An investigation of the job satisfaction of teachers at well-performing secondary schools in the Gauteng Province

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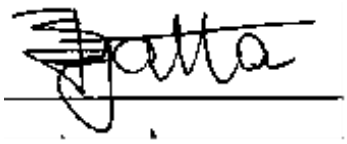

Shabe Jonas Matla

Dedication

This work is dedicated to the following special people in my:

- My wife Lindokuhle Phumla Matla, for her understanding heart and support.
- My daughter Lesedi Matla and my son Tshenolo Matla, you guys are special.

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This work was made possible by the support, motivation and contributions from various persons. My heartfelt gratitude and appreciation are extended to the following persons:

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- I also thank Prof Suria Ellis who statistically analysed the quantitative data for this study; and
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Abstract

This study aimed at the job satisfaction of teachers at previously diadvantaged, secondary schools in the Sedibeng and Johannesburg South districts of the Gauteng Department of Education. These schools were targeted because of their consistent good performance in the National Senior Certificate results over a number of years despite being historically disadvantaged and located in areas of poor socio-economic conditions.

The study was quantitative and thus positivist and used a survey research design. The Job Satisfaction Survey developed by Spector was used with a population of 1050 teachers from 30 secondary schools in the two districts. The study found that the overall job satisfaction of the surveyed teachers was ambivalent and thus was indeterminate regarding whether respondents were satisfied or not with their jobs. An addition important finding of the study is that the respondents indicated job satisfaction with regard to subscales indicating the work itself, co-workers and some items of principal and school management team leadership through items expressing supervision. The complimentary nature of these dimensions seems to engender a spirit of cooperation and most crucial, of being engaged in so far as the work itself is concerned. A conclusion drawn from this exposition of lessons derived is that factors that adversely influence teacher job satisfaction seem to be related to factors mostly related to the challenges of teaching in the current school scenario.

The study recommends that enhancing teacher job satisfaction requires creating enabling work environments that should be challenging and stimulating in terms of work, accompanied by stimulating working conditions and contingent rewards, supervision, co-workers and communication. To do this requires focusing on the job characteristics as a way of stimulating job satisfaction factors that focus on both external and internal satisfying conditions. In enhancing the nature of work, focus must be on, firstly, the core dimensions of the job that promote the psychological states that comprise the meaningfulness of work, responsibility for work outcomes or autonomy and knowledge of results. To achieve these, the study proposes a Holistic Approach for Enhancing Teacher Job Satisfaction. The

approch is grounded on development and support to stimulate teacher job satisfaction and motivation.

This approach being holistic, proposes an active and meaningful involvement of the main school stakeholders – the GDE as policy development and implementation entity, the district offices as support entities to schools and the schools themselves.

Table of contents

List of figures and tables

Annexures

CHAPTER 1

Orientation

1.1 Introduction

One of the major challenges of the education system in South Africa is having to turn poorly performing schools into sustainable well-performing schools. This is more so at secondary schools, which are the exit points of learners into the job market and into institutions of higher learning. Sadly, it so happens that most poorly performing schools are previously disadvantaged schools, and as a result of the apartheid legacies, are located in poor socio-economic areas (Gauteng Department of Education, 2002/2003). These schools are beset with numerous challenges that not only affect learner and school performance, but the quality of work life of teachers.

For purposes of this study, a well performing school is identified as a school that has consistently attained 60% or above in the NSC for the last five years (Motshega, 2005), regardless of their disadvanted circumstances, including the socio-economic pressures under which they find themselves. The NSC pass rates are currently the only indicator of secondary school performance in South Africa, and thus reference to well-performing schools is based on the NSC pass rates as indicated above. Shannon (2007:117) indicates some characteristics that characterise well performing schools: a strong positive leadership, shared aims and values, high expectations from all learners for performance, regularly assessing learners, teachers' ability to encourage learners to achieve, community and parental involvement in the learners education and learners participation in extra- curricular activities.

Previously disadvantaged secondary schools are largely located in the townships and rural areas, largely characterised by poor socio-economic circumstances as seen in high poverty and unemployment rates within their areas (Xaba & Malindi, 2010:75). These are schools that, historically, were meant to serve the educational needs of black learner during the apartheid regime. Previously disadnataged thus refers to the period before the democratic dispensation, before

1994. A striking feature of these schools is located in their diadvantagedness even currently due to the legacies of the apartheid system. For this reason, these schools are almost all located in townships and rural areas.

Despite poor socio-economic, however conditions at many of the previously disadvantaged schools, some among such schools manage to perform well and consistently achieve National Senior Certificate pass rates above the threshold of poor-performing schools. This implies that such schools present, among other positive schooling factors, job satisfying conditions for teachers. This supposition emanates from numerous expert assertions from scholars such as, among others, Iwu, Gwija, Benedict and Tengeh (2013), Knox (2011), Nyamubi (2017), Aziri (2011), Karsli and Iskender (2009), Mamah and Ogbu (2015) and Jalagat (2016) that link job satisfaction with motivation and good performance of employees in organisations. For instance, job satisfaction being defined as the perceptions teachers have about their jobs, point to the importance job satisfaction has on their performance.

Job satisfaction has been a subject of interest for numerous experts in various fields including the fields of industrial psychology, organisational psychology and organisational behaviour. Among other definitions emanating from the writings of such experts, Coetsee (2011:44) surmises the definition of job satisfaction as "*a positive or negative attitude that individuals have about their jobs"* and *"*results from how they perceive their jobs and related matters (e.g. supervisory style, support, challenge, pay and benefits) and the degree to which there is a good fit between the individual and the organisation". In fact, Coetsee (2011:44) identifies important factors contributing to job satisfaction as rewards and recognition, promotional opportunities, co-worker friendliness, competency and supportiveness, job security, mentally challenging work, meaningful work and person-job-fit; and asserts that overall, job satisfaction of an individual is a function of all the things a person feels that he/she should receive from doing his/her job, and his perception of the things he does receive.

Numerous factors have been found to influence teacher job satisfaction. Aziri (2011:78) explains job satisfaction as a feeling that comes as a product of the

perceptions that make material and psychological needs possible. Regarding teachers, Ngimbuzi (2009:18) states that job satisfaction relates to teachers' attitudes, perceptions and feelings that they have towards their job. Another factor found to influence the level of teacher job satisfaction is their salary. Nganzi (2014:21) asserts that teachers will feel satisfied when their salaries are satisfactory and stable. For this reason, Makhuzeni and Barkhuizen (2015:7) found that teachers were under strong contemplation to exit the teaching profession due to poor compensation and no opportunities for career development. Furthermore, Lumadi (2008:36) found that the Department of Education receives many resignation letters from experienced teachers almost daily due to the fact that they are not satisfied with their salaries – even at the revised salary scales, it is not enough to meet their needs while Olivier and Venter (2003:190) found that some teachers, because of dissatisfactory salaries, settle for second jobs while some take new, better paying jobs.

Opportunities for personal growth and development have also been found to influence teacher job satisfaction. For this reason, it can be averred that increased knowledge and confidence in the subject comes through progressive studying. In this regard, Lumadi (2008:37) found that teachers are discouraged from furthering their studies because their university qualifications no longer have any influence on their remuneration. This implies perceptions that efforts at professional development through further study, while enriching oneself with necessary knowledge, have to be commensurate with remuneration and if not, the discrepancy is likely to lead to perceptions of job dissatisfaction as this also implies recognition for teachers' personal achievements. In addition to compensatory recognition, recognition for work achievement influences teacher job satisfaction. In this regard, Ntahomvukiye (2012:37) found that recognition brings about satisfaction to teachers; by just knowing that they are supported and recognised at work by seniors gives them satisfaction, enthusiasm and confidence to do well in their jobs. Furthermore, trusting teachers makes them to feel satisfied and to take responsibility for their actions.

High learner-teacher ratios in South Africa have resulted in teachers having to deal with huge classes with no proper infrastructure. Valuable teaching time was found to be spent addressing disruptive learners and physical conditions of the classes (Olievier & Venter, 2003:190; Shun, 2009:80; Shernoff, Mehta, Atkins, Torf & Spencer, 2011:64). According to these scholars, having to manage big classes has always been found to be a problem because it becomes difficult to enforce learner discipline and as a result, it negatively affects teachers' perceptions of their jobs. As an example of this, Chapman (2013:5) reports in Centurion Record, dated 5 April 2013, how a nine-year-old boy was caught selling drugs to his fellow pupils. The belief was that he was selling on behalf of his parent. Having to deal with pupils who are abusing a substance indeed should make South African teachers' job difficult to enjoy. This is also confirmed by Springer (2011:64) who agrees and reports that in Chicago, the cause of job dissatisfaction for teachers is dealing with chronic disruptive learner behaviour and non-compliance as much time is spent on ill-disciplined learners.

Teachers are also faced with situations where they have to do a lot of work that cannot fit into their normal working hours. Shernoff *et al.* (2011:64) found that due to excessive workloads, teachers are compelled to work in the evenings and on weekends and this influences their job satisfaction. Similarly, Lumadi (2008:36) states that South African teachers are overloaded but have to perform classroom and administrative work with less support. For instance, learner assessment tasks must always be marked and feedback be given to them and as such, if teachers teach huge classes, the challenge will be that they will not finish marking on time (Van Tonder, 2008:25); and it can be concluded that as much as this will affect the running of the teacher's class, it is also highly likely to result in job dissatisfaction. For this reason, Lumadi (2008) asserts that in order for the South African curriculum to be effective and teachers to enjoy their jobs, the following factors should be attended to: assessment and management of learner portfolio files; having to control books of an overcrowded class; extra-mural activities; and addressing pastoral duties.

Since the introduction of the South African Schools Act 84 of 1996, South Africa has undergone many changes including changes in the curriculum (Saptoe, 2000:6; Olivier & Venter, 2003:190; Steyn & Kamper, 2006:114). Makhwathana (2007:70) found that curriculum change is important for teachers but discovered common problems such as inadequate training for teachers, questionable competency of facilitators and many changes taking place in a short space of time. All this confuses teachers and is likely to leave them dissatisfied. It is without a doubt that a teacher who received inadequate training and insufficient support for the new curriculum, would not experience job satisfaction.

The factors raised above have been found to influence teacher job satisfaction negatively. These are by no means the only factors. However, as pointed out earlier, there are previously disadvantaged secondary schools that have managed to perform well and consistently, despite circumstances that are characterised by such factors as mentioned above. It is also noted that performing well, is beoming a pursuit of schools that hitherto, were underperforming and much effort and resources are expended in this regard. For this reason, this study contbute to the current knowledge gap as in terms of whether teacher job satisfaction is a factor in these schools' good performance.

Although numerous studies have been conducted on teacher job satisfaction, there were no studies found that dealt with the job satisfaction of teachers at previously disadvantaged, well-performing schools in South Africa. This study will therefore, be focusing on the job satisfaction of teachers at previously disadvantaged well-performing secondary schools. Therefore, this study intends to identify factors that influence the job satisfaction of teachers in previously disadvantaged well-performing secondary schools as a response to the gap in research as mentioned above.

1.2 **Purpose statement**

The intent of this study is to investigate the factors that influence the job satisfaction of teachers at previously disadvantaged, well-performing secondary

schools in the Gauteng Province. To this end, the main research question addressed is:

- What are the factors influencing the job satisfaction of teachers in previously disadvantaged well-performing secondary schools in the Gauteng Province?

The secondary questions emanating from the primary question for this study are:

- What is the nature of teacher job satisfaction?
- What are teachers' perceptions of their job satisfaction at previously disadvantaged well-performing schools in the Gauteng Province?
- What lessons can be learnt from the factors influencing the job satisfaction of teachers at previously disadvantaged, well-performing secondary schools?
- How can the job satisfaction of teachers be enhanced at previously disadvantaged schools?

1.3 Aim and objectives of the study

The aim of this study will be to investigate the factors that influence the job satisfaction of teachers at previously disadvantaged well-performing secondary schools in the Gauteng Province. Emanating from the purpose and secondary questions of this study, the following objectives will be pursued:

- to determine the nature of teacher job satisfaction;
- to investigate the perceptions of teachers about what influences their job satisfaction at previously disadvantaged well-performing schools in the Gauteng Province;
- to derive lessons that can be learnt from the factors influencing the job satisfaction of teachers at previously disadvantaged well-performing secondary schools; and

- to recommend how the job satisfaction of teachers can be enhanced at previously disadvantaged schools.

1.4 Theoretical framework

Job satisfaction, as pointed out earlier, concerns the perceptions or feelings of teachers about their job and these can be positive or negative. While there are many theories defining job satisfaction, Monyatsi (2012:220) points out that the subject of job satisfaction in different organisations has been dealt with using various variables such as demographic characteristics, work, pay, relations with co-workers, promotion and others; and that some research has also shown that gender played a part in determining job satisfaction and some studies have shown that males were more satisfied than females; and that other factors such as education, experience, supervision, work and relations with co-workers may be responsible for the observed differences in job satisfaction. This study is grounded on Herzberg's Two-factor Theory, which asserts that job satisfaction is a function of two groups of factors namely, the hygiene and motivator factors as illustrated in Figure 1.1 below.

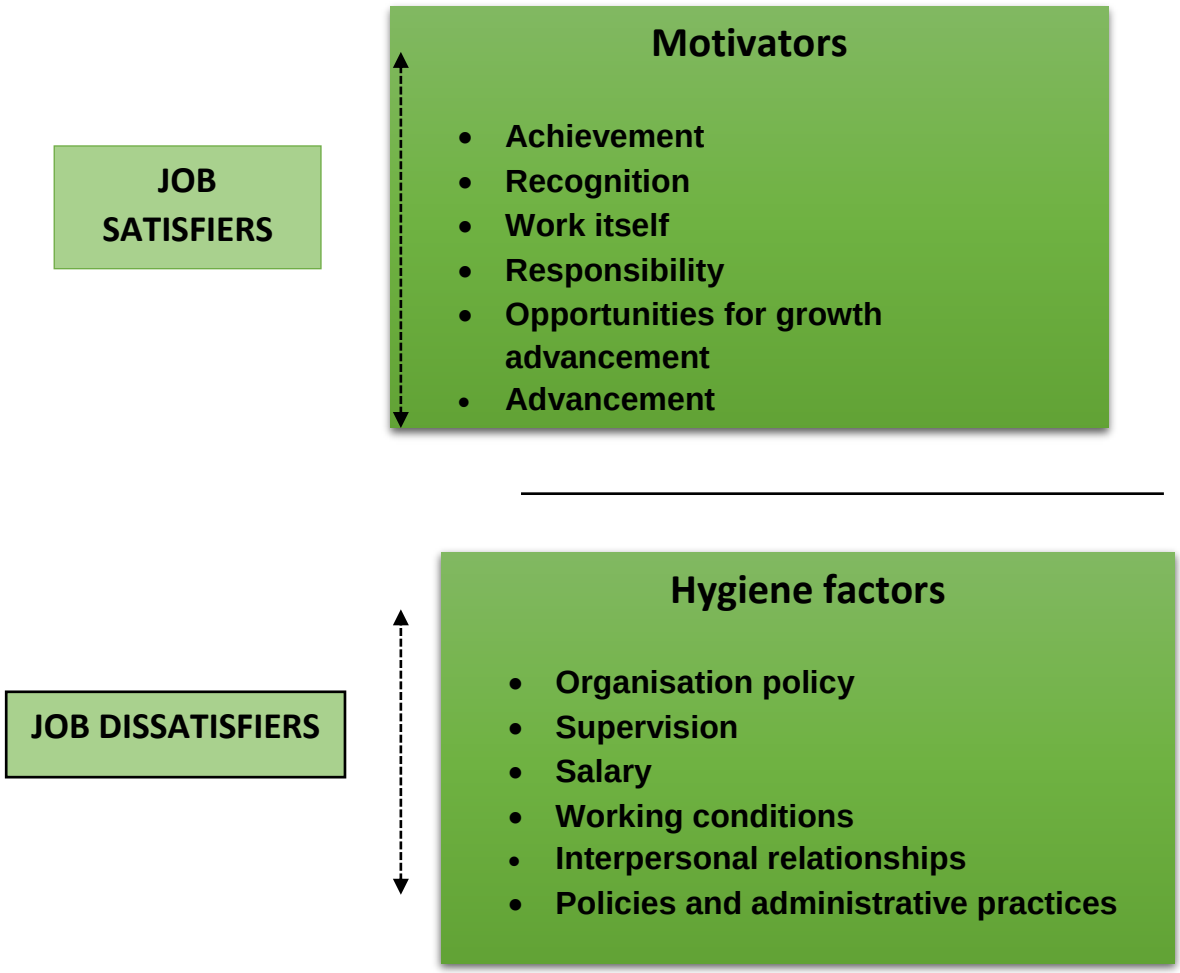

Figure 1.1 **Herzberg's two factor theory** (Adapted from Monyatsi, 2012:221)

According to this theory, motivators are factors that generate employee job satisfaction, while hygiene factors serve to reduce job dissatisfaction and do not necessarily lead to job satisfaction. In their own words, Herzberg, Mausner and Snyderman (1959:113-114) state the following:

> Among the factors of hygiene, when the factors deteriorate to a level below that which the employee considers acceptable, then job dissatisfaction ensues. However, the reverse does not hold true. When job context can be characterized as optimal, we will not get dissatisfaction but neither will we get much in the way of positive attitudes. It should be understood that both

kinds of factors meet the needs of the employees; but it is primarily the "motivators" that serve to bring about the kind of job satisfaction, the kind of improvement in performance that industry is seeking from its work force.

A scrutiny of motivators indicates that these are high-order factors and as such, are intrinsic in how they influence workers' perceptions of their job and consequently, satisfaction; whereas hygiene factors are extrinsic to the workers and thus act as regulators of job dissatisfaction as argued above. Therefore, in investigating the job satisfaction of teachers at previously disadvantaged, well-performing secondary schools in the Gauteng Province, the focus will be on the extent to which these factors are relevant and influential to teachers at these schools. Therefore, this theory will provide the study with the frame of reference in its endeavour to investigate factors that influence the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province.

1.5 Overview of the research methodology

This study was quantitative and used a survey research design. To this end, the study's paradigmatic orientation was positivist, which implies the use of quantitative data gathering and analysis. Because the study sought to investigate the job satisfaction of teachers at previously disadvantaged, well-perfoming secondary schools, it was deemed appropriate to use survey research as it enables a researcher to investigate current attitudes, beliefs, opinions and practices (Creswell, 2012:377). The survey design is thus appropriate to examine perceptions of teachers on their job satisfaction. Furthermore, being quantitative means that data collected is quantifiable as Maree and Pietersen (2007:145) point out "quantitative research usually contains numbers, proportions and statistics, and is invaluable for measuring people's attitudes, their emotional and behavioural states and their ways of thinking". This informed the choice of a questionnaire as a data collection instrument.

The Job Satisfaction Survey (JSS) (Spector, 1985, 1999) (see Annexure M), a questionnaire used to evaluate nine dimensions of job satisfaction related to

overall satisfaction and was used to collect data on teachers' perceptions of factors influencing their job satisfaction at the targeted schools. According to Spector (1999), the JSS is standardised and has been tested for reliability and validity. The following paragraph by the author Spector (1999) describes this:

> Reliability and Validity
>
> This well-established instrument has been repeatedly investigated for reliability and validity. The nine sub-scales related moderately to well between each other, internal consistency; a score of 0.60 for co-workers to 0.91 for the total scale. Overall, an average on 0.70 for internal consistency was obtained out of a sample of 3,067 individuals. Over a 18 month time period, an internal consistency of 0.37-0.74 was calculated for a smaller sample of 43 workers. Studies using various scales for job satisfaction on a single employee, supported validity. A correlation of 0.61 for co-workers to 0.80 for supervision was calculated between five of the Job Satisfaction sub-scale and some of the Job Description Index.

The researcher also carried out a linguistic reliability exercise in historically disadvantaged schools by piloting the questionnaire with a sample of N = 20 teachers that did not form part of this study to determine linguistic clarity. The intention thereof was to determine the language suitability of the questionnaire items and identify any ambiguous and/or unclear items. Furthermore, the data collected was statistically tested for reliability through the Cronbach Alpha coefficient, which is a measure of the internal reliability of an instrument as based on the inter-item correlations. This also involved the determination of the Cronbach's Alpha values for the entire study population to ensure that the questionnaire had internal consistency. The outcomes of this exercise are fully detailed in Chapter 4.

This study's population consisted of all teachers from previously disadvantaged well-performing secondary schools in the Gauteng Province. For purposes of logistics and ease of data collection, the population of the study was demarcated to the Sedibeng and Johannesburg South districts of the Gauteng Department of

Education. For purposes of this study, all the schools identified jointly with the IDSOs as well-performing formed the basis for population selection. Based on the number of these schools and an estimation of an average 35 teachers per secondary schools, the population for well-performing schools was determined.

In consultation with the IDSOs and based on annual reports of the DoBE, it was found that there were at least 30 schools that could be considered as well-performing. Based on these statistics, the population for this study was computed to be 30 x 35 = 1050 teachers from well-performing, previously disadvantaged schools in the districts selected. Therefore the study population for the survey will thus be N = 1050 teachers. The entire study population will be surveyed.

