refers to people's feelings about different aspects of their job (Lilford, 2011). Jobs are evaluated by people on the basis of factors that are important to them (Castro & Martins, 2010).

Educators' level of job satisfaction in terms of the opportunity of doing different things to get desired results was low. Educators' work is characterised by its dynamic nature. Educators need to be continually afforded a chance to try different permutations in order to come up with a winning strategy. The absence or unavailability of resources also added to the low job satisfaction of educators.

It was found from the study that the satisfaction of educator concerning their working conditions was low. Robbins (2009) points out that job factors which are consistently related to job satisfaction such as achievement, recognition, the work itself, responsibility, advancement and growth need to be present at all times in order for the individual to be fully satisfied. Lesabe & Nkosi (2007) claim that employees experience the need to progress and grow, and that they become frustrated when they perceive that their path to progress is being blocked.

Personal empowerment was low. It does not provide satisfaction to work for an institution and get no opportunity for personal empowerment. Educators who are not empowered normally take wrong decision at all times. Even if they take some crucial decision they remain with the guilt of not having confidence in themselves. Educators cannot afford to work and get no promotion. Promotion comes as an affirmation that one can take value-based decisions at all times. It also elevates an educator to a better career level. The questionnaires about promotion are that the majority of the primary school educators have been ordinary Post Level 1 educators for more than 10 years. The study found that educators' job satisfaction level was low.

Workers' attitudes towards job experience produced low job satisfaction. This is evinced by their preparedness to file a grievance against their employer and their intention to resign from their job. These two questions got the lowest means of the responses in terms of job satisfaction. When educators made a decision to file a grievance against their employer; it meant that they have had enough of low job satisfaction. It was their last option and beyond that it was impossible to grapple with the challenges of their employer. A mediator was necessary to ensure that they (employer and employee) would look into their terms of reference. Resigning from their employment indicates that there is nothing that can be rectified while they are still working for their employer.

The pay that educators get for the work they do is very low and perceived to be the lowest among professionals. They have tried all means of voicing their dissatisfaction but no one listens. In simple terms it means that they offer their services to the Department of Education and get very little in return for their efforts. It frustrates the most when you have used your energy as an individual and you get no joy out of your good deed. Job satisfaction in terms of pay is the lowest and at a critical point.

Policies that guide educators' employment and how these are put into practice produced low job satisfaction among educators. Policies once developed and put into practice will keep on frustrating their recipients if not checked regularly whether they serve their purpose. Sometimes it is possible that the implementers misconstrue what the policies say. Policies have legal elements within them that tend to instil fear in the minds of educators, especially when threatened by their seniors about such.

These findings about Research Question 1 suggest that the level of job satisfaction of educators in the Ngaka Modiri Molema District is very low. Educators, especially in primary schools are more likely to quit teaching profession and seek employment somewhere else. The literature findings indicated that generally educators experience high levels of mental health problems (Emsley et al. 2009). Educators perceive their jobs to be stressful. Changes in the educational dispensation have also been associated with educator stress (Emsley et al., 2009).

A Majority of respondents, 144 (86.2%), were not satisfied with the working conditions and the work itself while a minority of respondents, 22 (13.8%), were satisfied with the working conditions and the work itself. A Majority of respondents, 128 (76.6%), were satisfied with the chance to work alone on the job, which means taking responsibility. A Majority of respondents 95 (56.9%) were not satisfied with the chance for promotion on the job while 72 (43.1%) were satisfied with the chance for promotion on the job.

5.2.2 Research question 2: Is there any significant relationship between job satisfaction and the demographic structure of the Ngaka Modiri Molema District?

According to Greenberg and Baron (2003), organisational structure is the formal configuration between an individual and groups with respect to the allocation of task responsibility and authorities within organisations, organisational structure and job satisfaction. It is often found that there is less job satisfaction in a larger organisation than in a smaller organisation. The following process occurs: the bigger the organisation, the more over-specialisation; the more over-specialisation the less complex the work; the less complex the work the more boring the performing of it.

Boredom results in dissatisfaction and a lack of motivation. This results in the indifference that is accompanied by increased absenteeism and high labour turnover.