Data collected through questionnaires was analysed using the statistical methods as directed by Spector (1999). This was done with the assistance of the Statistical Consultation Services of the university. The presentation of the data was organised in terms of graphs, diagrams, and tables. Frequency analyses were computed and since the entire population was surveyed, correlation tests and analyses of variance were used to determine statistical significance within the population and including Cohen's effect sizes to determine practical significances for responses that showed significant statistical differences.

An important aspect of this study was the application of appropriate ethical standards. The researcher has undergone research ethics training recently (see Annexure N). To this end, all necessary processes attendant to research ethics were followed, including obtaining permissions from relevant authorities and gate-keepers. These are also detailed in Chapter 4 of this work.

1.6 Demarcation of the study

The study was conducted in the Gauteng Province's Department of Education schools. The study focused on the previously disadvantaged, well-performing secondary school teachers and was demarcated to the Sedibeng West and Johannesburg South districts.

It would have been ideal to survey all schools in the province or even South Africa, but due to the vastness of such an exercise and for logistic and support purposes, the study was confined to the demarcated areas. However, the rigour and interaction with data was such that valuable findings, analyses and interpretation provided valuable lessons that could be used throughout South Africa. The study was conducted in such way that it would be possible to replicate it elsewhere in the country.

1.7 Challenges

Challenges mostly related pertained to disadvantages of questionnaire use as a data collection instrument, including, the language that had to be adaoted to suit South African English, reluctance of some respondents to participate, missing and sometimes incomplete questionnaires and personal follow-up visits ti schools to collect outstanding questionnaires. These were mitigated through the following guidelines proffered by various research experts (Leedy & Ormrod, 2010; McMillan & Schumacher, 2006; Delport, 2002; Maree & Piertersen, 2007a). Among others, these include piloting to eliminate possibilities of ambiguities, allowing respondents to preview the questionnaire, meeting respondents and explaining the rationale behind the study and why they were requested to participate, requesting a colleague to explain ethical standards, including the informed consent form and requesting them to sign the form and being willing to share the results of the study with the respondents. One of the pertinent challenges related to the non-return of questionnaires and the consent forms. These were followed up and as such, the return rate was acceptable though not 100% as exposed in Chapter 4.

1.8 Chapter division

The study will be structured into the following chapters:

Chapter 1: Orientation of the study.

Chapter 2: The chapter will provide a review of literature on the nature of job satisfaction.

Chapter 3: Provides a review of literature on the factors influencing job satsifaction of teachers.

Chapter 4: Will provide a more detailed discussion on the research methodology outlined in Chapter 1.

Chapter 5: Will consist of the presentation and analysis of the research data.

Chapter 6: Provides summary, conclusion and recommendations.

1.9 Summary

This chapter presented an orientation to the study by outlining the rationale, main research question and aim, secondary research questions and objectives. To this end, the study seeks to investigate the job satisfaction of teachers at previously disadvantaged, well-performing secondary schools. This emanates from these schools' consistent good performance in the NCS results despite their being disadvantaged and being affected by poverty and low socio-economic conditions. In addition, there have not been studies investigating the job satisfaction of teachers in previously disadvantaged, well-performing secondary schools.

The chapter also presented an overview of the research method, which was basically quantitative and used a survey research design. This included a presentation of the contribution of the study, the study demarcation and challenges.

The next chapter presents the theoretical perspectives of job satisfaction.

CHAPTER 2

THEORETICAL PERSPECTIVES OF JOB SATISFACTION

2.1 Introduction

The intention of this study is to investigate the factors that influence the job satisfaction of teachers at previously disadvantaged well-performing secondary schools in the Gauteng Province. This chapter will present an overview of job satisfaction in relation to its definition and theoretical perspectives. Theories related to job satisfaction and research findings will be examined.

2.2 Definition of job satisfaction

Spector (1997:1) suggests that job satisfaction is a phenomenon of interest to people who work in the organisations or those who study them and that it is the most frequently investigated variable. Indeed, considering the contemporary challenges of teaching, teacher job satisfaction must be a subject of considerable interest. Spector (1997:2) defines job satisfaction as "simply how people feel about the different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Spector (1997) further alludes that job satisfaction facets often assessed in a job are salary; fringe benefits; co-workers; supervisor and work itself. The same sentiments on the definition of job satisfaction are shared by Porter and Lawler (1975:53) in their definition based on the proposition that most of the things people do are assessed against whether they like or dislike the choices they are faced with. Porter and Lawler (1975:53) propose that job satisfaction is in fact regulated by the amount of valued outcome a person receives and the amount of valued outcome a person feels they should receive. Furthermore, Porter and Lawler (1975:53) posit that the larger the variance between what a person receives and what they feel should receive, the greater the dissatisfaction.

Job satisfaction as defined by Locke (1969:316), is "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values". He further posits that three components are involved in the appraisal

process namely: perception that the job is edifying, implicit and explicit value standard as well as conscious or unconscious verdict on a relationship. Similar to Locke, Vroom (1964:99) also includes the emotional aspect in his definition of job satisfaction and explains job satisfaction as “the affective orientation on the part of individuals’ work roles they are currently occupying”.

Aziri (2011:78) sees job satisfaction as a worker’s sense of achievement and success on the job and is generally perceived to be directly linked to productivity as well as to personal well-being, thus it implies “doing a job one enjoys, doing it well and being rewarded for one’s efforts”. Man, Modrak, Dima and Pachura (2011:8) postulate that job satisfaction is a general expression of workers’ positive attitudes built up towards their jobs and further state that workers maintain an attitude towards their jobs as a result of diverse features of their job, social status that they’ve gained from their jobs and experiences in their job environment.

Bader (1997:155) explains job satisfaction in relation to needs and argues that it is the level of satisfaction derived from individual needs met as a result of engaging in work. However, it is noted that this definition appears to focus only on the aspect of individual needs although there are various factors affecting job satisfaction. It is clear that job satisfaction is not only about two words “job” and “satisfaction” but is also about various aspects of the job situation.

For the purpose of this study, job satisfaction will be defined as a joyful, emotional state an individual experiences and his/her overall attitude towards his/her job. Subsequently, people have assorted preferences, which means that the factors prompting job satisfaction and their encounter to it, will most certainly vary. This may suggest that the factors that affect the job satisfaction of teachers will most certainly vary from those in other job descriptions.

Job satisfaction is usually used interchangeably with motivation. However, the two concepts are not synonymous. It is therefore important to distinguish between job satisfaction and motivation.

2.3 **Distinction between job satisfaction and motivation**

As detailed above, job satisfaction is a positive or negative attitude a person has pertaining their jobs and outcomes emanating from their perceptions about job related matters (Coetsee 2011:45).

Motivation is defined by Robbins and Judge (2013:202) as *"*the process that account for an individual's intensity, direction and persistence of effort towards attaining a goal"*.* Steers and Black as cited by Levy (2003:246) also describe motivation as "a force that drives people to behave in a way that energises; directs and sustains their behaviour". The common elements that can be derived from both definitions of motivation is an individual attitude of intensity, direction and persistence towards achieving a goal. Robbins and Judge (2013:202) posit that intensity refers to the effort an individual puts into a job and is the element people focus on when referring to motivation. Furthermore, direction means high intensity cannot produce favourable job-performance results unless the effort is controlled in a direction profitable for the institution, while persistence is a measure of longevity and a period one is able to maintain the effort (Robbins & Judge 2013:202).

Danish and Usman (2010:159) postulate that motivated employees will cause an organisation to be competitively more treasured and profitable. Monyatsi (2012:220) posits that satisfied employees mostly absent themselves less often from work; they are committed to making a positive impact in the organisation and stay longer in organisations. McCormick and Ilgen (1981:305) suggest that job satisfaction and motivation should not be treated as one because job satisfaction is about how a person feels about his or her job, while motivation is about the behaviour emanating from the job. Singh and Tiwari (2011:37) found in their study motivation to be a function of job satisfaction, as job satisfaction increases motivation also increases and vice versa. This implies that there is a thin line between motivation and satisfaction, they are intertwined and as a result, are used interchangeably.

In distingusihing betwen job satisfaction and motivation, McCormick and Ilgen's assertion as pointed out above makes more sense, namely that job satisfaction is about how a person feels about his or her job, while motivation is about the behaviour emanating from the job. It can also be deduced that a person will be motivated to perform optimally if he derives satisfaction from his or her job.

Theories of the job satisfaction will be presented and articulated in the next section.

2.4 JOB SATISFACTION THEORIES

Numerous theories have been developed in the quest to determine what makes people satisfied with their jobs. These job satisfaction theories are generally divided into two sets, namely content theories and process theories. These include among many others, Maslow's hierarchy of needs; Herzberg's two-factor theory; Douglas McGregor's theory X and theory Y and McClelland's theory of needs; Stacy Adams' equity theory; Victor H Vroom's expectancy theory; Edwin Locke's goal setting theory; Deci and Ryan's self-determination theory and Hackman and Lawler' job characteristics model.

2.4.1 Content theories

Content theories are distinguishable through their focus on the assumption that individuals are motivated by the desire to fulfil inner needs and focus on the needs that motivate people to pursue what they need in order to be satisfied in their lives and in the case of this study, their jobs (Griggs, 2011:18). It can thus be said the content theories explain factors that energise, direct, sustain and stop behaviour within people and are largely concerned with identifying the needs people have and their strength and efforts they put in to satisfy those needs (Griggs 2011:18). These are theories that see job satisfaction as a function of people's pursuit to satisfy their needs. The study will discuss Maslow's hierarchy of needs, Herzberg's two-factor theory, Alderfer's existence-relatedness-growth theory, Douglas McGregor's theory X and theory Y and McClelland's theory of needs**.**

2.4.1.1 **Maslow's hierarchy of needs theory**

Maslow's hierarchy of needs theory states that people continuously want things and always want more, and what they want, depends on what they already have (Werner, 2001:327). The notion of human needs is thus crucial to Maslow's hierarchy of needs theory. The needs are divided into higher and lower order needs and sequenced in a hierarchy of importance (as depicted in Figure 2.1 below), where higher order needs become insignificant pending lower order need satisfaction (Bressler, 2012:16; Saif, Nawaz, Jan & Khan 2012:1382; Dipboye, Smith & Howell 1994:88).

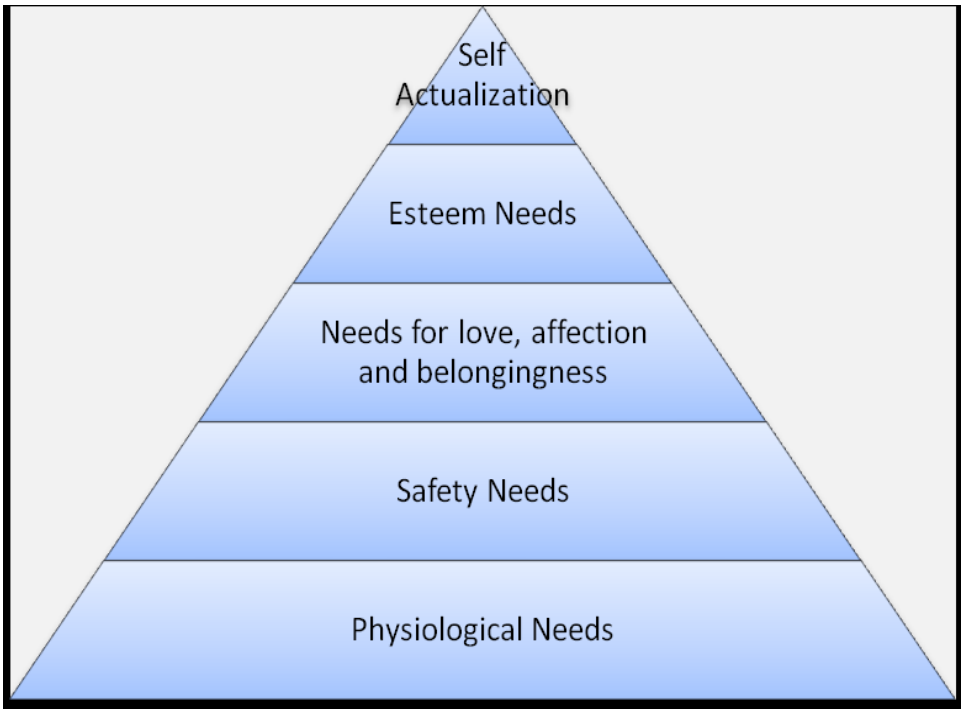

Figure 2.1 **Maslow's Hierarchy of needs (**Adapted from Jerome, 2013:41)

The lower order need are the physiological and safety needs, where according to the theory people begin; and the higher order needs are social and esteem needs (Robbins & Judge, 2013:203). In addition, lower order needs satisfy the person within while higher order needs satisfy the person externally. In Maslow's hierarchy of needs, the most crucial needs are located at the top of the hierarchy, but the way up the ladder to the crucial needs is through satisfying one set of a need at a time (Robbins & Judge, 2013:203). When one need is satisfied in the hierarchy, the effect on people lessens and it no longer aids to satisfy at that level

but, the following need attains a strong satisfaction value (Fincham, 2005:193; Ntahomvukiye, 2012:12; Saif *et al*., 2012:1385; Rothmann & Cooper, 2015:44). This suggests that in the quest to reach the highest level of need satisfaction which is self-actualisation, working towards fulfilling the basic needs first is necessary for growth. Maslow (Rothmann & Cooper, 2015:44) suggests that physiological needs; safety needs; social needs and self-esteem needs must all be met before one can attain the self-actualisation level. Greenberg (2011) as cited in Rothmann and Cooper (2015:44) explains the hierarchy of needs thus:

- Physiological needs: these are the rudimentary needs like breathing; food; water; shelter and sleep. These basic physiological needs may point to teachers' satisfaction derived from receiving a decent salary that will enable them to meet all their physiological needs such as food, shelter, clothes.

- Safety and security needs: safety and security needs include safeguarding from physical and economic uncertainties. All human beings have a need for safety, both physically and psychologically. This implies that working in a safe environment with good infrastructure and access controlled gates may have an effect on many teachers' satisfaction. Economically, this suggests that if teachers are paid well, they may derive satisfaction because they are able to save for the future and to cover themselves and their families medically and otherwise. This implies they will be driven to pursue the higher needs if the physiological and safety needs are met. In addition and in relation to their jobs, the conditions at work must guarantee physical safety for teachers.

- Social needs: these needs refer to association with other people, the need to be loved by other people and the need to belong. Communication, interaction and love forever should prevail among teachers and staff members to satisfy the social needs. As early as 1996, Xaba (1996:12) commented that social needs relate to ones' desire for acceptance by peers and for establishing friendship. When physiological and safety needs are satisfied, social needs emerge. In an institution teachers want

to feel a sense of belonging. Therefore, the role played by the school management teams (SMT) to unify the staff may benefit teachers and ensure their social needs are satisfied.

- Self-esteem needs: these needs are in two ways: self-esteem needs as they pertain to an individual's self-value and self-respect, and self-esteem needs concerning esteem as they emanate from others and relate to reputation and prestige. Teacher's self-esteem may be built when they receive challenging but yet attainable tasks to perform and are acknowledged and appreciated for performing them. Acknowledging them will contribute towards the feeling of being appreciated and that will lead to satisfaction Whenever people are acknowledged in public for the job well done, their confidence grows. People who are satisfied in their jobs according to Maslow, will be motivated to build their self-esteem

- Self-actualisation needs: these needs are related to individuals need for growth and improvement and are about awakening to one's full strength and turning into being the best. These needs are located at the top of the hierarchy of needs. People are led to meet the needs that are lower, but are attracted towards those needs that occupy the higher levels. This suggests that meeting teachers physiological, safety, social and self-esteem needs will lead to them to reach their full potential and to become the best they can be.

The theory implies that people who are satisfied in their jobs will be motivated to seek self-actualisation, which is the highest level that can be reached in the hierarchy. This is a level where a person recognises his or her full potential and capabilities.

According to Robbins and Judge (2013:203) Maslow's hierarchy of needs theory has broadly received acknowledgement broadly among practicing managers who largely found the theory to be logical and easy to comprehend. However, these scholars assert that even though several studies conducted research in

institutions, data collected did not validate or support the theory. This, they argue, may be due to Maslow's failure to provide no considerable empirical evidence.

According to Rothmann and Cooper (2015:44), some people believe that physiological needs and safety and security needs should have been placed under one category, and another category should consist of the higher order needs. Maslow suggests that lower order needs have to be satisfied first before the higher order needs, but it is arguable if self-esteem should come before self-actualisation or not. Gawell (1997:3) objects to Maslow's theory when it comes to self-esteem. He believes it should be on the top of the hierarchy because self-actualisation is a preconditional need for self-esteem because self-actualisation gives the ground for self-esteem. Furthermore, Gawell (1997:3) says that the self-actualised performance is the foundation for reputation which is the esteem of others. Regardless of the positioning, these authors acknowledge that both the factors are intrinsic in nature and they lead to job satisfaction. Despite all the criticisms and lack of empirical support reported, Fincham and Rhodes (2005:199) say that Maslow's views are still the most known and utilised for job satisfaction.

2.4.1.2 **Herzberg two-factor theory**

Herzberg's two-factor theory asserts that job satisfaction is a function of two groups of factor namely, the hygiene and motivator factors. Amongst the greatest theories of motivation, Herzberg's two factor theory is viewed as a pioneer theory of job satisfaction (Oplatka & Mimon 2008:137). What makes the theory important and relevant is that in pioneering the project, Herzberg *et al*. (1959:113) conducted research in Pittsburgh, USA, focusing on 200 engineers and accountants in a work place asking them two questions:

- When did you feel extremely good about your job?
- When did you feel extremely bad about your job?

Herzberg *et al*. analysed the responses presented by respondents and came up with a two-factor theory which emphasises motivators, relating to the job content,

and hygiene factors, relating to the job context factors. Figure 2.2 below illustrates Herzberg two-factor theory.

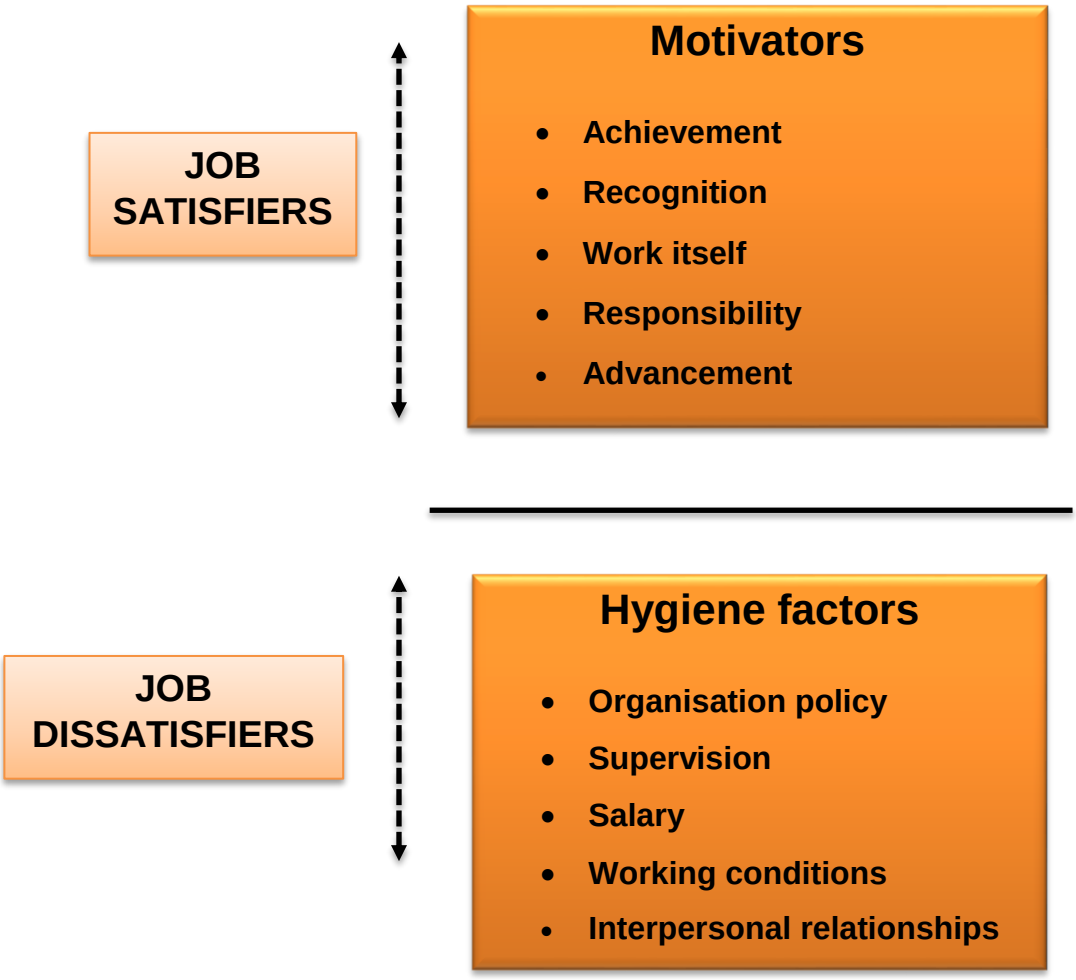

Figure 2.2 **Herzberg's two Factor Theory** (Adapted from Monyatsi, 2012:221)

Herzberg's two-factor theory mention two factors influencing the attitudes of people towards their work, namely, motivators and hygiene factors. According to Herzberg *et al*. (1959:113-114), motivators or job satisfiers are intrinsic in nature and generate employee job satisfaction. Herzberg *et al*. (1959:113-114) further contends that satisfiers are variables such as recognition; responsibility; achievements; personal growth and work-itself, while hygiene factors are labelled as extrinsic in nature and serve to prevent job dissatisfaction. Hygiene factors are external to work and include salary; supervision; interpersonal relationships with

colleagues; physical work conditions and organisational policy (Herzberg *et al*., 1959:113 -114).

There is an observable relationship between Maslow's hierarchy of needs and Herzberg's two-factor theory (Levy, 2003:250). Maslow's higher order needs are associated with Herzberg's job satisfiers, while Maslow's lower-order needs are associated with Herzberg's hygiene factors (Levy, 2003:250). Mau, Ellsworth and Hawley (2008:49) allude to the existing link between Maslow and Herzberg's' theory in that factors which are intrinsic in nature are linked with Maslow's higher order needs such as achievement; responsibility; advancement and recognition, while extrinsic factors are linked with lower order needs like working conditions; pay and status. Herzberg however, separated the factors into motivators (intrinsic) and hygiene (extrinsic) to better his theory.

Herzberg's theory posits that the intrinsic factors can lead teachers to feel satisfied about their jobs. However, the absence thereof will not necessarily lead to dissatisfaction, but no satisfaction. This suggests that if a teacher is not recognised at work for the quality of work performed, while receiving a good salary and have good relations with colleagues, the teacher will not necessarily quit the teaching job. From Herzberg's concept it can be concluded that even if teachers can work under good supervision, be paid very well and have good relations with colleague, all this will not generate job satisfaction, but will prevent dissatisfaction.

Locke (1969:332) is one of Herzberg two-factor theories' critics. He argues that the fact that few people cited failure as causing job dissatisfaction does not necessarily mean they are indifferent to failure, and it could mean they do not experience it often. Furthermore, Locke (1969:332) argues that the findings in some studies which used Herzberg's theory found that factors related to the work itself are persuasive causes of both satisfaction and dissatisfaction.

Ntahomvukiye (2012:221) conducted a study on teacher job satisfaction using Herzberg's two-factor theory in Rwandan secondary schools. The findings of the study were that intrinsic and extrinsic factors both affect the job satisfaction of

teachers, even though teachers mostly voiced a high degree of satisfaction with intrinsic factors. In comparison to Herzberg's two-factor theory, this study shows that both the content and the context could increase or decrease teacher job satisfaction.

Nyame-Mireku (2012:139) also conducted a study using Herzberg's two-factor theory as a framework for his study. The aim was to determine the job satisfaction among hospital pharmacists in the U.S. East Coast. The results of the study revealed that increased intrinsic and extrinsic scores of job satisfaction were associated with overall increase in job satisfaction.

Another study which aimed at re-examining Herzberg's two-factor theory was conducted in the Korean Army by Hyun (2009:33). Two groups were examined namely: foodservice soldiers were the findings revealed that hygiene factors determined the job satisfaction rather than motivators; the second group was the logistic officers were the findings showed that motivators were found to be job satisfiers rather than hygiene factors.

Another support Herzberg's two-factor theory enjoyed is from a study conducted in the North-West Province by Mafora (2015:349) with the aim of investigating the factors affecting the job satisfaction of principals in previously disadvantaged secondary schools. The results found that principals pointed to intrinsic factors as their source of satisfaction.

2.4.1.3 **Alderfer's existence-relatedness-growth theory**

Alderfer's existence-relatedness-growth **(**ERG) theory proposition is that satisfaction is an inward state that comes as one achieves what they were seeking for. The ERG theory focuses on three groups of needs namely, existence needs, relatedness needs and growth needs. Grice (2010:66) says the three need groups mentioned above are structured in such a way that they compare to Maslow's hierarchy of needs theory. The ERG theory modified the hierarchy of needs theory by dividing the individual needs into three strata in such a way that all five needs from the hierarchy of needs belong in one of the ERG theory groups

(Jex & Brett, 2008:238). The ERG theory needs are presented by Robbins and Judge (2013:207) thus:

- Existence needs: existence needs incorporate Maslow's safety and physiological needs. The working conditions as well as salary form part of this group.

- Relatedness needs: relatedness needs comprise Maslow's social needs and external needs and emphasise relationships with family, friends, colleagues and supervisors.

- Growth needs: growth needs consist of Maslow's internal-esteem needs and self-actualisation needs. These needs mirror the aspiration for individual psychological developments.

According to the ERG theory, the order of needs is not important for satisfaction to occur, needs do not necessarily have to operate in a stringent order (Jex and Brett, 2008:238). Alderfer and Maslow's theories seem to be at variance when it comes to the importance of needs. Grice (2010:66) points out that Alderfer argued that contrary to Maslow's proposition of satisfaction being possible up a hierarchy progression only, people can still move up and down the hierarchy and derive satisfaction from one or more needs at a time (Grice 2010:66). This implies that if an individual fails to get the promotional post (growth need) he applied for, frustration-regression might be experienced and this might cause the individual focus on satisfying relatedness need (social and external needs). According to Alderfer's theory, when the growth needs are frustrated, they become less important. However, according to Maslow's theory, when a person fails to reach a higher level, the person gets disappointed and regresses to a lower level (Grice, 2010:66).

Fincham and Rhodes (2005:199) posit that with these two theories being tested, tests favour Alderfer's predictions over Maslow's but both Maslow and Alderfer's theories found no satisfactory empirical support. This happened despite Alderfer's attempts to realign and modify Maslow's hierarchy of needs theory.

2.4.1.4 **Theory X and Theory Y**

This theory was developed by Douglas McGregor in 1960. He suggested two diverse views on human beings and labelled them Theory X (negative) and Theory Y (positive) (Rothmann & Cooper 2015:46). According to Robbins and Judge (2013:205) McGregorconsidered managers' treatment of their employees and resolved how they view the nature of human beings is centred on particular assumptions (positive or negative views of human beings) which shapes their behaviour.

Botha, Marishane, Van der Merwe, Van Zyl and Zengele (2013:165) and Rothmann and Cooper (2015:46) posit that Theory X (negative views of human beings) explains the perceptions of managers:

- that management should control, force, threaten and direct people to do work;
- that human beings naturally dislike work; and
- that employees avoid responsibility and have little ambitions.

Moreover, if management does not intervene people will show less interest and resist organisational needs. McGregor as cited by Botha *et al*. (2013:166) says people are dissatisfied and display the characteristics of Theory X because their higher needs as reflected in Maslow's theory, are not met due to lack of autonomy. On the contrary, Theory Y states that people possess satisfaction intrinsically, which is the readiness to control and direct behaviour towards achieving the organisational goals and that people have the ability to assume responsibility (Botha *et al*., 2013:165).

McGregor (1960) himself believed in Theory Y over Theory X and thus it can be accepted that he believed in Theory Y's validity. He then made a proposal that decision making, responsibility, challenging jobs and good relations are core ideas of employee job satisfaction (Robbins & Judge, 2013:205). Robbins and Judge (2013:20) however, argue that the main challenge with McGregor's theory

is that there is no evidence or exhibit to support either assumption X or Y as valid or that following assumptions of Theory Y will lead to employees' satisfaction.

2.4.1.5 **McClelland's need theory**

The need theory also known as the achievement theory, formulated by David McClelland fixated most attention on the needs for achievement and postulates that high achievers do very well when they notice their equal chances of success (Robbins & Judge, 2013:207). Furthermore, high achievers derive no job satisfaction if they succeed by accident as they set goals which demand extra effort from their side (Robbins & Judge 2013:207). The theory focuses on the motivation and effectiveness as a function of three needs namely, the needs for affiliation, power and achievement.

- *The need for affiliation*

  This need refers to the desire to form strong and friendly interpersonal relations with other people at work. The type of people who possess this desire are not competitive in nature, they desire a working environment consisting of good relations and mutual understanding, that makes them feel satisfied with their job (Robbins & Judge, 2013:207). People who are satisfied in their jobs according to the theory will be motivated to have the need for affiliation.

- *The need for power*

  This need refers to the deep desire to be influential; to have impact and to have control over people and space. According to Robbins and Judge (2013:207), a person with this need causes other people to perform their work in a manner they would not have otherwise. These are people who normally seek leadership positions, for example, managers and politicians.

- *The need for achievement*

  This need is about the aspirations to do exceptionally well and achieve goals beyond the limitations. According to Robbins and Judge (2013:207),

people with a high need for achievement, set themselves challenging goals they want to achieve in accordance with their abilities and in addition, they are concerned with personal development thus do not make good managers. Rothmann and Cooper (2015:47) argue that people with a high need for achievement are forever busy-minded with their work even outside the work place. To this end, Jex and Britt (2008:238) contend that people with a high need for achievement are normally recognised by their keenness on having jobs that provide feedback, they work for long hours and they set reasonably difficult goals for themselves.

People with a high need for achievement are satisfied by acquiring solid feedback on their performance of a task at hand (Robbins & Judge, 2013:208), which implies that teachers with a high need for achievement will do well and attain job satisfaction when they feel a sense of belonging to an institution and their contribution has and impact and they achieve challenging goals.

2.4.2 **Process theories**

Process theories focus on external influences or behaviours that people choose to meet their needs and emphasise how and why people choose certain behaviours in order to meet their personal goals (Griggs, 2011:19). These theories provide a description and analysis of how behaviour is energized, directed, sustained and stopped (Analoni, 2000). This section discusses the following process theories: Stacy Adams' Equity theory; Victor H Vroom's Expectancy theory; Edwin Locke's Goal setting theory; Deci and Ryan's Self-determination theory and Hackman and Lawler' Job characteristics model.

2.4.2.1 **Equity theory**

The equity theory was proposed by Stacy Adams in the early 1960s (Gemeda & Tynjala, 2015:173). The basic supposition of the theory is that employees bring inputs, which represent what they recon to be true to their place of work (Jex & Britt 2008:240). Furthermore, the theory supposes outcomes the same way as inputs.

The equity theory posits that the employee assesses the effort he/she puts into the job he/she does against the reward he/she gets and then compare his/her situation with that of others doing a similar job he/she does. According to Jex and Britt (2008:240), Adams's equity theory proposes that if an employee notices that there is a balance between his/her inputs and outcomes compared to his/her equal others, then an equity state prevails (Jex & Britt, 2008:240). However, if the employee notices an imbalance, then the inequity state prevails. In essence, this implies that people are satisfied with their jobs by looking at their equal others; if they do the same job with same qualifications but their rewards are not the same or if the rewards differ, this will affect their satisfaction about the job they are doing. But if their rewards are equal or equitable, that will lead to their satisfaction towards their jobs.

Essentially, when people feel they have been equitably treated, they get satisfied and their motivation rises. The source of equity theory lies on the principle which says people want to be treated fairly (Rothmann & Cooper, 2015:48). The equity theory implies that for teachers to experience job satisfaction, the work they do should be rewarded equally as the effort they put into it.

Dehaloo (2011:25) postulates that inequity prevails when an employee's efforts are not relative to the desired outcomes, which implies that if the employee feels that they exert and expend more effort, time and energy in the work they do, but the reward is less than the effort, the feeling of inequity and a state of dissatisfaction will occur.

George and Jones (2005:226) consider work input as skills level, hard work and enthusiasm while outputs are regarded as compensation, benefits and recognition. The aforementioned are applicable to teachers. Teachers contribute skills and knowledge needed to perform their duties and compensation and benefits contribute to job satisfaction.

The equity theory in teaching can be viewed from the context of rewards other than salaries that they receive in the course of performing their duties. According to Herzberg's theory, recognition, responsibility and advancement are some

intrinsic variables that promote teacher job satisfaction. In terms of the equity theory, inequity and job dissatisfaction will occur when teachers are treated differently with regard to the recognition they get for similar performance. This will also occur when responsibility given, advancement and professional growth opportunities are availed selectively. Finally, inequity will occur when achievement opportunities and recognition for it are selectively applied with other teacher denied opportunities for achievement through for instance, unequal provision of favourable spaces for achievement including resource allocation that favours the achievement of selected teachers over others.

2.4.2.2 **The expectancy theory**

Victor H. Vroom formulated the expectancy theory in 1964 also known as the Valence-Instrumentality-Expectancy (VIE) theory. According to Vroom (1964:17), job satisfaction comes as a result of three belief types people have, which are effort, performance and reward. When these belief types are high, the perceptions of satisfaction will be high.

The expectancy theory puts three factors forward as fundamental for job satisfaction. These factors are expectancy, instrumentality and valence.

- **Expectancy**

  Expectancy is defined by Vroom (1964:17) as a temporary belief pertaining to possibilities of a particular act being accompanied by a particular outcome. In a school setup this suggests that the teachers may study towards a Master's degree with an expectation that upon achieving it he/she will be promoted to a higher level. Similarly, teachers engage in maximum teaching daily at school with the expectation of getting good performance from their learners at the end of the term. The teacher would feel satisfied only when the effort assists learners to pass and has achieved his/her goal. According to Vroom (1964:17), for job satisfaction to be experienced, there must be an agreement between the perceived goals as well as what one believes for the outcome. The opposite is also true. Mengistu (2012:30) posits that effort on its own will never lead to high

performance. Instead factors like individual personality, knowledge, skills, abilities and experiences can cause good performance.

- **Instrumentality**

  Rothmann and Cooper (2015:54) define instrumentality as a relationship between high performance and outcomes. It is the belief of a person that high performance will be accompanied by rewards and other possible outcomes. This means that if a teacher has worked hard and performed at a high level to enable learners to pass, yet their efforts are not accompanied by any rewards, the teacher will not believe in the relationship between high performance and outcomes. In other words, instrumentality means that a person looks at whether the expected performance will be instrumental in getting them greater rewards.

- **Valence**

  Valence is the perceived value or worth a person ascribes to the reward or outcome (Rothmann & Cooper, 2015:54). It is about how the organisational rewards satisfy a persons' needs (Rothmann & Cooper, 2015:54). Botha *et al*. (2013:165) point out that valence is determined by satisfaction or dissatisfaction in relation to the outcomes of a particular task performed. This in essence, means that people, in expectation of certain rewards, engage in behaviour or activities that they perceive will be instrumental in getting them rewards, and, the satisfaction from this is the valence of the rewards. This implies that people examine the value they place on the rewards, which is dependent on their needs, goals, values and aspirations, for example, the reward or outcome may either be positive or negative. If the reward is positive then, more effort will be put in by an individual so that he/she attains improved performance. If teachers value salary and their salaries are increased after producing good results, increased salaries will bring about satisfaction as well as sustained performance. On the other hand, teachers who ascribe valence to

outcomes such as learner achievement in life will not be motivated by increased salaries alone.

In the case of teachers' job satisfaction, the expectancy theory implies that job satisfaction depends on what the teacher appropriates value to. For an example, if a teacher appropriates value to outstanding matric results, that teacher will place more effort in working hard towards achieving that goal. Meaning that if teachers place more effort and achieve their valued goals, and are appropriately rewarded, their level of satisfaction will be determined by the degree of valence. If the teachers' effort and hard work is not appropriately rewarded, that may negatively affect their job satisfaction.

Vroom's expectancy theory has been used and supported by numerous scholars. For instance, Nájera (2017:108) in her study that aimed at confirming predictors of rural teacher expectancy, found that regarding policy implications, the expectancy theory was a crucial framework for policy makers. The study further found valence; instrumentality and feedback functions as interpreters of teacher expectancy despite where they work – rural or urban. The other study which was conducted and used Vroom's expectancy theory as its framework was the study by Settles (2001:85), where his purpose was to look at the impact of satisfaction on behaviour at workplace. The study supports the utilisation of the expectancy theory to explore aspects of results related to the determinants of satisfaction.

2.4.2.3 **Goal setting theory**

Edwin Locke established the goal setting theory in 1969. Locke (1969) stated that the major determinant of job satisfaction is one's determination to work towards a goal. Goals are linked to the work to be done and the strength required to do the job (Robbins & Judge, 2013:212). Furthermore, if a person sets precise, difficult goals, the goals increase performance compared to easy goals, and if goals are specific, a higher standard of output will be yielded. The results of high performance are job satisfaction and commitment to upcoming goals (Dipboye, Smith & Howell 1994:153). Figure 2.3 below show how job satisfaction can be

acquired through setting difficult goals, which will cause improved performance leading to improved productivity.

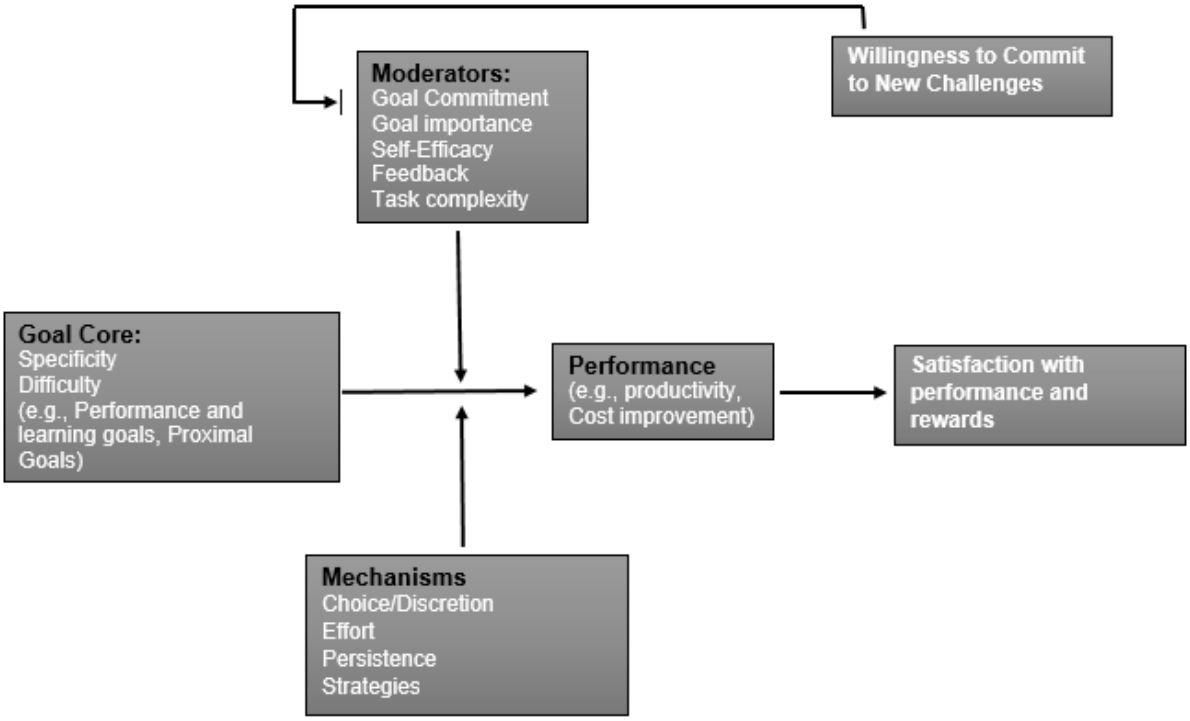

Figure 2.3 **Locke's Goal Setting Theory** (Locke & Latham, 2002:706).

Locke and Latham (2002:706) outline four mechanisms through which goals affect performance:

- **Goals direct attention**: difficult goals acquire our attention and make us to concentrate on the appropriate goals and not inappropriate goals.
- **Goals energise function**: difficult goals **cause** people to work harder, which implies that difficult goals energise people. For instance, one studies hard for a difficult examination and not for an easy one.
- **Goals affect persistence**: persistence comes when people are trying to achieve difficult goals, and in the process they learn ways of being effective in performing their jobs within a short period of time.
- **Goals affect action indirectly**: goals lead to arousal, discovery and/or use of task-appropriate knowledge and strategies.

Locke and Latham (2002:707) further look at moderators for goal performance relationship. They assert

- Goal commitment: goal-performance relationship becomes solid when people show commitment to the set goals. Goal commitment is expatiated by factors that make achievement of goals crucial to people; significant to the reward they anticipate to get for doing the job. It is also expatiated by the self-belief that they can achieve the set goals.
    - Importance: people can be convinced through diverse ways about the importance of goal setting. If leaders tell of ambitious vision and appear supportive, that can increase goal commitment. When people own up the goals, goal setting becomes important and satisfying.
    - Self-efficacy: self-efficacy of employees can be elevated by ensuring ample training takes to capacitate them, by identifying role models whom employees can identify with and also through influential communication.
- Feedback: people will improve in their work if they get feedback that speaks to their progress towards their set goals. The aim of feedback is to identify the gap between what they are doing and should be doing to attain their goals. Once people achieve their set goals, they raise the standard by setting even higher goals than the first, these higher goals creates job satisfaction.
- Task complexity: the more tasks gets complex, goal effects rely on the ability to determine suitable task strategies.