Martin and Roodt (2007) point out that job satisfaction and organisational commitment have been proven to correlate positively with each other; the greater the job satisfaction and organisational commitment, the lower the predictive turnover intention.

At the test value = 0, items of the one sample test produced the same results as correlation and descriptive statistics at 95% Confidence Interval. The majority of items were statistically significantly lower at the $p < 0.05$ level.

A Majority of respondents, 110 (65.9%), were satisfied with the way their jobs provided for their personal development but 57 (34.1%) respondents were not satisfied with their personal development. It implies that there is a significant relationship between job satisfaction and the demographic structure of the Ngaka Modiri Molema District.

5.2.3 Research question 3: What are the main reasons for educators not to have job satisfaction in primary schools of Ngaka Modiri Molema District?

The ever-changing curriculum causes primary school educators of Ngaka Modiri Molema District not to have job satisfaction. When the curriculum changes, mentors take time to familiarise themselves with important elements of the curriculum. The main reasons for educators not to have job satisfaction include among others: the chances for promotion on the job, the incentives and rewards they get based on their performances, their pay and the amount of work they do, the way policies are put into place and monitored, working conditions, feeling of accomplishment they get on the job. According to Sargent (2005) a poor salary is one of the most important reasons given for leaving teaching due to dissatisfaction and attrition of teachers.

The challenges occur when curriculum has to be implemented or rolled out to primary schools. Mentors seem to underestimate the impact the challenges bring to educators and they deliberately make educators panic through the emphasis that if they fail to perform according to the expectations of the curriculum then harsh measures would

be taken against them. Educators then start to learn with fear clouding their ability to understand the concepts taught.

What also needs to be borne in mind is that educators attend workshops late in the afternoon after school. By that time their minds are not capable of concentrating due to fatigue caused by the hard work done during the day and the noise they relentlessly experienced. Primary school educators teach children of 13 years and under and many times they use authoritative leadership style. They take time to be able to accept instruction and advice from someone who has authority over them, i.e. the facilitators.

Educators as lifelong learners are expected to improve their qualifications so as to be able to cope with any changes of the curriculum but have to pay for their own studies at the universities. After graduating their new qualifications do not get recognition and salaries remain the same. Lesabe and Nkosi (2007) claim that employees experience the need to progress and grow and that they become frustrated when they perceive their path to progress has been blocked. Career opportunities are more significant predictors of retention than any other type of reward (Joao, 2010).

Educators get a once-off bonus when they graduate and nobody cares afterwards what becomes of the educator. It frustrates educators the most and persuades them to resign from their employment. The Department of Education only pays for the Advanced Certificate in Education. Educators have challenges with attendance since they have to attend on Saturdays and Sundays. The most frustrating factor about these courses is that the work given by learners on Friday prior to attending the weekend classes must be fully marked and commented upon by the following Monday. Educators experience a backlog of assignments and are bound not to do well in them as they do not have time to digest what was taught. Job satisfaction depends on the levels of intrinsic and extrinsic outcome and how the job holder views those outcomes. These outcomes have different values for different people (Gibson & Cohen, 2003).

Educators have too heavy a work load to carry on their shoulders. According to the Provincial norm each educator is supposed to supervise 29 learners per class but the strange thing is that they have 50 and more learners per class. When an educator gives learners activities he/she must mark all those books. While having those challenges, educators must still ensure that learners take part in extra-mural activities and extra

curricula activities which take place after school. This is an impediment toward the good service that could be delivered by educators.

Primary school educators are expected to monitor Annual National Assessment examinations and mark learners' scripts without any remuneration. Spector (2002) indicates that the fairness of compensation is a greater determinant of satisfaction than compensation itself. If a person feels that he/she is being fairly paid according to his/her expertise, position, experience and commitment, chances are that he/she will give his/her utmost. This causes a lot of disparity and discrimination between high school educators and primary school educators. High school educators get special treatment by being remunerated when they mark matric examinations. To make it bitter for primary school educators is that a high level of accuracy in terms of handling and managing ANA exams is expected from educators and there are some punitive measures imposed on teachers if something goes wrong.