The theory suggests that realistic and challenging goals are a major source of job satisfaction as they lead to higher output. According to Robbins and Judge (2013:214), commitment to goals will occur when goals are made known, are self-set rather than just assigned. Rothmann and Cooper (2015:52) argue that managers together with their employees should set relevant goals because if

goals seem forced to employees they might resist them because they want to be involved from the planning stage. In the school situation, school principals should work together with teachers to set realistic, challenging and specific goals that teacher must attain over a period of time. The attainment of the set goals would, according to the theory, lead teachers to a feeling of job satisfaction.

Charles (2008:840) emphasises that the goal-setting theory has gained extensive support both from academia and in the world of practitioners. Furthermore, managers are incorporating goals to manage and cause job satisfaction in their employees. If people are satisfied in their jobs, they will be motivated to set more goals and desire to achieve them.

Asmus, Karl, Mohnen and Reinhart (2015:131-132) conducted an experiment at Technische Universität München aiming at examining the influence of goal-setting on worker performance. The results showed that goal-setting improved worker performance by between 12%-15%, even without financial rewards in comparison with instances where goals were not set.

The goal setting theory also received support in the study conducted by Shilts, Horowitz and Townsend (2004:85), with the aim of determining the effectiveness of goal-setting as a strategy for dietary and physical behaviour change. The investigation further found that goal setting had a positive significant factor on dietary or physical activity behaviour on adults.

2.4.2.4 **Self-determination theory**

The self-determination theory posits that basic psychological needs like autonomy, competence and relatedness bring about intrinsic satisfaction and that extrinsic rewards decrease internal interest in a job (Deci & Ryan 2008:182). This suggests that teachers whose drive to do their jobs come from within, do not derive joy from external rewards like salary, but they get satisfied when the outcomes of the job are accomplished. On the contrary, teachers who do the job, not out of interest, but for rewards, derived satisfaction from external rewards like salary.

Intrinsic satisfaction takes place when a job is done out of enjoyment, interest and innate satisfaction. Deci and Ryan (2008:182) and Robbins and Judge (2013:209) advance the notion that extrinsic rewards, such as giving competence feedback to employees and praising them verbally can improve intrinsic satisfaction. This implies that in a school environment, it is crucial to affirm and praise teachers as that may ignite internal enjoyment, interest and innate satisfaction.

Autonomous satisfaction encompasses intrinsic satisfaction and extrinsic satisfaction in its entirety (Deci & Ryan 2008:182). A person is autonomously satisfied when he/she feels self-validated after doing a job, when he/she derives joy from within. Extrinsic satisfaction is a performance of a duty to achieve a reward, not for personal enjoyment (Rothmann & Cooper, 2015:53). This suggests that salary as a reward will bring about satisfaction to a teacher after execution of a job he/she was obliged to perform. Furthermore, teachers who seem to function properly under no strict orders and have a drive from within are autonomously satisfied.

According to Deci and Ryan (cited by Rothmann & Cooper, 2015:53), extrinsic motivation activities conducted outside of interest or enjoyment are classified as integration, identification, introjections and external regulations. Integration regulation takes place in a situation where an activity is regarded as valuable because it is seen as a means to an end. Identification takes place when people appropriate value to an activity for a particular reason (Rothmann & Cooper, 2015:54). Introjected regulation activity is ruled by rewards and limitations set by people themselves, while external regulations activity is ruled by reward and limitations set by others (Rothmann & Cooper, 2015:54). People encounter more pressure to think, feel and behave when they are controlled. Autonomous and controlled satisfaction strengthens and gives direction to behaviour (Deci & Ryan, 2008:182). This implies that satisfaction is intrinsic and both intrinsic and extrinsic (without) rewards are important for job satisfaction. If a person pursues a goal due to intrinsic interest, he/she is likely to achieve it. This suggests that people who pursue goals to fulfil themselves within, remain satisfied even when they do

not achieve that goal. In the same manner, a person who chases after a goal for extrinsic reasons like money, status or benefits may or may not achieve his/her goal. Even when he/she does achieve the goal, the satisfaction level will be less since a combination of intrinsic and extrinsic satisfaction are crucial to improved and sustained performance.

The self-determination theory enjoys support. Gillet, Vallerand, Amoura and Baldes (2010:158) used the theory as their study's framework concerning their investigation of the influence of coaches' autonomy support on athletes' satisfaction and sports performance. The results revealed that the more the athletes supposed the coach to be autonomously sympathetic, the more the athletes' satisfaction to practice was self-determined. The study supported the self-determination theory.

Ratelle and Guay (2007:744) conducted a study using the self-determination theory as their study framework. The rationale for the study was to investigate students' profiles regarding autonomous, controlled and amotivated types of academic satisfaction. The findings provided support to the importance of distinguishing between different types of satisfaction as identified by the self-determination theory. This study showed some support for the self-determination theory on the quality of satisfaction.

The support that the self-determination theory enjoyed was from a study conducted by Ortlieb (2013:142) who directed a quantitative research with the aim of looking at self-determination as a moderator of stress and burnout in firefighters. The findings of that study postulate that a person with high self-determination behaviour (autonomy) prevents to an extent some negative effects from job stressors. Furthermore, the study's findings show that as self-determined behaviour lowers, it worsens the impact of job stressors. Prys (2016:93) also conducted a study with the intention of determining whether employee job satisfaction scores and organisational commitment would increase after participants had completed self-determined activity. The results of the study found no significant effects in the examined hypothesis, the outcomes of the study did not support the self-determination theory.

2.4.2.5 The job characteristics theory

Hackman and Oldham (1976) developed the job characteristics model. The theory proposes that the work itself is an important element that creates conditions for high satisfaction. Jex and Brett (2008:257) posit that this theory was designed to bridge the gaps in Herzberg's motivation hygiene theory which did not provide solid processes of the job dimensions. Furthermore, the two scholars suggest that the job characteristics model had an impression that the expectations of the employees on the work are the same. Figure 2.4 below represent the job characteristics theory.

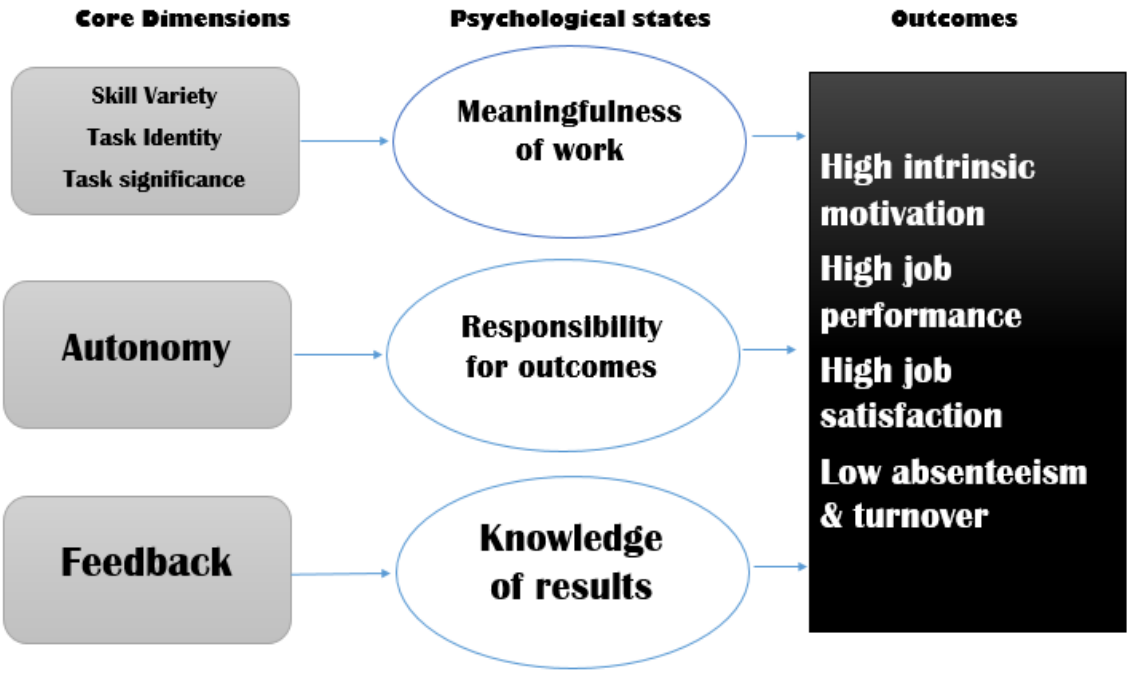

Figure 2.4 **The job characteristics theory (**Hackman and Oldham, 1976**)**

As illustrated above, the theory comprises five core job characteristics (skill variety, task identity, task significance; autonomy and feedback) which influence three psychological states, namely, meaningfulness of work, experienced responsibility for outcomes and knowledge of results, which in turn influence work outcomes, namely, job satisfaction, work motivation and absenteeism and turnover.

- **Core dimensions**

Hackman and Oldham (1976) posit that jobs differ in the way they comprise five core dimensions. The five core dimensions consist of skill variety; task identity; task significance; autonomy and feedback. The job is measured and evaluated according to the five core job dimensions and the role of these dimensions is to influence the critical psychological states which are necessary for satisfaction (Levy, 2003:252). A person is high in motivation to perform a task ahead when the core dimensions of a job are high and accompanied by feedback concerning the job done (Levy, 2003:253). The following are five core dimensions of the job:

Skill variety: it symbolises a level to which the requirement of a job is for a diverse skill. A typical example is for a corporate executive to use skills to prepare budget; manage crisis; use analytical skills etc. though a manual labourer's job entails heavy lifting and less or no independent judgement (Hackman & Oldham, 1975;161, Jex & Britt, 2008:259).

Task identity: it symbolises the level to which the whole identified section of the job must be concluded. Conducting research is a good example of a high task identify because a researcher must be involved throughout the steps and chapters (Hackman & Oldham, 1975:161; Jex & Britt, 2008:259).

Task significance: job performance is crucial and amounts to something; all jobs are essential though it can be debated that some are more essential than others. An example would be a scientist in the lab studying the structure of HIV virus compared to an admin clerk in a retail store (Hackman & Oldham, 1975:161, Jex & Britt, 2008:259).

***Autonomy*:** it symbolises the level to which they provide freedom; independence and discretion (Hackman & Oldham, 1975:161; Fincham & Rhodes, 2008:220). An employee has freedom on how to structure and perform a job, university professors have full freedom and discretion over their work hours, activities and methodologies, while telemarketing

companies gives strict orders on how things should be done (Jex & Britt, 2008:259).

Feedback: gives information about how work was performed, the employee gets to see his/her strong and weak points and that helps him/her to become better in what they do (Hackman & Oldham, 1975:161). For some jobs it takes longer to receive feedback, like corporate executives will wait before knowing whether the decision to enter new market was correct, but comedians would know on the spot whether the audience loved his joke or not (Jex & Britt, 2008:259).

- **Psychological states**

  Hackman and Oldham (1976:256) allude that if jobs are intended to escalate the presence of five core dimensions, three essential psychological states will occur in an employee. The three psychological states measure the mental state of the employee while performing the job, furthermore, job satisfaction of a person will be high once the three critical psychological states are reached (Hackman & Oldham, 1976:256) The first state is called *experienced meaningfulness*, which posits that the employee should find purpose and worth in his/her work. People who find more meaning in their jobs will be influenced to achieve the highest motivation satisfaction in their jobs. The second state is called *experienced responsibility.* This implies that when employees feel a sense of accountability and responsibility towards the job performed, he/she will be influenced to achieve the highest performance and job satisfaction (Hackman & Oldham, 1976:256). An example may be the school principal who is the accounting officer in the school, he will feel a sense of responsibility or accountability when the strategies he employed contributed towards good or bad matric results. Hackman and Oldham (1976:256) note that the last state is *knowledge of results,* it is linked with feedback, and the more feedback is presented the more an employee will possess knowledge of his /her performance. A person who knows and understand his/her effectiveness in performing the job will not be absent from work and will most likely be satisfied with his/her job and put in more effort.

- **Work outcomes**

  According to the job characteristics model, the desire for peoples to fulfil higher-order needs regulate the association between the dimensions (Levy, 2003:253). That implies if a certain employee does not value fulfilling higher-order needs, meaningfulness of work may not matter much to him/her. People with a higher growth need strength, can be identified by how well they are likely to respond unreservedly to opportunities for

personal and professional growth. In the same manner, people who are less keen for growth will be less likely to explore opportunities

According to the theory, employees are satisfied to do well and perform at their best when a specific characteristic appears. Satisfaction is weakened by the absence of one of the three psychological states. Employers and their employees must together construct the work they want done by employees because work is important for employee satisfaction. Levy (2003:253) says outcomes include high quality of work to execute a job, high job satisfaction and low rate of absenteeism and turnover. These outcomes can be utilised to measure the employees' ability to perform at their highest level. Internal work satisfaction emanates from the type of work given to employee. Internal satisfaction is regarded as the most important outcome. It emerges when good performance is an event for self-reward and poor performance lead to unhappy feeling.

For the measure, quality of employee work, focus can be on the quality and quantity of service provided. Quality work performance can be determined through measuring the number of mistakes an employee committs. Job satisfaction can also be measured in terms of absenteeism and turnover. Absenteeism is measured using the work time book register for a specific time, while turnover is about the intensions of people who want to quit their job.

As early as 1991, Champoux's (1991:442) study which was conducted among 247 state agencies in the United States, found that the results of the canonical correlation gave support to the job characteristics theory. Another support enjoyed by the job characteristics theory is by Batchelor, Abston, Lawlor & Burch (2014:8) in their study titled job characteristics model: an extension to entrepreneurial satisfaction. Their aim was to assist entrepreneurs to comprehend the job better and raise awareness to entrepreneurs about the important of job characteristics theory.

According to Hadi and Adil (2010:296) who conducted a study amongst 150 male bank managers from Rawalpindi City with the aim of measuring job

characteristics and job satisfaction, found the following: job characteristics were found to be a positive significant factor associated with intrinsic satisfaction; autonomy and feedback were found to be significant factors associated with extrinsic satisfaction; while skill variety; task significant and task identity were positively related to job satisfaction.

2.5 Chapter summary

This chapter presented the nature pof job satisfaction by reviewing literature related to the definition of job satisfaction, the distinction between job satisfaction and motivation. The discussion then moved on to the job satisfaction theories. These were discussed under content theories and process theories.

The theories discussed in the chapter indicate the motives behind people actions and behaviour in organisations. The content theories inidcated that people are motivated by the need to satisfy their inner needs. In this sense, job satisfaction is recognised as an impetus towards motivation. In other words, people are motivated when their job satisfaction is high. Content theories demonstrate that inner needs satisfaction is critical for enhanced performance, hence the emphasis on higher order needs and intrinsic factors as job satsifiers. Theory X and Y goes further to highlight the perceptions of leaders as important aspects of subordinate job satisfaction.

Herzberg's two-factor theory appropriately addresses the motivator factors as being responsible for employee job satisfaction. Combined with insight into the job charactersistics theory and its emphasis on job characteristics clearly delianates factors that influence teacher job satisfaction. Of note, are the motivators as instrinsic job satisfaction factors.

The next chapter will further look at the factors that influence the job satisfaction of teachers. In this regard, the factors identified will be related to the job satisfaction theories as exposed in this this current chapter.

CHAPTER 3

FACTORS INFLUENCING THE JOB SATISFACTION OF TEACHERS

3.1 Introduction

The South African schooling system, having undergone numerous and rapid changes since the advent of democracy, has seen many challenges besetting schools to the extent that schooling in South Africa is generally said to be in crisis. Unsurprisingly then, the performance of teachers has been largely seen as poor – despite pockets of improvement and good performance of some schools. To be precise, the former whites' only schools have been found to perform better while the former blacks' only schools have generally been perceived to be poor-performing. As argued earlier, despite this, many formerly disadvantaged schools perform well.

Many factors are attributed to poor performance of historically disadvantaged schools – mainly socio-economic factors emanating from the legacies of the apartheid past of South Africa. For this reason, it can be asserted that teachers at previously disadvantaged schools are affected and consequently, their job satisfaction as well.

The next section details the challenge of teaching in the current school scenario in South Africa and especially since the advent of democracy and thus presents the context of previously disadvantaged schools focused upon in this study. These schools are summed up by the Gauteng Department of Education "as schools "receiving an education that few can be proud of. They are faced with trying conditions and are faced with barriers to learning, which include limited curriculum offerings, inadequate teaching and learning resources and a host of other constraints" (Xaba & Malindi, 2010:75).

This discussion serves as a precursor and background to the factors influencing the job satisfaction of teachers at previously disadvantaged, well-performing schools.

3.2 The challenge of teaching in the current school scenario

Most challenges that influence teacher job satisfaction can be located in the work or school environment. Numerous factors are pertinent to this phenomenon. Some are presented in the next subsection.

3.2.1 **Safety at schools**

Among factors that contribute to teachers being unhappy at schools and ultimately developing feelings of job dissatisfaction, is the level of violence at South African schools. Violence is among factors leading to teachers in South Africa not being enthusiastic about their jobs as are directly and indirectly affected by violence at schools. This is also because as teachers, they have the duty to protect the learners. Thus cases of violence affecting learners affect them as well.

Recent newspaper reports reflect how bad the situation is at schools resulting in teachers being negatively affected emotionally; physically and psychologically. Among other reports, the following were prominent:

- Modiri (2018) reports that a 53 year old teacher in Kuruman, Northern Cape was stabbed to death by an angry grade 8 learner who had failed the grade.
- Dias (2018) also reports that a teacher was assaulted in his classroom by a grade 10 learner at a Nelspruit high school.
- Nyoka (2017) reports that a grade 12 learner from a Randfontein school assaulted a teacher with a brick.
- Makhetha (2017) reports that a 56 year old school deputy principal was shot dead within the school premises by three men at Edalinceba Primary School in Duduza, Ekurhuleni.
- Pijoos (2016) reports that on 14 November of that year in Soweto, a female school principal was allegedly stabbed several times by a former colleague at school who had been fired the previous year.

According to Monama (2017), the Gauteng Member of Executive Council for Education, Mister Panyaza Lesufi raised concerns over the attacks on teachers by learners within school premises. Monama (2017) further gave statistics of cases of the same nature:

- in 2014 ten (10) cases;
- in 2015 twenty-six (26) cases; and
- in 2016 twenty-one (21) cases were reported.

These statistics of incidents of violence in schools indicate lack of teacher safety at schools.

De Wet and Jacobs (2013:454) report that 907 teachers out of 999 (90.79%) agreed to having experienced one form or another of bullying at the work place and in addition, work place bullying investigated were behaviours causing isolation experienced by 80.8% teachers; behaviours downplaying the teachers' status experienced by 83.8%; behaviour undermining the person experienced by 66.3% and direct negative behaviour experienced by 38.2%.

Teachers are directly and indirectly affected by violence taking place in schools. They have the duty to protect learners, so that whether the acts of violence are perpetrated to them or to learners, they are affected. In the study conducted by Sibisi (2016:81), findings show that learner violence in schools affect teachers psychologically, emotionally, physically and professionally leading to job dissatisfaction. Furthermore, findings reveal how teachers like the one who witnessed a learner being killed, experience nightmares, flashbacks and how they feel vulnerable and unsafe in the school environment.

The safety of teachers in some schools cannot be guaranteed as the level of violence in schools increases. An alarming finding in six provinces was that of gangsters in schools. Mncube and Harber (2013:37) found gangsters to be rife and especially in the Western Cape schools. It was found that learners were part of the gang fights, which at times erupted within the school yards. Teachers in their duty to protect learners, always found themselves involved without even knowing the causes of such fights (Mncube & Madikizela-Madiya, 2014:46; Maphalala & Mabunda, 2014:64). Maphalala and Mabunda (2014:64) found that gangsterism was a leading contributor of the school violence and a stumbling block to learning and teaching. These findings suggest the teacher enthusiasm could be directly affected by this lack of safety and that may affect their job satisfaction.

3.2.2 **Physical working environments**

Xaba (2014:1588) postulates that the school environment is the total of all structures in a school that creates conducive learning space, both internal and external spaces

of environment. A conducive physical environment will likely encourage and fulfil the teachers' emotional and psychological wellbeing.

In any organisation the prerequisite is safety of employees beacuse everyone wants to work in a safe environment. It can be surmised that teachers would find it difficult to work in an environment that poses safety threats to their lives. According to Maslow's theory, an unsafe working environment will affect teachers' lower order need and that will affect their job satisfaction.

According to Gina and White (2014:58), broken windowpanes and smelling toilets were identified as lack of building maintenance in schools, which led to teachers raising their dissatisfaction about poor working environment. This also posed safety and security risks in rural and township schools of Kwa-Zulu Natal. In her study, Kwatubana (2017:117), found the problem in the surveyed schools from Free State and Gauteng districts to be lack of resources and also found that schools had broken windows, did not have refuse bins and had dirty toilets and classrooms. In addition, Ncontsa and Shumba (2013:9) found the classrooms' broken windows and vandalised doors that could not be closed as part of the problem in schools. As early as 2006, Xaba's study found poor maintenance of infrastructure like broken windows, broken fences, damaged gates, exposed electric cables and blocked toilets to be threats in some schools (Xaba, 2006: 576). McKay (2015:106) posits that if the provincial government does not intervene in bridging the infrastructure backlogs, previously disadvantaged schools will continuously be deprived of education opportunities. The physical environments contribute to the factors that work on the psychological being of teachers towards the perception they have about their jobs.

The problem with broken fences, unlocked and uncontrolled gates is that it gives the edge to strangers to enter school premises without permission and that compromises the safety of teachers. If teachers' safety is not guaranteed their emotional and psychological being will be affected as Maslows' theory posits, and that could lead to feelings of job dissatisfaction. Ncontsa and Shumba (2013:9) in their study conducted in the Buffalo City district, found that schools were not fenced and that enabled gangsters to operate in their schools. If the school is not fenced, drugs can be sold to learners through easy access. Teachers get affected when learners are under the influence of drugs, because learners using drugs exhibit annoying behaviour.

The physical environment plays a key role towards the satisfaction of teachers in an institution. In the study conducted by Eberlein and Moen (2016:112) in four schools, the findings were that only one school had an access controlled gates and although the gates were opened in the other three schools, they claimed the gates were locked when school time commences.

The physical environment is one of the hygiene factors and it does not lead to satisfaction but it prevents dissatisfaction (Herzberg, 1959:113). Johnson, Kraft and Papay (2011:19-20) discovered that physical environment is a significant predictor of job satisfaction. They further contend that teacher job satisfaction would be affected by physical environments, regardless of the school size, type and learners.

Christie, Butler and Potterton (2007:4) also argue that the satisfaction of teachers concerning their jobs is influenced by the schools' physical environment. In addition, in terms of the socio-economic status, town schools, also known as quintile five are more advantaged in terms of resources than township and farm schools. The majority of schools in the mainstream are township schools with more physical environmental problems. The redress seem to be happening but at a slow rate.

With the challenges besetting schools mainly from previously disadvantaged communities, attention should be on improving schools' physical environments as part of the school development plans over three years. Farinde-Wu and Fitchett's (2016:13) study discovered teachers' job satisfaction to be significantly associated with physical environment and learner behaviour. It can therefore be asserted that the physical working environment is so far as the physical amenities are concerned, is an important factor that can have an effect on teacher job satisfaction. In fact, the physical environment can be linked to the safety level of Maslow's theory and can serve as an enhancer of the work itself as espoused in theories discussed earlier.

3.2.3 **Teacher workloads**

The belief by South African teachers when CAPS was introduced was that it will reduce the workload of teachers, but studies indicate the contrary. It appears that South African teachers find it difficult to cope with their workloads. They have been complaining about workloads and how that seems to affect their job satisfaction. Sithole (2016:106) in a study conducted in Kwa-Zulu Natal found that teachers felt

huge pressure with regard to workload. Further findings indicate that other teachers left the teaching job due to ill-health. Teacher complaints were that the department of education takes a long time before filling in the vacant posts. The work of teachers who leave, must then be shared amongst the teachers and that has a negative effect on the job satisfaction of teachers (Sithole, 2016:106).

Lumadi (2008:37) earlier found that the South African teachers find themselves confronted with workload including having to perform classroom, marking of assessments and administrative work with less or no support at all. Furthermore, in order for teachers' satisfaction in South Africa to improve, workload should be attended to.

The findings of a study conducted by Du Plessis and Marais (2015:7) indicates that teacher workloads have risen in this new curriculum because of the high amount of work teachers are expected to cover in one term. Furthermore, teachers may not be in a position to keep up with workloads. Throughout the bands there are lot of positives that can be shared about the introduction of CAPS including the planning and availability of structured lesson plans for teachers. However, the workload remains high (Du Plessis, 2015:7; Mbatha, 2016:54; Moodley, 2013:73)

Akpochafo (2012:831) who conducted the study in Nigeria, also found that having too many learners in a class for the teacher to manage, excessive workload, lack of textbooks and facilities or no textbooks or facilities at all is another cause of teachers' dissatisfaction. Another study conducted in Canada found that teacher workloads were intensifying and impacting on teachers' performance and their well-being (Sugden, 2010:117). This implies that workload is not only a challenge in South Africa, but in other countries as well. Clearly then, teacher workloads are identified as a factor that has an effect on teacher job satisfaction.

3.2.4 **Resource availability**

The research findings reveal that lack of resources in the previously disadvantaged schools is a major factor affecting teachers' progress and the quality learning and teaching. Schools depend on the grant received from the department of education, and some schools claim it is not enough to procure all necessary resources (Mbatha, 2016:55, Du Plessis & Marais, 2015:7, Moodley, 2013:73). Akpochafo (2012:831)

alludes that lack of textbooks and facilities or no textbooks or facilities at all frustrates teachers and affects their efficiency in class. Access to computers and internet in some schools is an ongoing problem which fully prevent teachers from accessing required information that can be of benefit to the learners (Mbatha, 2016:55, Du Plessis & Marais 2015:7, Moodley, 2013:73). Dehaloo and Schulze (2013:237) in their study conducted in Kwazulu-Natal indicate that Department of Education gave almost half of the teachers' laptops. The challenge though is that if there is no internet access the teachers will still struggle to access information. The other problem is that older teachers themselves are challenged by the use of modern technology.

According to Stols, Ferreira, Pelser, Olivier, Van der Merwe and Venter (2015:8) study, a major percentage of teachers believe that the use of technology in classroom is a great asset in this new curriculum. However, poor electricity supply and poor internet connectivity are deterring factors. Furthermore, in the schools with internet, teachers encounter problems with slow connectivity which affects teachers' efficiency and impacts negatively on the quality of learning and teaching.

McKay (2015:106) in a study focusing on Alexandra high schools found that schools have poor facilities. In one school the library was used as a storeroom while two high schools had no science laboratories at all. Further findings in the study indicated that only two high schools had functioning computer laboratories connected to Gauteng Online while another school did not have computers at all, and the other school reported they were stolen (McKay, 2015:106). In their investigation, Visser, Juan and Feza (2015:4) found that for grade 9s to have computers at school for instructional reasons, had a major positive impact on learner achievement in mathematics. In addition, they found that the school building also contributed to the good results learners got in mathematics. These findings suggest that lack of resources, science laboratories, computers and Internet, dysfunctional libraries and classrooms are challenges in schools. These are resources enabling teachers to do their work with ease and lack thereof may affect teacher morale and lead to dissatisfaction.

Lack of classrooms and human resources may also lead to overpopulated classrooms. It is not surprising that Visser, Juan and Feza (2015:5) also found lack of classrooms to have a very negative impact on teachers.

In the study conducted by Khan and Iqbal (2012:10164), resource availability is a serious problem for teachers, the following findings were made:

- 100% of the respondents said that overcrowding affects teaching and causes discipline problems in class and it also causes instructional and evaluation problems.
- 75% of the respondents encountered problems with physical facilities in those overcrowded classes.
- 100% of the respondents experienced challenges with discipline and unhygienic situations in class.

Bypath (2012:207) found that the principal of a functional school during the budget preparation allocates resources in accordance with the school's needs and significances, while the principal of the dysfunctional school is unable to foresee correctly and as a result fails to control resources.

3.2.5 **Challenges with learner discipline**

Mathe (2008:183) conducted a study in Kwa-Zulu Natal Province on learner discipline, safety and security in schools. The findings were that discipline has escalated to being a major problem in schools since the abolishment of corporal punishment. Effective learning and teaching was found to be affected and this led to teachers' feelings of job dissatisfaction.

Discipline problems are a result of societal factors caused by the changing of family structure. Furthermore, a high percentage of learners with discipline problems come from child-headed homes (Mathe, 2008:183; Mestry & Khumalo 2012:106). Teachers find it difficult to manage learner behaviour in class according to study by Saunderson and Oswald (2009:152). Their study focused on high school teachers' perceptions of challenging learner behaviour. Mestry and Khumalo (2012:106) posit that the school does not work in isolation. Their finding indicates lack or no support from parents. Lack of parental support and involvement in the disciplining of the child could demotivate teachers and influence their job satisfaction.

Lack of enforcement of the learner code of conduct and other relevant policies towards discipline have been found to be lacking in schools (Mestry & Khumalo, 2012:106).

Most problems could be traced from learner ill-discipline, but lack of control from the teachers and management side was also found to be a problem (Mestry & Khumalo, 2012:104; Mathe, 2008:184). It could be that some of the policies such as learner code of conduct are for compliance sake only in some schools. Good schools use code of conduct to regulate learner behaviour. They review it yearly and ensure that it complies with the national policies. The consequences of misbehaviour have an undesirable impact on curriculum delivery and teacher job satisfaction. Findings by Roch and Sai (2016:22) in their USA study are that schools with higher levels of learner misbehaviour have less satisfied teachers, and higher quality learners lead to higher levels of teachers' job satisfaction.

Another major finding is that even though the learner code of conduct is there, it does not say much about the disciplinary steps and hearing. Some codes of conduct are at variance with the Constitution of South Africa (Mollo, 2015:185). Failure for the school management teams to provide direction around issues of learner discipline, could lead to teachers' feelings of dissatisfaction.

Saunderson and Oswald (2009:153) and Ncontsa and Shumba (2013:9) found that the learner misbehaviour demoralises teachers' spirits and cause them to be dissatisfied. This is because teachers spend much of their time addressing discipline issues. In addition, another major problem not strange to the South African situations of previously disadvantaged schools is lack of discipline as a result of overcrowded classrooms, which equally poses a major threat to teacher job satisfaction (Saunderson & Oswald, 2009:153; Ncontsa & Shumba, 2013:9).

Marais (2016:5) conducted a study were about 112 student teachers took part. Learner discipline was found to be a major problem. The study discovered that teachers' dissatisfaction was as a result of learners' lack of motivation. Furthermore, learners' lack of discipline disturbs a variety of teaching methods in the classroom (Marais, 2016:5). From the researcher's experience as a teacher, an observation is that in the ill-disciplined class, a fight can erupt at any time. The thing one regards as abnormal becomes normal in that class. One student teacher who participated in Marais' study says she was shocked to realise one learner was found fast asleep in the classroom, while other learners were making irritating noise. Ncontsa and Shumba (2013:9) also alluded to the fact that learners' ill-discipline has a negative impact on the learning and

teaching in class as certain misbehaviour is committed unnoticed. From these findings it becomes evident that even student teachers especially the ones in their final year of study, may go into the teaching field uncertain with their choice of career already as a result of their experiences in the field during practical teaching.

Mestry and Khumalo's (2012:106), Mathe's (2008:184), and Mohapi's (2007:173) findings indicate that although corporal punishment is banned, it is still utilised in some schools. Most teachers appear to still lack knowledge about the alternatives to corporal punishment. Some teachers, because of the frustration experienced in class resort back to corporal punishment. Mohapi's (2007:173) study shows that some teachers still live in the past and somewhat think the only solution to learner misbehaviour is corporal punishment; teachers claim that they themselves received punishment from their parents and teachers that is why they apply it still to learners. This may well be the highlight of how the job satisfaction of teachers is affected by lack of learners' discipline. Maphosa and Shumba (2010:396) in their study found that teachers feel disempowered to manage learner discipline in schools due to corporal punishment being banned. The study further revealed that learners showed neither fear nor respect for their teachers in the manner they behaved, this according to the study is a recipe for disaster in schools (Maphosa & Shumba, 2010:396). If the teachers' worth is downplayed and they feel disempowered, they are likely to experience job dissatisfaction.

McKay (2015:106) posits that additional funds should be channelled towards these struggling schools from previously disadvantaged communities, not only for maintenance and infrastructure but to hire more teachers as a way of addressing their job satisfaction.

3.2.6 **Mastery of the new curriculum implementation**

According to Nkosi (2018), CAPS (Curriculum and Assessment Policy Statement) is under review as a result of teachers' dissatisfaction on the assessment part. He further indicates that teachers' feeling is that the curriculum demands which requires more assessment than the actual teaching, is overloaded. Some of the complains raised by teachers are that they are unable to complete the work that was supposed to be completed in class, as a result give it to learners to do it at home (Nkosi, 2018). CAPS

focuses on assessment as a significant instrument which could be used to improve quality learning and teaching.

According to Moodley (2013:74), the challenge with Assessment policy when it comes to language is that teachers feel that too many assessments lead to same aspect being assessed twice in a term. This repetition of assessment tasks may lead to teachers experiencing dissatisfaction in schools. Du Plessis's (2015:75) findings are that much as the teachers are willing to work hard, the work demands also are high. Furthermore, the teachers who are re-joining the system require more training on CAPS, guidance and support from their HODs.

In a study conducted by Sethusha (2012:153), the finding was that in terms of classroom assessment, teachers who taught before NCS (National Curriculum Statement) were satisfied than they presently. They still have good memories of the support they received then as compared to now. Further findings indicate that teachers regard themselves dissatisfied due to the current curriculum implementations involving interpretations of the new policies to classroom related administration.

Respondents in Maddock and Maroun (2018) study asserted that CAPS may be look easier to teachers, however, a challenge to successful mastery is bigger classes and administrative workload of teachers. Furthermore in the study, a responded indicated that he/she has never changed from using OBE to CAPS in class. Challenges experienced with the mastery of the new curriculum, may be signalling the challenges encountered during the preparation stages. According to Maslow's theory, if people are not confident, their self-esteem needs will be affected.

Mbatha (2016:54) found that the barriers in implementation could be traced back to the quality and nature of training teachers received. He further agreed with Du Plessis (2015:123) and Moodley (2013:75) by pointing out the fact that even facilitators were clueless on what they were training teachers on.

Du Plessis (2015:123) and Moodley (2013:75) studies indicate that more ongoing training is required for CAPS to ensure that every teacher master it and is fully. Furthermore, former training conducted for teachers were not detailed as the facilitators lacked knowledge and could not answer some questions posed by teachers in the workshops (Du Plessis, (2015:123) and Moodley (2013:75).

3.2.7 **Teacher salaries**

Dehaloo and Schulze (2013:237), in a study conducted in Kwazulu-Natal found the leading source of dissatisfaction among teachers to be remuneration packages. The study revealed that teachers who showed satisfaction were the most qualified teachers, the more experienced teachers. The reasons could be that they are earning more in comparison to the less experienced or qualified.

The other finding in the study conducted by Makhuzeni and Barkhuizen (2015:8) is that teachers' salary is still a problem in South Africa. Participants in the study agreed that poor salaries prevent teachers from living an acceptable quality life. Moreover, participants declared that they were contemplating on following a different career path due to poor remuneration in teaching.

Manik (2009:272) in her study, understanding the exit of teachers from South Africa, found that the newly appointed teachers and experienced teachers were leaving teaching due to little pay that could not meet their needs. Furthermore, a percentage as high as 66.7% of newly qualified teachers, with no experience already view teaching negatively because of low salaries, job insecurity and working conditions. In addition, the study found that 47% of the teachers wanted to work in the United Kingdom (UK) for higher salaries.

Armstrong (2015:20) in her study, teachers in the South African education system, found that when you spread teachers' wage in comparison with non-teaching professionals, it is pretty narrow. As the equity theory posits, people compare themselves with their equal others. If they see an imbalance, a state of inequity prevails. This implies that someone with higher educational qualifications may not be attracted to the teaching profession after comparing teaching to other careers. Furthermore, Armstrong (2015:22) found that if a teacher is to remain longer in the teaching profession, his or her wage return is lower than what is observed in non-teaching professions.

Mampane (2012:76) and Lumadi (2008:36) contend that the Department of Education is inundated with resignation letters from teachers with the claim that even the newly revised salary scale is not enough. Furthermore, teachers are discouraged to further their studies because salaries are not even adjusted after completion of a higher level

degree. Many of the teachers who leave the system return to it literally very few months after leaving. This could mean that these teachers love the nature of work they do, but it cannot meet all their needs.

Recently, the researcher interviewed a former colleague who also resigned. She said she didn't want to leave teaching but she needed money to take her daughter to varsity. She is a single mother and her teacher salary cannot meet her needs. The point is that she might be representing many teachers who had left teaching because they were not coping financially. The equity theory suggests that when people feel they have been equitably treated (salary = effort), their satisfaction and motivation level rise. Mampane (2012:76) asserts that the government was even forced to take those teachers who resigned back into the system because they were putting strain on the system.

The results of a study conducted in Nigeria by Akpochafo (2012:831) found that teachers' dissatisfaction was caused by insufficient salaries that they were earning, which was unable to meet their needs. Ali and Ahmed (2009:275) found in their study that salary was a significant factor causing job dissatisfaction.

In the study conducted by Amusa and Toriola (2013:66) looking at Kenya, Nigeria, Botswana and Egypt, the findings were that almost all teachers settled for second jobs due to low pay they were receiving from the teaching profession. It is further pointed out that some teachers did private tutoring, taxi driving after school hours and petty trading. Malik, Danish and Munir (2012:8) conducted a study with the aim of discovering the impact of pay and promotion on job satisfaction in Pakistan. They found that pay does have an effect on job satisfaction of Pakistani educationalists, but promotion was found to partially have an impact on job satisfaction.

As early as 1998, salary was already a major problem in the teaching profession. Among the reasons cited by other teachers for leaving their jobs, salary and lack of opportunities for growth were indicated as major problems (Wright & Custer, 1998:62).

Boyd, Grossman, Ing, Lankford, Loeb and Wyckoff (2010:326) found that part of the reasons teachers were considering leaving the system was that they were not satisfied with their jobs. Some teachers got lucrative job offers elsewhere. It is to a large extent that because of salaries, some teachers will mostly leave their jobs for lucrative offers

elsewhere. According to Herzberg (1959:113) pay is a hygiene factor. It is important in that even though it doesn't lead to satisfaction, it reduces dissatisfaction.

The equity theory posits that when people feel they have been equitably treated the motivation state rises. At school level, when teachers' salaries are equitable to their qualifications, their satisfaction level could rise. The Department of Education may have to find a way to adjusted teachers' salaries as they progress in their studies and achieve higher degrees, for the sake of job satisfaction.

3.3 The significance of job satisfaction

The demands placed on teachers and the pressure to produce quality sustainable results despite the conditions in schools are high in South Africa. Poor performance by learners at school, poor state of infrastructure in many schools and poor quality of education are among the concerns regarding teachers' satisfaction with their jobs (Steyn & Van Niekers, 2012:111). Teachers spend the better part of their time at work, dealing with learners coming from different backgrounds and some having multiple social and academic problems. They are expected to deliver quality education regardless of the poor socio-economic factors. This is more so especially in Grade 12 as it is the exit point of learners into the job market and institutions of higher learning. According to Pund (2015:33) factors contributing to job satisfaction emanate from different organisational, social, cultural and environmental aspects.

According to Monyatsi (2012:220), satisfied employees' commitment is felt in the organisations and they are seldom absent from work, whereas dissatisfied employees tend to be absent from work more frequently. It could be that they are dissatisfied with their job.

Job satisfaction has always taken centre stage and it is no different in recent years. Ensuring quality of human resources is a role which must be played by educational leaders. The study conducted in Pakistan by Akhtar, Hashmi and Naqvi (2010:4224) found that teachers who were contemplating on exiting the teaching profession cited job dissatisfaction as their main reason for exiting the system. Furthermore, they have developed a negative attitude towards the profession.

In schools, the performance of learners is dependent on teachers' job satisfaction. Dissatisfaction of teachers may have negative consequences on the performance of

their learners. Following the assertions made in this work so far, job satisfaction of teachers therefore becomes pivotal and these important role players should be kept satisfied if we are to witness the turnaround strategy in our results. Mengistu (2012:1) refers to teachers as the most valuable component in the education system. Furthermore, if teachers are satisfied, the overall performance of the school will improve. Mengistu (2012:1) added that satisfaction of teachers mainly contributes towards the success of the education system.

Job dissatisfaction does not only lead to poor performance by teachers at work, it also puts a strain on their families as a result of work related stress. From the researcher's personal experience of serving the school at management level, the observation is that the high absentee rate of teachers is directly linked to job dissatisfaction. Furthermore, satisfied teachers are rarely absent from work, they are motivated to work and they always go the extra mile.

According to Pund (2015:36) the consequences of job dissatisfaction are among other things, burnout, depression and poor performance. Although teachers can suffer job related stress, effective leadership could circumvent some stress to a large extend (Pund, 2015:33; Matla 2014:19). Akhtar, Hashmi & Naqvi (2010:4225) allude to the idea that Denmark is a top country with job satisfaction and experts submit that it is as a result of good relations between their labour unions and government. Effective and visionary leadership plays a major role in keeping teachers satisfied.

Danish and Usman (2010:159) say satisfied employees will cause an organisation to be competitively more treasured and profitable. Halepota (2005:15) says increased productivity leads to increased satisfaction, and that in return satisfaction enhances productivity. There should be deliberate attempts in each school to promote job satisfaction, as it leads to improved productivity.

3.4 Determinants of job satisfaction

These are the factors that are purported to determine the satisfaction of employees, referred to as job satisfiers (motivators) or job dissatisfiers (hygiene factors) according to Herzberg *et al*. (1959:113-114).

3.4.1 **Supervision**

Herzberg, Mausner, Peterson, and Capwell (1957:170) explain a supervisor as a person representing management to workers with the expectations of interpreting the goals and objectives into reality in dealing with the employees. Furthermore, the supervisor will eventually be evaluated in terms of the output, turnover, productivity, quality of production, and absenteeism of employees under his/her care. The highest esteemed supervisor is the one who understands the objectives of both the company and employees and who also views employees as part of management's representatives (Herzberg *et al*., 1957:185).