The way policies that guide educators' employment are implemented and practiced is a concern to educators. This is a finding that could result in educators not wanting to continue with their work because the policies are rigid about what they must achieve.

A Majority of respondents, 101 (60.5%), are not satisfied with the way policies are put into practice and monitored. This is one of the major reasons why educators experience no job satisfaction in their work place. A majority of respondents, 167 (100%), are not satisfied with their pay and the amount of work they do. This is the main reason why educators do not have job satisfaction in their work place. 153 (91.6%) respondents are not satisfied with the incentives and rewards they get based on their performances. A majority of respondents, 95 (56.9%), are not satisfied with the chances of promotion at work while a minority of respondents, 72 (43.1%), are satisfied with the chances of promotion on this job. A majority of respondents, 144 (86.2%), were not satisfied with the working conditions and the work itself while a minority of respondents, 22 (13.8%), were satisfied with the working conditions and work itself. Collectively and individually the above stated reasons contributed largely to educators' job dissatisfaction within the Ngaka Modiri Molema District.

5.3 IMPLICATION FOR POLICIES

This mini dissertation has made a phenomenal contribution towards knowledge and application of policies. Policies must be relaxed and aimed at the furtherance of both organisations and employees. They must help to bring about good governance and to provide a frame-work of sustenance of both organisation and employees.

5.4 LIMITATIONS

The small sample of schools used means that the data generated cannot be generalized to the North-West education context, nor can they say anything about the long term effects. Nevertheless, the information gleaned from the small number of participants in this study can be used to develop intervention strategies to support educators and ensure that they get maximum job satisfaction so that they deliver quality education and bring about the desired change in their schools. Some of the recommendations of this study were intended to help educators to have job satisfaction at their place of work but the study took a long time to be completed. Clash of activities and protection of teaching time posed a serious challenge during data collection process. At this stage some educators resigned without experiencing the solution procured by this study. The new curriculum has been implemented and has not been compared with the challenges indicated in this study. Another shortcoming found in this study was the 4 point Likert scale used. Some of the decisions had to fall at the midpoint of the scale and it was difficult to conclusively say whether they were high or low. A 5 point Likert scale could have given results with high precision.

5.5 RECOMMENDATIONS

Based upon the literature review and the empirical investigation various recommendations for the retention of primary school educators are proposed to help address job satisfaction problem among educators. The following are the recommendations of the study:

- The way policies which guide educators' employment are applied needs to be revisited. Policies need to be consistently applied in order to bring about harmonious relationship between the Department of Education and educators. When employers recognise and uphold the conditions or contractual obligations then the disparities that impede progress and success of the organisation ceases to exist.
- The study recommends that apart from using the Integrated Quality Management System (IQMS) as a tool to measure the output of the educators as well as to develop them, it must also be used as a tool for promotion. In many areas educators have all the necessary expertise but unavailability of posts has become a major constraint towards their promotion. There are educators who have been in the education system for more than ten years and never got promotion. They need to be given recognition which has similar benefits and components as promotion.
- The study further recommends the Department of Education should give incentives and rewards based upon performances of individual educators and upon achieving set targets. This will stimulate educators to work far beyond their expectations because they know that they will be rewarded for their extra efforts. Educators already go the extra mile in that they conduct afternoon and weekend classes without any compensation.
- The study recommends that primary school educators be recognised and be paid for marking and controlling Annual National Assessment exams. This should be done in the same way as it is done for the high school educators who mark matric student papers and get paid to do that.

- It is important that educators be given paid study leave. This can be made possible if there is a contract that can be entered into by the educator and the department which states categorically that upon completion of the course then the educator is liable to repay the department by serving them the same number of years that the department has paid for his or her studies while on study leave. This will minimise and eventually address the inadequacies of developmental workshops educators normally attend after school when they are already tired and cannot concentrate. They will attend at reputable institutions and get formal qualifications which will serve as proof of training and development.
- The study recommends that such as a new pay model be designed. This model should seek to address components such as qualification recognition, tenure at work, level of expertise, scarce skills, rural and danger allowances. When all these elements are factored within the contemplated model then the work educators do will equate to the pay they receive and more job satisfaction will result.
- Primary school educators should be given an opportunity to preferably teach their major subjects where they will do their best and avoid boredom and burnout. They should not be treated as generalists where they are expected to teach all subjects including what they don't know.
- The study recommends that further research be conducted in both public schools and private schools while using different instruments.