One of the responsibilities of the school principal is to ensure that staff members are inducted on their duties and responsibilities. He also is expected to ensure that the teachers understand policies and circulars of the Department of Education. The principal must also monitor that his staff members carry out the mandate without faltering. Cerit's (2009:610) study revealed that the level of job satisfaction and intrinsic motivation in teachers had a higher positive significance due to a servant leadership of the principal. The study found that valuing teachers, developing them, displaying authenticity and providing leadership leads to intrinsic job satisfaction in teachers (Cerit, 2009:610).

A study conducted in Canada, Leithwood and Strauss (2008:6) found effective leadership of the principal to have improved learner performance and turned around underperforming schools. This improvement in performance was attributed to the supervisory role provided by the principal.

However, Woulfin and Weiner (2017:9) in their study found principals to be the initiators of change in schools. In addition, the principal is regarded as the leader of operations, discipline in a school and facilitator of school-district relationships.

Teachers' satisfaction gets affected when there is lack of order and discipline which disrupt learning and teaching. Although the principal's significant role is noticed, teachers' satisfaction could be affected by very strict supervision. Monyatsi (2012:226) posits that the satisfaction of teachers is observed when they could openly share ideas with their supervisors.

3.4.2 School culture

Organisational culture is the institution's character, the values, the way of life and the pedigree an organisation attains in achieving its objectives (Botha, Marishane, Van der Merwe, Van Zyl & Zengle, 2013:38). Wilson (2012:5) posits that a positive organisational culture is an important element towards the success of an organisation. Furthermore, culture does not exist on its own but is shared by all organisational members.

According to the study of Hatchett (2010:27), teachers feel frustrated when they are not involved and receive no support in an institution. He further asserts that satisfaction of teachers could increase if the school encourages teachers' involvement in planning and supports them. Kythreotis, Pashiardis and Kyriakides's (2010:218) found that teacher commitment in the classroom, has an impact on learner achievement. They further found a positive correlation between teacher commitment and learner achievement.

The finding of a study conducted by Wadesango and Bayaga (2013:1690) indicates that teachers were not satisfied with the existing culture of subject teaching allocation. The study revealed that teachers were not involved in the subject allocation, it was treated as the responsibility of the Heads of Department and the Deputy Principals. Teachers however, alluded how partaking and being involved in the decision making of the school could fulfil them as part of the school.

Bypath's (2012:206) study found that the one principal created a culture by placing reinforcement on primary resources to stimulate and inspire everyone walking into the school. The study also further found that the leader (principal) created a culture by emphasizing on learner and teacher attendance, discipline and punctuality. In addition, he developed his HoDs and Deputy Principals on curriculum management (Bypath, 2012:206).

3.4.3 Organisational climate of the school

Price (2012:40) says school climate is defined by the relationship between the school principal and members of his/her staff and that it bears direct and powerful consequences to teachers' satisfaction.

The study by Poopedi (2011:74) found that in an institution where relations are strained between the principal and the teachers, such that there is poor communication and no cohesion, satisfaction will be affected. Positive work relationship between principals and teachers enables them to share ideas and expectations. It improves climate and teachers' commitment to their job. In addition, a school climate where teachers' attention is normally affected from class has a potential to affect teacher satisfaction (Poopedi, 2011:74).

Selemant, Samsu and Kamulu's (2013:72) results of their study found that the level of organisational climate to be low and the level of teacher job satisfaction was also low. The principal's leadership style was found to be soft and he was unable to push teachers to attain school mission and goals. According to Douglas McGregor's theory X, teachers naturally dislike to work, the principals should instruct and push them on what they ought to do (Rothmann & Cooper, 2015:46).

There is however a study which was conducted in Limpopo Province in Thohoyandou and Mutale district by Maree *et al*. (2011). Amongst their findings, parental involvement in the disciplining of the learners contributed to positive climate, which improved teachers' satisfaction.

3.4.4 **Workload**

Factors causing teachers' dissatisfaction according to Banerjee and Mehta (2016:1) involves teaching bigger classes, having to work for long hours marking assessments and having less autonomy due to complex relationships between workers and management.

Akpochafo (2012:831) revealed that classes with bigger learner numbers have more challenges and causes a teacher to be inefficient. Springer (2011:64) also conducted a study in Chicago in the United States of America (USA), where teachers declare that they have a lot of work to do but the specified hours to do their work are insufficient. It was found by Lumadi (2008:37) that South African teachers find themselves confronted with high amounts of workload including having to perform classroom and administrative work with less or no support at all. This puts a strain on teachers and makes them feel incapable and despondent. Banerjee and Mehta (2016:17) found that

teachers claimed to have too much work to do including paper work. This led to the dissatisfaction and underperformance of teachers.

Mengistu (2012:54) posited that teachers' jobs are different from others were it is possible to separate personal and professional life. The teachers' responsibility goes beyond school environment. Excessive workload compels teachers to do their work in the evenings and on weekends (Shernoff, Tara, Mehta, Marc, Atkins, Raechel & Spencer, 2011:64).

3.4.5 **Interpersonal relationships**

Carmeli, Brueller and Dutton's (2008:8) study found that high-quality relationships are significantly associated with higher levels of job satisfaction. The study emphasise the significance of good working relationships among teachers in the work environment.

Ntahomvukiye (2012:197) found that interpersonal relationships at the work place were regarded as very important by participants. Interpersonal relationships was found to rank the highest as an extrinsic factor of job satisfaction. In addition, participants in his study alluded that it was best working alongside one another, as opposed to working against. Carmeli *et al*. (2008:83) highlighted the following about interpersonal relationships:

- It enables employees to exchange diverse ideas which are important for finding solutions to problems.
- It makes participants feel important, which makes them overcome uncertainties at work place.
- Its benefits include greater emotional carrying capacity.

Segrin and Taylor (2007:641) found in their investigation that social skills had a significantly strong association with positive relations with others in an institution which means therefore, that positive relationships are associated with job satisfaction. Furthermore, findings reveal that a person with excellent social skills has the capability to accomplish his/her goals and to win the favour of others.

How the principal chooses to manage interpersonal relationships at work is key even as the study by Ntahomvukiye (2012:197) indicates that relationships are highly

associated with the extrinsic job satisfaction. The results of Price's (2012:58) study shows that the relationship principals have with teachers certainly affect teachers' satisfaction and commitment. In addition, how the principals and teachers relate increases or decreases their job satisfaction levels. On the other side, the more the principal shares expectations with teachers the more the level of professional interaction between himself/herself and his/her teachers increases, that leads to higher level of job satisfaction (Price 2012:61).

3.4.6 **Professional and academic growth**

Teachers like any other professionals derive satisfaction from career advancement. For a teacher to do one thing over and over without growth could be dissatisfying. More and fair opportunities for growth in an institution motivate employees to perform to the best of their ability with the knowledge that their efforts will be rewarded. Monyatsi's (2012:226) study conducted in Botswana, found that teachers showed no satisfaction with availability and regulation of promotions. He further asserts that teachers are dissatisfied because they see no opportunity of being promoted beyond school level. Similarly, in the study conducted in Nigeria, Akpochafo (2012:831) posits that another source of teachers' dissatisfaction is people getting promotions based on favouritism and subjective considerations.

Satisfied employees will likely lead to highly satisfactory results at work. Buyukgoze-Karas, Duffy, G$\ddot{u}$neri and Autin (2014:7) in their study conducted in Turkey on job satisfaction, found that teachers who were studying further, felt satisfied with their jobs.

The South African situation is not immune to dissatisfaction associated with promotions. The study conducted by Zengele (2013:88) indicates that the fulfilment of promotional posts by managers in authority had been marked with corruption since the dawn of democracy in 1994. His findings indicate that unions fiddle with the constitutional processes. According to Zengele (2015:2) the perpetuated South African trend to promote teachers who are fundamental unionists, impacts negatively on the deserving teachers' job satisfaction. Furthermore, he asserts that South Africa cannot afford to lose these hard working, satisfied teachers to the private sector because of failures to address the promotional posts dilemma (Zengele 2015:2).

Flowing from above, the revelation of the selling of promotional posts in schools was published by *City Press* on 15 April 2014. The Minister of Education, Angie Motshega then formed a Ministerial Task Team to investigate the selling of promotional posts by some members of schools. Below is the table with a summary of all cases investigated (Volmink, Gardiner, Msimang, Nel, Moleta, Scholtz & Prins, 2016:19).

Table 3.1 **Cases Investigated by forensic team**

PROVINCE	NO. OF SCHOOLS IN PROVINCE AS % OF NATIONAL	NO. OF CASES FINALISED	FURTHER INVESTIGATION NO. OF CASES	WRONG DOING NO. OF CASES	TOTAL NO.	% OF ALL CASESINVESTIGATED
Eastern Cape	23	11	3	1	15	18.5
Gauteng	8.5	1	2	1	4	4.9
Kwa-Zulu Natal	24.6	7	8	4	19	23.5
Limpopo	16.3	19	1	0	20	24.7
Mpumalanga	7.3	4	0	1	5	6.1
North West	6.4	7	4	7	18	19.8
TOTAL	**86.1**	**43**	**22**	**16**	**81**	**100**

(Adopted from Volmink *et al*., 2016:19).

It is no doubt every institution has those hard working teachers who position themselves well and are deserving of promotions. Many of the hardworking and committed teachers might be left dissatisfied due to having been overlooked for promotions.

A significant relationship was discovered between promotions and job satisfaction in the study conducted by Ali and Ahmed (2009:275), which concluded that if people are not satisfied with promotion processes and are held backwards, they get to be dissatisfied with their jobs. Danish and Usma (2010:159) posit that satisfied employees will cause an organisation to be competitively and more valued and profitable. Job dissatisfaction not only affects teachers negatively, but also regresses the institution and compromises productivity.

SADTU held their 7th Gauteng Triennial Provincial Conference on 23rd to 25th June 2017. Table 3.2 below show the cases handled by the organisation.

Table 3.2 **Sadtu's Provincial Secretariat Report 2017**

Region	Issue	Status
1. Central	Section 14	Reinstated
2. Central	Dismissal (award)	Matter closed
3. Central	Pension non payment	Debt reduced. Consent obtained to effect payment
4. Central	Workplace disharmony	Matter was mediated internally
5. Central(3 AET Lecturers)	Labour court	Pending
6. Central	Promotional post dispute	ELRC award favours the member. GDE applied for reviews (Labour Court)
7. Central (Lens branch 21 members unprotected strike for 5 days)	Schedule 8 of the LRA	Charges withdrawn
8. Central (Ennerdale)	Schedule 8 of the LRA	Charges to proceed
9. Central (Lenasia)	Schedule 8 of the LRA	Charges to proceed
10. Central	Section 14 of the EEA	Re-appointed
11. Central	Schedule 8 of the LRA	Charges to proceed
12. Central	Schedule 8 of the LRA	Charges to proceed
13. Central (CES)	Intention to transfer	Amicably resolved
14. North (Tshokwe)	Irregular SGB elections	Transferred to district
15. North (Tshokwe)	Appeal	MEC upheld the Dismissal sanction
16. North (Tshokwe)	Schedule 8 of the LRA	Charges to proceed
17. North (Tshokwe)	Schedule 8 of the LRA	Charges withdrawn10 SADTU members
18. S West	Schedule 8 of the LRA	Charges withdrawn
19. S West	Schedule 8 of the LRA	Charges withdrawn
20. S West	Unauthorised transfer to another province	Transfer confirmed
21. S West	Dismissal	Reappointment
22. East Rand	Labour Court Application	Matter withdrawn (New post)
23. East Rand (Promotion)	Request for award reviewal	Matter closed
24. Tshwane	Schedule 8 of the LRA	Charges withdrawn
25. Tshwane	Schedule 8 of the LRA	Charges to proceed

The cases show the situation prevailing in some of the schools in Gauteng regarding cases handled.

3.5 Symptoms of job dissatisfaction

3.5.1 Physical and psychological health

Job dissatisfaction has negative consequences for the health and work of teachers (Pei & Guoli, 2007:38). Job dissatisfaction negatively influences and negatively affects teachers' performance. Furthermore, job dissatisfaction and stress causes mental ill-health and slows down the pace of work among teachers.

Exposure to job stress leads to burnout. Burnout is defined by Schwarzer and Hallum (2008:154) as a chronic state of tiredness caused by long lasting interpersonal stress inside human service. The unpleasant part of burnout is that it affects teaching personnel internally (inside) and externally (outside). Chang (2009:194) posits the external consequences of burnout are teacher attrition and scarcity.

Skaalvik and Skaalvik (2009:522) conducted a study involving 563 Norwegian teachers and found that teacher job satisfaction is a significant factor related to negative emotional exhaustion and work performance.

3.5.2 Turnover

Bouchenooghe, Raja and Butt (2013:116) define turnover as the desire of employees to leave an organisation. In their study Bouchenooghe, Raja and Butt (2013:116) found that job dissatisfaction predicts the turnover of teachers. Makhuzeni and Barkhuizen (2015:8) found that factors that contribute towards teacher turnover are managers' failure to recognise outstanding teacher performance, failure to reward such performance and favouritism when it comes to promotions.

In their study Masooma, Balouch and Hassan (2014:124) found that turnover can be controlled in South African schools by ensuring that teachers are kept satisfied. Furthermore, they posit that when employees find satisfaction in their jobs the organisational turnover ratio lowers. However, when employees are dissatisfied with their jobs, the turnover escalates (Masooma *et al.*, 2014:124). Rinke (2007:9) posits that teacher turnover negatively impacts learner performance, teachers' job satisfaction and the effectiveness of the school.

3.5.3 **Absenteeism**

It appears that teacher absenteeism is a growing problem in South African schools lately. In this regard, the Minister of Basic Education, Ms Angie Motshekga, told Parliament in 2013 that teacher absenteeism is higher in South Africa than in South African Development Community (SADC) countries. Siebert (2016) reported that the Kwa-Zulu Natal Department of Education was faced with the problem of poor matric performance and teacher absenteeism.

Donker (2017:224) found the major determinants of teacher absenteeism to be among others, conditions such as ill-health, travelling long distances, attendance of social gatherings as well as economic and political factors experienced.

Onyekuru and Izuchi's (2017:6) study found that the average absenteeism of teachers was as high as 38.62%. Furthermore, the results were not surprising as teachers in public schools could hardly get satisfaction from their salaries, pensions and gratuity. In their study, Yu, Wang, Zhai, Dai and Yang (2015:705) discovered that when teachers are confronted with a greater level of pressure in their job, it affects their self-efficacy beliefs. Furthermore, when work-related pressure persists, teachers lose their hunger to teach and they experience job dissatisfaction leading to burnout.

3.6 **Summary**

This chapter presented the factors influencing the job satisfaction of teachers by discussing the challenges of teaching in the current school scenario, which included such factors as safety at schools, physical working environments, resource availability, challenges with learner discipline, mastery of the new curriculum implementation, teachers salaries,. Furthermore, the significance, deternimants and symptoms of job satsifaction were discussed.

The next chapter presents the research methodology.

CHAPTER 4

Research methodology

4.1 Introduction

This chapter elaborates on the empirical research method of the study. It recaps on the aim of the study and provides information on the research design, the procedure for data collection and analysis and the research ethics central to the study.

4.2 Aim and objectives of the study

The aim of the study is recapped for the sake of ease of reading. The aim of the study was to investigate the job satisfaction of teachers at previously disadvantaged, well-performing secondary schools in the Gauteng Province.

Emanating from the aim this study, the following objectives were pursued:

- to determine the nature of teacher job satisfaction;
- to investigate the perceptions of teachers about what influences their job satisfaction at previously disadvantaged, well-performing schools in the Gauteng Province;
- to derive lessons from the factors influencing the job satisfaction of teachers at previously disadvantaged well-performing secondary schools; and
- to recommend how the job satisfaction of teachers can be enhanced at previously disadvantaged schools.

4.3 Research method

The research methodology adopted for this study is detailed in the following subsections.

4.3.1 Quantitative research

This was a mono-method study (Molina Azorín & Cameron, 2010:96) using one type of data collection method – quantitative, to determine factors influencing the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools. Creswell (2009:4) explains that the use of the quantitative research

approach is for testing objective theories by investigating relationships among variables. This approach was of assistance in helping to determine factors influencing the job satisfaction of teachers in the previously said disadvantaged secondary schools. This approach, according to Maree and Pietersen (2007:145) is essentially quantitative in that "quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied" and according to Shields and Twycross (2003:24), quantitative research "usually contains numbers, proportions and statistics, and is invaluable for measuring people's attitudes, their emotional and behavioural states and their ways of thinking". Based on these explanations of the quantitative approach, this study sought to collect large scale quantifiable data that was used to generalise to the research population in response to the primary research question.

By virtue of being quantitative, the study was positivist in its paradigmatic orientation. Nieuwenhuis (2007:47-48) describes a paradigmatic orientation as "*a set of assumptions or scientific beliefs about fundamental aspects of reality which gives rise to a particular worldview*" and therefore it serves as "*as a set of organising principles by which reality is interpreted*." Being positivist, implies the view held by positivists that social science is an organised method for combining deductive logic with precise empirical observations of individual behaviour in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of human activity (Burton & Bartlett, 2009:20). For these reasons, quantifiable and generalisable data was collected using a questionnaire as it was deemed appropriate to measure the perceptions of teachers at previously disadvantaged well-performing schools about their job satisfaction.

4.3.2 **Survey research design**

The survey research design was used for data collection. A survey design was chosen because it is all about obtaining information on one or more groups of people through posing questions and formulating their answers, which is exactly what this research did in agreement with Leedy and Ormrod (2010:187). The survey research design, according to McMillan and Schumacher (2006:233) investigates a selected sample of respondents from a large population and uses an administered

questionnaire to collect information on variables of interest. Thus, survey designs use procedures to identify trends in attitudes, opinions, behaviours or characteristics of a large group of people or population, where data collected is quantitative, numbered, using questionnaires and is statistically analysed (Creswell, 2012:376). In this regard, this study aimed to identify factors that influence the job satisfaction of teachers in the previously disadvantaged, well-performing secondary schools in the Gauteng Province – their perceptions thus assisted in identifying the relevant job satisfaction factors.

4.3.3 **Population and sampling**

McMillian and Schumacher (2006:119) define a population as a group of elements or cases, whether individuals, objects or events, that adapt to a certain criteria to which the intention is to generalise the research results. This study's population consisted of all teachers from previously disadvantaged, well-performing secondary schools in the Gauteng Province. For purposes of logistics and ease of data collection, the population of the study was demarcated to the Sedibeng and Johannesburg South districts of the Gauteng Department of Education.

According to personal inquiries with the Institutional Development and Support Officers (IDSOs) in the Gauteng Department of Education's districts (Sedibeng and Johannesburg South), the latest criterion for well-performing schools entails those schools that consistently obtain National Senior Certificate pass rates that are above the 60% average for a period of three years and above; For purposes of this study, all the schools identified jointly with the IDSOs as well performing formed the basis for population selection. Based on the number of these schools and an estimation of an average 35 teachers per secondary school, the population for well-performing schools was determined.

In consultation with the IDSOs and based on annual reports of the DoBE, it was found that there were at least 30 schools that could be considered as well-performing. Based on these statistics, the population for this study was computed to be 30 x 35 = 1050 teachers from well performing previously disadvantaged schools in the districts selected. Therefore the study population for the survey was thus N = 1050 teachers. The entire study population was surveyed. The population comprised Deputy Principals, HoDs and teachers at post level 1 by virtue of being educators and

subordinate to the principals. Their perceptions were considered collectively to be those of educators – as is commonly used for teachers in South Africa. This was also clear in the analysis of results where correlations and effect sizes were analysed and interpreted.

The schools were assigned unique identification tags in the form of numbers on the envelopes used to retrieve the questionnaires so as to distinguish them within the data.

4.3.4 **The questionnaire**

The Job Satisfaction Survey (JSS) (Spector, 1985, 1999) (see Annexure M), a questionnaire used to evaluate nine dimensions of job satisfaction related to overall satisfaction was used to collect data on teachers' perceptions of factors influencing their job satisfaction. The author, Spector (1999) states the following regarding the use of the questionnaire:

> The JSS is a copyrighted scale. It can be used free of charge for non-commercial educational and research purposes, in return for the sharing of results.

Based on this proclamation, the questionnaire is regarded as being used with permission from its copyright holders. The JSS was deemed suitable for this study as it measures nine dimensions of job satisfaction that are deemed informative enough to respond to the research question and which are in line with the theoretical framework of this study, namely, pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication. Furthermore, Spector also provides the scoring method of the items of the questionnaire (see Annexure N).

4.3.5 **Reliability**

According to Spector (1999), the JSS is standardised and has been tested for reliability and validity. Although proven reliable and valid (see 1.5), the researcher also carried out a linguistic reliability exercise in historically disadvantaged schools by piloting the questionnaire with a sample of N=20 teachers that did not form part of this study's survey to determine linguistic clarity. The intention thereof was to determine the language suitability of the questionnaire items and identify any ambiguous and/or unclear items as a result of the language differences between South Africa and the

United States of America where the JSS was developed. The pilot study responses were analysed. The analysis revealed suitability with the questionnaire, except for a few lingustic adaptations to suit the South African English. No ambiguous or unclear items were found. Furthermore, the data collected was statistically tested for reliability through the Cronbach Alpha coefficient which is a measure of the internal reliability of an instrument as based on the inter-item correlations. This also involved the determination of the Cronbach Alpha values for the entire study population to ensure that the questionnaire had internal consistency.

After the analysis of the questionnaires, a test for reliability and validity was conducted. The confirmatory factor analysis was used in this study to confirm Spector's model regarding job satisfaction facets.

Kline (1999) as cited by Field (2009:675) records that even though the value of 0.8 is commonly recognised as suitable for cognitive tests, for ability tests the more appropriate cut-off is 0.7. Field (2009:675) further explains that when working with psychological constructs, one can expect the values below 0.7 due to variety of measured concepts. Amongst the causes of a low Cronbach Alpha index, Field (2009:695) highlighted among others, that if reversal of certain questions were not done, that may have a negative impact which can even lead to a negative Cronbach Alpha index. Subsequently, Pallant (2010:100) also indicates that when dealing with scales consisting of small items it is usually challenging to get a respectable Cronbach Alpha. He further alludes that the Mean Inter Item correlation can be considered in the case of low Cronbach Alpha index. Clark (1995) purports that the Mean Inter Item correlation of between 0.15 and 0.55 can be reported if the Cronbach Alpha index is low.

Table 4.1 **Reliability score of the job satisfaction dimensions**

Job satisfaction dimension	Cronbach Alpha	Inter-Item Correlation	No. items	Items deleted
Pay	0.513	0.211	4	0
Promotion	0.521	0.266	3	2
Supervision	0.653	0.322	4	0
Fringe benefits	0.400	0.144	4	4;13;22;29
Contingents rewards	0.570	0.250	4	0
Operating conditions	0.569	0.322	3	15
Co-workers	0.555	0.261	4	0
Nature of work	0.636	0.314	4	0
Communication	0.683	0.347	4	0
Total satisfaction	0.866	0.155	35	15

The Cronbach Alpha score for all the job satisfaction dimensions was lower than 0.7. Although the Cronbach Alpha is low, the mean inter-item correlation which was found to lie between 0.15 and 0.55 which means that it can be used as Clark and Pallant (2010:100) suggested.

- **Reliability on pay**

  This dimension consists of four items as designed by Spector. Cronbach Alpha index was found to be $0.513 < 0.7$ which is low. However, the inter-item correlation was acceptable at 0.211 which lies between 0.15 and 0.55. Therefore pay is reliable.

- **Reliability on promotion dimension**

  Promotion dimension had to be adjusted by removing item 2 after it was found to have a low correlation and Cronbach Alpha index was below 0.50. Item 2 was about “there is really too little chance for promotion on my job”. After

adjustment, the Cronbach alpha was $0.521 < 0.7$. Inter-item correlation acceptable at 0.266.

- **Reliability on Supervision dimension**

  Supervision was found reliable with the inter-item correlation of 0.322. The Cronbach Alpha index was at 0.653 which is reliable also.

- **Reliability on fringe benefits dimension**

  Cronbach Alpha index (0.400) and inter-item correlation (0.144) are too low for fringe benefits, even after adjustment the values were still lower than expected. Although all dimensions of job satisfaction were 9 according to Spector's model, fringe benefits dimension had to be removed after it failed a reliability test. Even after adjustment it could not satisfy the inter-item correlations and Cronbach Alpha standards.

- **Reliability on contingent rewards dimension**

  For contingent rewards, the Cronbach Alpha index is 0.570 and the inter item correlation is fine at 0.250. This implies that contingent rewards is reliable.

- **Reliability on operating conditions dimension**

  Both the Cronbach Alpha index and inter-item correlations were low. An adjustment was made by removing item 15 "My efforts to do a good job are seldom blocked by red tape" from operating conditions' dimension. It seems like item 15 was supposed to be reversed, even though it was not mentioned in the model. After adjustment, the dimension was now reliable with the Cronbach Alpha index improved to 0.569 and inter-item correlation to 0.322.

- **Reliability on co-workers dimension**

  For the co-workers the Cronbach Alpha index was low at $0.555 < 0.7$, but the mean inter-item correlation is reliable at 0.261 which makes co-workers to be reliable.

- **Reliability on nature of work dimension**

Nature of work is reliable with the Cronbach Alpha index of 0.636 and the inter-item correlation (0.314) in the acceptable range of $(0.15; 0.55)$.

- **Reliability on communication dimension dimension**

  Communication dimension is reliable with Cronbach Alpha index of 0.683 and the inter-item correlation of 0.347.

- **Reliability on total satisfaction**

  There was a high overall Cronbach Alpha of 0.853 and hence factor analysis could be used. After removing item 15, Cronbach Alpha stabilised at 0.866 and the inter-item correlation (0.155) became acceptable. This means that the satisfaction questionnaire is reliable.

4.3.6 Validity

The table below represents the job satisfaction confirmatory analysis model

Table 4.2 **Job satisfaction confirmatory analysis model**

COMPARISON FOR MODEL FIT		CORRELATIONS	P-VALUES
Pay	Promotion	0.875	< 0.01
Pay	Supervision	0.352	< 0.01
Pay	Contingent rewards	0.752	< 0.01
Pay	Operating conditions	0.491	< 0.01
Pay	Co-worker	0.222	< 0.01
Pay	Nature of work	0.496	< 0.01
Communication	Pay	0.420	< 0.01
Promotion	Supervision	0.341	< 0.01
Promotion	Contingent rewards	0.611	< 0.01
Promotion	Contingent rewards	0.187	< 0.01

Promotion	Operating conditions	0.076	< 0.01
Promotion	Co-workers	0.508	< 0.01
Communication	Nature of work	0.246	< 0.01
Supervision	Promotion	0.578	< 0.01
Supervision	Operation conditions	0.269	< 0.01
Supervision	Co-workers	0.818	< 0.01
Supervision	Nature of work	0.659	< 0.01
Communication	Supervision	0.799	< 0.01
Contingent rewards	Operating conditions	0.749	< 0.01
Contingent rewards	Co-workers	0.495	< 0.01
Contingent rewards	Nature of work	0.500	< 0.01
Communication	Contingent rewards	0.523	< 0.01
Operating conditions	Co-workers	0.275	< 0.01
Operating conditions	Nature of work	0.224	< 0.01
Communication	Operating conditions	0.382	< 0.01
Co-workers	Nature of work	0.669	< 0.01
Communication	Co-workers	0.779	< 0.01
Communication	Nature of work	0.537	< 0.01

The table above shows that all the factors fit well into Spector's model since the p-values are less than 0.01, except for promotion and co-workers. Majority of correlations are above 0.3 which shows a good fit.

Spector's model

The figure below shows the model used in the adjustment of Spector's model. The model was adjusted because of the low Cronbach Alpha indices and inter item correlation. In the model only 8 dimensions of job satisfaction were found to be significant and contingent rewards was removed as a dimension, and item 2 and 15 were also removed. These changes make the model to be slightly different from Spector's. The difference is probably as a results of differences in research environments.

Figure 4.1 represents the job satisfaction model used

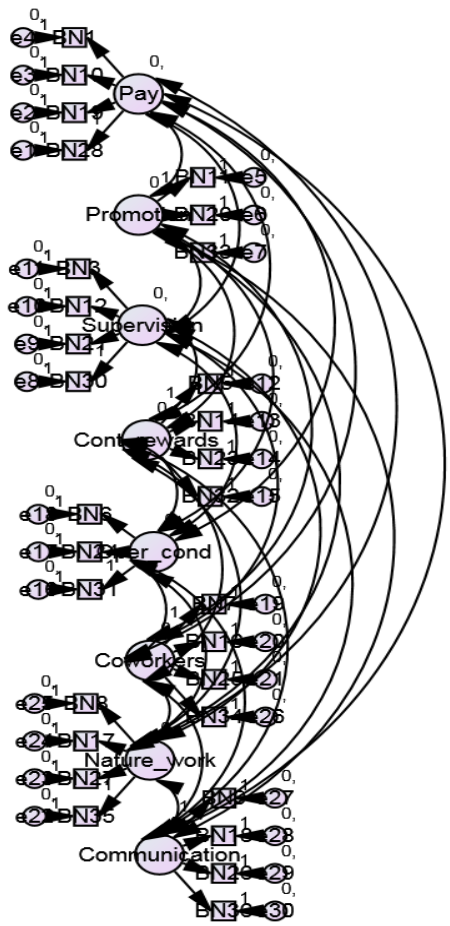

Figure 4.1 **Job satisfaction model**

Table 4.3 **The goodness of fit indices**

CMIN/DF	CFI	RMSEA
5.149	0.712	0.075

In the table above, two of the three indices shows that there is acceptable construct validity for this sample.

It was, therefore, concluded on the basis of the assertions above that the JSS complies with the requirements for validity in terms of face, content, criteria and construct validity. In this study, the questionnaire only required a division of sections into Section A, which comprised the demographic variables and Section B, which comprised the JSS itself.

4.3.7 Questionnaire administration

The questionnaire was administered to the sampled secondary schools teachers. The researcher identified contact persons at selected schools to assist in the distribution and collection of the questionnaire. In all, the questionnaire copies distributed 1050 and were accompanied by a covering letter stating that permission has been granted for the administration of the questionnaire and stating that the questionnaire would take approximately 10 minutes to complete. The questionnaire itself had instructions detailing how it was to be completed and also provided an assurance regarding the confidentiality of the respondents.

Of the total number of questionnaires distributed to the respondents (N = 1050), a return rate of 70.3% (738), which was considered an exceptional return rate as argued by Delport (2002:172), was obtained..

4.3.8 Data analysis

Data collected through questionnaires were analysed using the statistical methods as directed by Spector (1999). This was done with the assistance of the Statistical Consultation Services of the university. The presentation of the data was organised in terms of graphs, diagrams and tables. Frequency analyses were computed and since the entire population was surveyed, the Spearmann's *r*, the ANOVA tests and Cohen's

d for effect sizes were used to determine practical significances within the study population.

Data were presented graphically for ease of interpretation. The data the researcher obtained from the research were able to answer the research questions. Conclusions from the research led to recommendations responding to the research objectives as well as provide recommendations for further research (Leedy & Ormrod, 2010:215).

4.3.9 **The researchers' role**

This entailed, as recommended by Maree and Van der Westhuizen (2007:41):

- piloting and determining reliability of the questionnaire in terms of the target population – in this regard, linguistic suitability; including piloting to eliminate possibilities of ambiguities, allowing respondents to preview the questionnaire, meeting respondents and explaining the rationale behind the study and why they were requested to participate, requesting a colleague to explain ethical standards, including the informed consent form and requesting them to sign the form and being willing to share the results of the study with the respondents. One of the pertinent challenges related to the non-return of questionnaires and the consent forms. These were followed up and as such, the return rate was exceptional (70.3%), though not 100%.
- administering the questionnaire;
- seeking the necessary permission and ethical approval;
- developing consent forms, recruiting respondents and gaining their support for completion of questionnaires;
- identifying and soliciting the help of contact persons for questionnaire distribution and collection; and
- analysing and interpreting data.

The researcher also explained the procedures to the participants. All the procedures were written on the cover page of the questionnaire. The researcher took the questionnaire to the contact persons at schools and retrieved them.

4.4 **Ethical considerations**

The researcher underwent research ethics training recently (see Annexure N). To this end, the researcher gained valuable knowledge regarding ethical standards to be upheld especially with regards to quantitative research. For this reason, the researcher applied for permissions from several authorities:

- North-West University Faculty of Education Research Ethics Committee (EduREC) for ethical clearance;
- Gauteng Department of Education for permission to conduct the research;
- Sedibeng West district and Johannesburg South district as is required by protocol; and
- School Governing Bodies and principals for entry into their schools and for administering the questionnaire through contact persons and outside teaching contact time, preferably in the afternoon.

Measures were taken by the researcher to ensure that ethical standards were adhered to. The rights and welfare of the each participant were protected and measures were taken to ensure that nobody was harmed during the research. The researcher thus respected the confidentiality of all participants, by not forcing them to complete the questionnaire and also by treating the information they provided confidentially.

The researcher adhered to the following ethical issues as outlined by Maree and Van der Westhuizen (2007:41):

- No participants were forced to complete the questionnaires when they did not want to do so. The respondents did so voluntarily and out of their free will.
- Respondents were requested to sign informed consent forms (see Annexure D).
- The information they provided was treated confidentially and was used only for the purposes of this research.
- The researcher ensured that the he complied with the non-violation of confidentiality.

- Respondents were informed of their right to withdraw from the research if they so desired.

Added to these measures, the findings were analysed and reported to reflect ethical research standards of integrity. This included keeping completed questionnaires and analysed data for the prescribed period of seven years with the study supervisor; and providing accurate accounts of data and using acceptable scientific language in the research write-up (Creswell, 2009:91).

Finally, seeing that the research population comprises teachers who are adults and are capable of taking informed decisions regarding participation in research, it is envisaged that no risk will be posed to them as respondents to the questionnaire. No risk to the researcher is also envisaged.

4.5 **Chapter summary**

This chapter has explicated the empirical research methodology. Attention was paid to quantitative research, survey research design, population and sampling, the questionnaire, reliability and validty, questionnaire administration, questionnaire administration and data analysis. Also discussed were matters relating to the researcher's role and ethical consideratios.

The next chapter presents data analysis and interpretation.

CHAPTER 5

Data analysis and interpretation

5.1 Introduction

This chapter presents the results of the empirical investigation conducted through a questionnaire to investigate the job satisfaction of teachers at previously disadvantaged, well-performing secondary schools in the Gauteng Province. The analysis and interpretation of data collected is discussed in this chapter.

5.2 Demographic data

Demographic data depict the biographical information of the respondents. It considers gender, age group, experience in teaching, position at school, grades taught, highest educational qualifications, school location as well as learner enrolment at schools. This section is crucial in assisting to see if the demographics of respondents have an impact on the results. To make reading easy and accessible, the table below presents the acronyms and their full versions as used in this chapter.

Table 5.1 **Acronyms used in the chapter**

HoD	Head of Department
p-value	Probability value
JS	Job satisfaction
r-value	Correlation coefficient

5.2.1 **Respondents' gender**

Table 5.2 shows data relating to respondents' gender.

Table 5.2 **Data on respondents' gender**

Gender	**Frequency (f)**	**Percentage (%)**
Male	321	43.5
Female	389	52.7
Null Response (NR)	28	3.8
Total	738	100.0

Of the respondents who took part in the study, 43.5% were males and 52.7% were females. This implies that there are more female than male teachers in the previously disadvantaged well-performing schools in the Sedibeng West and Johannesburg South districts. However, 3.8% of the respondents did not respond to this item.

5.2.2 **Respondents' age group**

Table 5.3 below shows data relating to respondents age group.

Table 5.3 **Data on respondents' age groups**

Age group	**Frequency (f)**	**Percentage (%)**
20 – 25	70	9.5
26 – 35	155	21.0
36 – 45	177	24.0
46 – 55	274	37.1
56+	58	7.9
Null response (NR)	4	0.5
Total	738	100.0

The results of the responses to this questionnaire item show that the age group of 20 – 25 years was represented by 9.5%. Respondents aged between 26 – 35

years were 21.0%, and 24.0% were respondents aged between 36 – 45 years. The highest percentage of age group was between 46 – 55 years, which amounted to 37.1%. The lowest represented age group was 56+ years with a percentage of 7.9%. It should be noted that about 0.5% null responses were registered.

5.2.3 Respondents' experience in teaching

Table 5.4 depicts data related to experience in teaching.

Table 5.4 **Data on respondents' experience in teaching**

Experience in teaching	Frequency (f)	Percentage (%)
0 – 5 years	144	19.5
6 – 10 years	138	18.7
11 – 20 years	221	29.9
21 – 25 years	117	15.9
25+ years	101	13.7
Null response (NR)	17	2.3
Total	738	100.0

The teaching experience of respondents varied from less than zero to above 25 years. The respondents with teaching experience between 0 – 5 years constituted 19.5% of the total respondents. Furthermore, another group of respondents with a teaching experience of 6 - 10 years amounted to 18.1%, while respondents with a teaching experience of 11 - 20 years amounted to 29.9% which was found to be the highest percentage. It implies that most of the teachers in Sedibeng West and Johannesburg South districts have a teaching experience of between 11 and 20 years. The respondents with teaching experience of 21 - 25 years constituted 15.9%, and 13.7% of the respondents had 25 and more years of teaching experience. There were 2.3% null responses.

5.2.4 Position at school

Table 5.5 below indicates the respondents' position at school.

Table 5.5 **Data regarding respondents' position at school**

Position at school	Frequency (f)	Percentage (%)
Deputy Principal	47	6.4
HoD	122	16.5
Teacher	565	76.6
Null response (NR)	4	0.5
Total	738	100.0

The respondents occupied various positions at schools were they are employed. Deputy Principals constituted 6.4%, HoDs amounted to 16.5%. The highest percentage was that of teachers (on Post Level 1) with 76.6%. Respondents on managerial (Deputy Principals and HoDs) posts constitute 22.9% of the total respondents, meaning the highest percentage is of teachers whose core responsibility is to teach the learners.

5.2.5 Grades taught

Table 5.6 depicts the respondents grades taught at school

Table 5.6 **Data on respondents' grade taught**

Grades taught	Frequency (f)	Percentage (%)
Grade 8	326	42.2
Grade 9	352	47.7
Grade 10	498	67.5
Grade 11	443	60.0
Grade 12	389	52.7

Of the respondents who took part in the study, 44.2% taught grade 8, 47.7% taught grade 9. The highest percentage, 67.5% taught grade 10, with 60% teaching grade 11 and 52.7% teaching grade 12. However it must be noted that some respondents are involved in teaching more than one grade. The table,

however, depicts respondents and grades they taught without showing the combinations of different grades.

5.2.6 **Highest educational qualifications**

Table 5.7 indicates the respondents' highest qualifications

Table 5.7 **Data of respondents' highest educational qualifications**

Highest educational qualifications	**Frequency (f)**	**Percentage (%)**
Grade 12	6	0.8
Diploma / Certificate	170	23.0
Bachelors / Honours degree	509	69.0
Masters / Doctoral degree	35	4.7
Null response (NR)	18	24
Total	738	100,0

Most of the respondents with 69% have Bachelor/Honours degrees which is a good sign that teachers are well-qualified, capacitated and development oriented and life-long learners. However, there are about 23% of the respondents holding a diploma or certificate. The lowest percentage of respondents (0.8%) still have Grade 12 only. These could possibly be teachers on School Governing Body posts employed to fill staff gaps, mainly because the departmental norm for staffing is strictly based on correct qualifications.

5.2.7 **School location**

Table 5.8 shows the data on the location of respondents' schools, mainly distinguishing between formal and informal settlements.

Table 5.8 **Data on the location of respondents' schools**

School location	Frequency (f)	Percentage (%)
Formal township	492	66.7
Informal township	208	28.2
Null response (NR)	38	5.1
Total	738	100.0

Of the 738 respondents in the Sedibeng West and Johannesburg South districts, the highest percentage of about 66.7% of the respondents work in the formal township settlements. Only 28% of the respondents work in the informal township settlements, with 5.1% who did not respond to the question. Most of the previously disadvantaged schools are located either in the formal or informal townships. Informal settlements are the township sections that are not yet declared and as such comprise shacks, no running tapped water, poor sanitation, no electricity and no road infrastructure. Formal settlements are those parts of the townships that are formally declared settlement with some formal infrastructure such as roads, running tapped water, electricity and formal roads – some tarred while others are still gravel roads.

5.2.8 Enrolment of learners

Table 5.9 depicts enrolment of learners at the respondents' schools

Table 5.9 **Data of enrolment of learners**

Enrolment of learners	Frequency (f)	Percentage (%)
500 or less	13	1,8
500 – 599	31	4.2
600 – 799	69	9.3
800 – 999	189	25.6
1 000^{+}	423	57.3
Null response (NR)	13	1.8
Total	738	100

Most of the respondents (57.3%) work in schools with learner enrolments of over 1 000, with the second highest number of respondents (25.6%) working in schools with the enrolment of between 800 and 999. The lowest percentage (1.8%) of respondents were from schools with learner enrolment of less than 500.

5.3 Analysis of data on job satisfaction dimensions

The purpose of this study was to investigate the job satisfaction of teachers at previously disadvantaged well-performing secondary schools in the Gauteng Province. This section of the study presents the analysis of data on the job satisfaction of these teachers. To do so, data depicted is derived from their responses and is presented in the form of dimensions or subscales of job satisfactions and is analysed in terms of the mean scores as directed by Spector (1997). The Likert scale on the questionnaire is a six category scale ranging from agree to disagree response choices. The analysis and interpretation of the mean scores per dimension or subscale represent the following according to Spector:

- Mean scores between 1 and 3 indicate dissatisfaction with the subscale;
- Mean scores between 3 and 4 indicate ambivalence with the subscale; and
- Mean score between 4 and 6 indicate satisfaction with the subscale.

This is illustrated in figure 5.1 below.