5.6 CONCLUDING REMARKS

The current study has shown that lack of job satisfaction of primary schools' educators is a threat to the teaching profession and other organisations. The study reflects that there is a significant relationship existing between demographic structure of the Ngaka Modiri Molema District and job satisfaction of educators within the district.

The following major findings unfolded within the study:

Generally RQ 1 findings were that educators' level of job satisfaction was too low. RQ2 findings were that majority of variables have shown the results to be statistically significantly lower than the test value where test value= 0. These results were obtained from the One- sample test conducted.

RQ3 findings were that many reasons were attributed to educators having no job satisfaction in Ngaka Modiri Molema District. They included workload, promotion, pay, policies, competence level of educators and many more.

These findings addressed the three research questions listed above and also met the objectives of the study, which were to analyse job satisfaction of primary school educators in Ngaka Modiri Molema District, to identify problem areas that lead to low levels of job satisfaction among primary school educators in the Ngaka Modiri Molema District and to recommend intervention strategies that could be used to retain qualified primary school educators.

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APPENDIX: MSQ

JOB SATISFACTION QUESTIONNAIRE

SECTION A: BIOGRAPHICAL INFORMATION: Please answer the following questions. Use the descriptions that are printed with each question to select your answer.

A. Age - 7(below 30) 8(31 – 35) 9(36 – 40) 10(41 – 45) 11(46 – 50) 12(51 – 55) 13(56 and above)		A
B. Number of years employed by your current employer 14 (less than 5 years) 15(5 – 10) 16(11 -15) 17(16 -20) 18(21 – 25) 19(26 – 30) 20(30 and above)		B
C. Sex (Male – 1, Female – 2)		C
D. Race (African - 1, Coloured - 2, Indian/Asian - 3, White - 4)		D
E. Home language (IsiZulu-1, IsiXhosa-2, Afrikaans-3, Sepedi-4, English-5, Setswana-6, Sesotho-7, Xitsonga-8, Tshivenda-9, IsiNdebele-10, Other 11.....		E
F. Are you a South African citizen? (0 - No, 1- Yes)		F
G. Highest formal qualification (University Diploma – 1, National Professional Diploma in Education – 2, Post Graduate Certificate in Education -3,Advanced Certificate in Education _4, Bachelors Degree – 5, Honours degree – 6, Masters degree – 7, Doctoral degree - 8)		G
H. Position in your organisation (1 - Junior teacher, 2 - Senior teacher, 3 – Head of department, 4 – Deputy principal, 5 – Principal)		H
I. Did you often seriously consider resigning from your present job? (0 - No, 1- Yes)		I
J. Did you often think of filing a formal grievance against your employer? (0 - No, 1- Yes)		J

SECTION B: JOB SATISFACTION: The following list contains twenty statements about different aspects of your job. Ask yourself: How satisfied am I with this aspect of my job? Use the following scale to indicate your satisfaction with each aspect.

5 = EXTREMELY SATISFIED

4 = VERY SATISFIED

3 = SATISFIED

2 = SOMEWHAT SATISFIED

1 = NOT SATISFIED

E.g. The floors are clean	3
1. The availability of the necessary resources to do my job	
2. The chance to work alone on the job	
3. The chance to do different things to get desired results	
4. The level of job your satisfaction	
5. The way my supervisor handles his/her workers	
6. The competence of my supervisor in making decisions	
7. The way my supervisor communicates decisions	
8. Being able to do things that don't go against my conscience	
9. The way my job provides for personal empowerment	
10. The commitment by all stakeholders to ensure we provide quality service	
11. The support I get from my supervisors	
12. The job satisfaction and place of work	
13. The discipline displayed by all stakeholders	
14. The way policies are put into practice and monitored	
15. My pay and the amount of work I do	

16. The incentives and rewards I get based on my performance	
17. The chances for promotion on this job	
18. The freedom to use my own judgment	
19. The working conditions	
20. The feeling of accomplishment I get from the job	