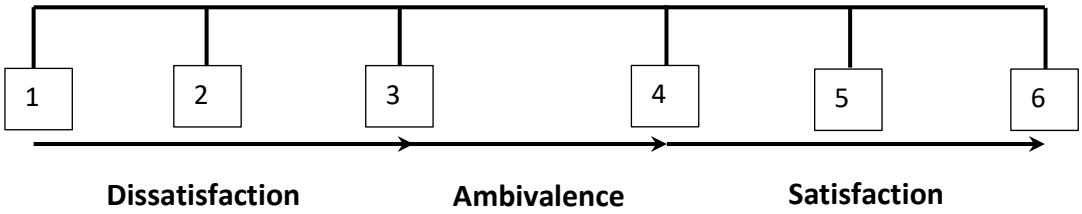

Figure 5.1 **Mean score meaning for reporting and interpretation of the JSS**

5.3.1 The analysis of scores denoting job satisfaction dimensions at schools

This section presents an analysis of the job satisfaction of teachers who were surveyed. This is in terms of mean scores pertaining to the subscales of job satisfaction as well as the mean score denoting the overall job satisfaction of teachers of the surveyed schools. Table 5.10 exhibits data on the dimensions of and overall job satisfaction.

Table 5.10 **Data on the dimensions of job satisfaction**

Dimension/subscale	Total number	Min	Max	Mean	Std. Deviation
Pay	738	1	6	2.7179	0.99857
Promotion	738	1	6	3.1545	1.13076
Supervision	738	1	6	4.3561	1.05490
Contingent Rewards	738	1	6	2.9951	1.04901
Operating Conditions	738	1	6	2.3035	1.03315
Co-Workers	738	1	6	4.4325	0.91936
Nature Of Work	738	1	6	4.3095	1.00066
Communication	738	1	6	3.8561	1.14089
Total	738	1.57	5.83	3.4780	0.63582

From Table 5.10, it can be seen that the mean scores of the different dimensions are varied and thus will have varied implications regarding teacher job satisfaction. The next section explores each dimension and presents an analysis and interpretation of the data. Pay as a subscale of job satisfaction is first discussed.

5.3.1.1 **Pay**

This dimension sought to find out if the respondents in the previously disadvantaged well-performing schools in Sedibeng West and Johannesburg South were satisfied or not satisfied with their pay. This is crucial because it would help to understand the overall satisfaction of teachers. According to data presented in Table 5.10, the results show that pay scored a mean value of 2.7179. In terms of Spector's guidelines (Figure 5.1), this implies that the respondents show a level of dissatisfaction with their pay.

The finding is consistent with the findings of the past studies by Makhuzeni and Barkhuizeni (2015:8) who found participants were contemplating following a different career path due to poor remuneration in teaching. To support the finding, Dehaloo and Schulze (2013:237) also found that the leading source of dissatisfaction among teachers was remuneration packages. Considering responses to items under the pay subscale, the frequency analysis indicated that about 73% of the respondents indicated that they feel unappreciated by the department when they think about what they are being paid. A further 15.6%, 29.9% and 38.3% indicated agree slightly, agree moderately and agree very much on whether there are benefits they do not have which they should have. These scores taken as whole indeed indicate dissatisfaction with pay.

However, Herzberg's (1959:113-114) two factor theory regards pay as one of the hygiene factors, which means factors that are external to work and as a result reduce dissatisfaction and do not really lead to job satisfaction. The evidence from this pay dimension of job satisfaction shows that in the well-performing schools in the Sedibeng West and Johannesburg South districts, respondents are dissatisfied with their pay. This is an interesting finding considering Herzberg's argument about pay being a hygiene factor. This is more so considering Dehaloo and Schulze's (2013:237) finding and most importantly, Makhuzeni and Barkhuizeni's (2015:8) finding that participants were contemplating following a different career path due to poor remuneration in teaching. The level of job satisfaction seems such that people are contemplating or prepared to leave the teaching profession.

5.3.1.2 **Promotion**

The promotion dimension aimed at assisting to determine whether respondents are satisfied or dissatisfied with their chances of promotion at work. This is an important factor because according to Herzberg, it is a motivator and therefore has a bearing on job satisfaction.

Data illustrated in Table 5.10 shows the mean score for promotion to be 3.1545. The score suggests that respondents in these two well-performing districts of the Gauteng Province, Sedibeng West and Johannesburg South, show an ambivalent level of satisfaction about this subscale. There is no certainty in their responses about the promotion dimension.

This uncertainty level of satisfaction could perhaps be attributed to the findings of earlier studies by Zengele (2013:88) who indicates that the fulfilment of promotional posts by managers in authority had been marked with corruption since the dawn of democracy in 1994. He further indicates that unions fiddle with the constitutional processes. In another earlier study which helps us understand this ambivalent level of satisfaction in the current finding on promotion, Akpochafo (2012:821) points to another source of teacher job dissatisfaction as people getting promotions based on favouritism and subjective considerations.

However, there may be various reasons contributing to respondents' perceptions of ambivalence regarding satisfaction with promotion opportunities in this study. One of the items in the promotion subscale (item 11) sought to establish whether those who do well in their jobs stand a fair chance of being promoted. About 51% agreed with the statement. This implies that another 49% of the respondents disagreed with the statement. They could be the voice to the voiceless saying that we work hard but promotions seem immune to hard work. This suggests that respondents seem to have internalised the perception that promotion is not for them, but reserved for certain people as highlighted by the findings in both Zengele (2013) and Akpochafo's (2012) studies.

Herzberg classifies promotion as a motivator and consequently argues that it influences the job satisfaction of teachers. Subsequent to the ambivalence finding

on the level on satisfaction in the previously disadvantaged well-performing schools in Sedibeng West and Johannesburg South districts, this finding may have an adverse contribution to the overall job satisfaction.

5.3.1.3 **Supervision**

Supervision as one of the dimensions will aid in determining the overall job satisfaction of teachers in the previously disadvantaged well-performing schools in Sedibeng West and Johannesburg South districts. As exhibited in Table 5.10, data on the responses to this dimension indicate that this item as the second highest with a mean value of 4.3561. This score indicates that supervision is at a satisfaction level. Item 30 in this dimension was about the participants' love for their principal. A majority of 83.9% said they love their principals. Another second highest frequency, 72.2% of the respondents, agreed with item 3 which described the manager as someone competent in their work. This could be an indication of the significant role played by a competent and supportive principal in contributing to the job satisfaction of teachers in those well-performing schools.

Xaba (1996:42), as early as 1996, asserts that the principals' leadership style carries massive effects and impact on the job satisfaction of teachers. The current study's finding also reflects the findings of Cerit (2009:610) who found that valuing teachers, developing them, displaying authenticity and providing leadership as a supervisor lead to intrinsic job satisfaction in teachers. This finding is also consistent with Woulfin and Weiner (2017:9) who found that principals are the initiators of change in schools, while Monyatsi's (2012:226) findings show that employees become more productive when they feel appreciated by their supervisors.

In Herzberg's two factor theory, supervision is classified as a hygiene factor. Hygiene factors serve to reduce job dissatisfaction and do not necessarily lead to job satisfaction. Although respondents are satisfied with supervision in these previously disadvantaged well-performing schools, supervision serves to reduce their job dissatisfaction and does not lead to their job satisfaction. This could suggest that the reason for the consistent performance by the previously

disadvantaged well-performing schools in Sedibeng West and Johannesburg South districts is partly due to the role of supervision exhibited by principals.

5.3.1.4 **Contingent rewards**

Contingent rewards is one of the important dimensions which determines the satisfaction of employees with their job. Contingent rewards refer to recognition, appreciation and praising of the employees. As demonstrated in Table 5.10, data on responses of the respondents registered a mean score of 2.9951 for contingent rewards. The mean shows that the respondents are at a level of dissatisfaction with the contingent rewards. Item 32 under this dimension of contingent rewards which states: “I don’t feel my efforts are rewarded the way they should be”. The highest frequency of respondents (77.6%) agreed that their efforts are not rewarded accordingly. Equally so, a notable 62% frequency of item 23, agreed with the statement: “there are few rewards for those who work here”. This means that lack of teacher recognition contributes to teachers feeling of job dissatisfaction.

Despite the lack of contingent rewards though, these schools are consistently performing well. Ntahomvukiye (2012:37) also found that teachers were dissatisfied with contingent rewards. According to Herzberg’s theory, contingent rewards are categorised as motivators. They lead to job satisfaction. This suggests that despite performing well at these previously disadvantaged schools of Sedibeng West and Johannesburg South, the respondents are not satisfied with the contingency rewards.

5.3.1.5 **Operating conditions**

The aim of this dimension was to help establish the satisfaction and or dissatisfaction level of the respondents in as far as the operating conditions in their institutions are concerned. Operating conditions involve rules set at work, too much workload and paper work. As shown on Table 5.10, operating conditions scored the lowest out of all the dimensions. Data from the responses shows that the dimension is at a mean level of 2.3035. This indicates that the respondents show a level of dissatisfaction with the operating conditions in their

schools. This finding reflects what has been said in literature regarding working conditions. Item 31 on the dimension, was about too much paper work teachers have. The majority of respondents (89.2%) agreed with the statement. In addition, 80% of the respondents indicated dissatisfaction with their workload. This shows how dissatisfied respondents are with excessive work and paper work aspects of operating conditions.

This finding is in line with the findings of Du Plessis (2015:7); Mbatha (2016:54) and Moodley (2013:73) who found that the amount of work due to work demands at schools remains high. This was also consistent with the findings of Akpochafo (2012:831), who found that having too many learners in a class for the teacher to manage led to excessive workloads and is another factor adversely influencing teacher job satisfaction. The findings regarding operating conditions is also in agreement with the findings of Lumadi (2008:37) who found that South African teachers find themselves with excessive workloads including having to perform classroom and administrative work with less or no support at all.

The operating conditions dimension is a hygiene factor according to Herzberg *et al*. (1959:113-114). It reduces dissatisfaction but does not lead to satisfaction. This implies that in the previously disadvantaged well-performing schools in Sedibeng West and Johannesburg South districts, in spite of their consistent good performance, the respondents are not satisfied with the operating conditions of work.

5.3.1.6 **Co-workers**

The co-workers dimension intended to determine if the respondents were satisfied or dissatisfied with their co-workers in the previously disadvantaged well-performing schools in Sedibeng West and Johannesburg South districts. This information would assist in determining the overall job satisfaction. This dimension on co-workers relates to good relations among colleagues, working with competent people, no fights and enjoying co-workers. As reflected in Table 5.10 above, the highest responses with the mean score of 4.4325 was registered

on the co-workers dimension of the job satisfaction. This mean score indicates that the respondents are satisfied with their co-workers.

Item 7 under this dimension was about whether respondents like people they work with. The item scored a frequency count as high as 92.1%. Equally important with a high score was item 25 which relates to whether teachers enjoy their co-workers. The item scored second highest at 88.5%. This is an indication of good interpersonal reltionships among teachers which is a sign of colleagiliaty even with the actual work they do.

Interpersonal relationships are classified by Herzberg (1959:113 -114) as hygiene factors and they they reduce dissatisfaction. This could well mean that the ability of these schools to perform well consistently, could be attributed to teachers' satisfaction with their relationship with co-workers. The respondents in the previously disadvantaged schools in Sedibeng West and Johannesburg South districts are satisfied with co-workers at their institutions.

5.3.1.7 **The nature of work**

The nature of work dimension is very crucial in establishing the job satisfaction of employees. It involves the meaningfulness of the job, enjoyment and a sense of pride in doing the job. The nature of work sought to establish the satisfaction level of respondents in this current study. Table 5.10 shows that data from respondents has a mean score rate at 4.3095. This mean score suggests that the respondents are satisfied with the nature of work they do.

Interesting to note are the responses of the majority of the respondents. A percentage of respondents as high as 85.3%, indicated that they are satisfied with the things they do at work. This might be an indication that besides the challenges they may be faced with as teachers, the work itself satisfies them. In addition, the respondents feel a sense of pride in doing their job (item 27), which is demonstrated when this item registered the second highest frequency of 81%.

Ali and Ahmed (2009:275) and Danish and Usma (2010:163) found the work itself to be a significant factor leading to job satisfaction, which is in agreement with

the results of the present study. According to Herzberg *et al*. (1959:113-114), the work itself is regarded as a motivator leading to job satisfaction. Herzberg categorised it as an intrinsic factor. The responses of data collected in the previously disadvantaged well-performing schools in Sedibeng West and Johannesburg South suggests that their good performance could be as a result of their satisfaction with the nature of work itself.

5.3.1.8 **Communication**

Communication is regarded as one dimension which assists to determine if the employees are satisfied or dissatisfied with their jobs. As a job satisfaction dimension, communication involves transmission of information from one person to another and involves making oneself understood. Table 5.10 depicts the scoring on the communication dimension of job satisfaction. According to the table, data on the responses indicate that it registered a mean score of 3.85619. The implication of this mean is that communication was at an ambivalent level. This is the level of inconsistency which some refer to as mediocre.

However, item 9 under the communication dimension stating: “communication seems good within this school”, received frequencies of about 66.1%. Furthermore, the second highest score (62.3%) was for item 18 which stated: “the goals of this school are not clear to me”. The respondents agreed with the statement.

Communication is regarded by Herzberg as a hygiene factor. It is an important dimension that helps to reduce dissatisfaction. This ambivalent level of satisfaction could mean that the school can do even better with reduced levels of dissatisfaction in teachers if the level of communication could be improved.

5.3.2 **Analysis of the total job satisfaction**

All the eight dimensions were meant to aid in determining the nature of job satisfaction of the teachers in the previously disadvantaged well-performing schools in Sedibeng West and Johannesburg South districts. Table 5.10 indicates that according to data collected, the mean score for total job satisfaction

is at 3.4780. This mean score suggests that the job satisfaction of these teachers is at an ambivalent level, which is a level of mediocrity.

Although the job satisfaction level of teachers is at an ambivalent level, there are, however, dimensions such as supervision, co-workers and the nature of work were teachers show satisfaction. According to Herzberg (2.4.1.2), motivators or job satisfiers such as the work itself are intrinsic in nature and generate employee job satisfaction.

5.4 Correlations between job satisfaction dimensions and respondents demographic data

This section seeks to establish whether or not there are statistically significant correlations between the dimensions and demographic features which influence the job satisfaction. There were 8 demographic variables. Firstly, t-tests for the significance of the correlation coefficient were computed to determine statistical differences between two in variables (Salkind, 2004:162). The t-test in this case, measures the difference between two mean scores. The obtained score or value indicates if the differences obtained are statistically significant or not and are expressed as p-values. A p-value is statistically significant if it is less than 0.05.

Furthermore, the t-test effect sizes were computed. The t-test effect size indicates whether or not the difference between two group means is large enough to have practical meaning; whether or not it is statistically significant (Statwing, 2018:1). According to Salkind (2004:169), the effect sizes can be:

- $d = 0.2$: small effect.
- $d = 0.5$: medium effect.
- $d = 0.8$: large effect.

Data with $d \geq 0.8$ is regarded as practically significant.

This, Statwing (2018:1) explains, means that a small effect is hardly noticeable or is hardly visible, a medium effect means that the difference is observable or noticeable and a large effect is plainly evident.

The following section presents the t-test for demographic variables between groups of respondents on more than one variable.

5.4.1 **Gender and job satisfaction dimensions**

As alluded to above, the t-test measures the differences between two means. In this case, it was used to measure the means of the scores between the male and female respondents on demographic variable gender's correlation coefficient as indicated by Levene's equality of variances and the t-test for equality of means as indicated by the t-test score and the significance (two-tailed) correlation coefficients. Table 5.11 demonstrate t-test and effect size scores on effects of gender on JS dimensions.

Table 5.11 **Effect of gender on JS dimensions**

Dimension	Levene's Test for Equality of Variances		t-test for Equality of Means							Cohen's D
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	% Confidence Interval of the Difference		Effect Size
								Lower	Upper	
Pay	0.198	0.656	0.496	708	0.620	0.03720	0.07499	-0.11002	0.18443	0.04
Promotion	0.340	0.560	0.177	708	0.860	0.01501	0.08489	-0.15165	0.18167	0.01
Supervision	1.950	0.163	0.477	707	0.633	0.03796	0.07951	-0.11814	0.19406	0.03
Contingent rewards	0.336	0.562	0.457	708	0.647	0.03635	0.07945	-0.11964	0.19234	0.03
Operating conditions	0.015	0.903	1.943	708	0.052	0.15045	0.07742	-0.00155	0.30246	0.15
Co-workers	0.776	0.379	0.314	708	0.754	0.02172	0.06916	-0.11406	0.15750	0.02
Nature of work	0.890	0.346	-0.502	708	0.616	-0.03743	0.07462	-0.18392	0.10907	0.04
Communication	5.267	0.022	2.282	708	0.023	0.19639	0.07434	-0.18339	0.36537	0.16
Total	0.294	0.587	1.046	708	0.021	0.05044	0.04823	-0.04426	0.1451	0.08

Table 5.11 presents results of three tests. Levene's test for equality of variance is used to confirm that the variance can be regarded as being the same; and the scores are all indicative of no significant differences on datasets profiling the job satisfaction dimensions of the respondents' gender ($p > 0.05$), which implies that there were no statistically significant differences on the perceptions of the respondents on these dimensions.

Communication, at 0.022 Levene's significance is less than 0.05 which indicates that the equal variances are not the assumed for this dimension and are therefore not the same. However, an important consideration is that the t-test scores for all the dimensions are all greater than 0.05, even though the t-test two tailed significance correlation is 0.023 for communication and 0.021 for the total job satisfaction, both of which are less than 0.05. This suggests that there is a statistically significant correlation between gender and communication and the total job satisfaction. Notwithstanding this correlation possibility, the effect sizes for all the dimensions are all of small effect, indicating a weak relationship.

It is thus concluded that they are not large enough and are therefore of no practical effect. This implies that whether the teachers are male or female, that has no effect on their total job satisfaction.

5.4.2 Position at school and job satisfaction dimensions

The analysis of respondents' positions at schools required a comparison of more than two mean scores because positions comprised Deputy Principals, Heads of Departments (HoDs) and teacher on post level 1. For this reason an analysis of variance (ANOVA test) was computed.

The ANOVA test measures variances due to differences between individuals within groups and differences between groups, which are then compared with one another (Salkind, 2008:202). Salkind (2004:197) explains that the ANOVA test is a measure of the difference between the means of more than two groups on one factor or dimension. Table 5.12 depicts data in this regard.

Table 5.12 **ANOVA test scores for deputy principals, HoDs and teachers**

Dimension	Source	Sum of Squares	df	Mean Square	F	Sig.
Pay	Between Groups	3.788	2	1.894	1.912	0.149
	Within Groups	724.207	731	0.991		
	Total	727.994	733			
Promotion	Between Groups	27.918	2	13.959	11.263	0.000
	Within Groups	905.986	731	1.239		
	Total	933.904	733			
Supervision	Between Groups	3.433	2	1.716	1.540	0.215
	Within Groups	813.417	730	1.114		
	Total	816.850	732			
Contingent Rewards	Between Groups	4.976	2	2.488	2.275	0.103
	Within Groups	799.282	731	1.093		
	Total	804.258	733			
Operating Conditions	Between Groups	7.037	2	2.927	2.782	0.063
	Within Groups	613.506	731	1.052		
	Total	620.543	733			
Co-workers	Between Groups	5.734	2	3.518	4.192	0.015
	Within Groups	731.163	731	0.839		
	Total	736.897	733			
Nature of work	Between Groups	21.131	2	2.867	2.866	0.058
	Within Groups	936.746	731	1.000		
	Total	957.876	733			
Communication	Between Groups	2.044	2	10.565	8.245	0.000
	Within Groups	293.779	731	1.281		
	Total	295.823	733			
Total	Between Groups	5.268	2	1.022	2.543	0.079
	Within Groups	1711.153	731	0.402		
	Total	1716.421	733			

The ANOVA test as depicted in Table 5.12 indicates that there were no statistically significant differences between and within groups of Deputy Principal, HoDs and

teachers regarding most job satisfaction dimensions, namely, pay, supervision, contingent rewards, operating conditions, nature of work and the overall total job satisfaction. This is seen in these dimensions' significance values that are greater than 0.05. However, there were statistically significant values on promotion, co-workers and communication which recorded 0.000, 0.015 and 0.000 respectively.

The ANOVA scores only point out that there that are significant difference between and within groups of respondents and does not identify which groups experience such differences. For that reason the effect size is subsequently used to do so. Table 5.13 depicts data that identifies the groups that differ significantly on directive principal behaviour.

Table 5.13 **Effect sizes of differences between and among Deputy Principals, HoDs and teachers**

Dimension	**Demographic feature**	**N**	**Mean**	**Std. Deviation**	**Effect sizes**	
					1 met	**2 met**
Pay	Deputy principal	47	2.9681	0.84869		
	HoD	122	2.7623	0.89565	0.23	
	Teachers (Post level 1)	565	2.6851	1.02626	0.28	0.08
	Total	734	2.7161	0.99658		
Promotion	Deputy principal	47	3.8298	0.96277		
	HoD	122	3.2814	1.06387	0.52	
	Teachers (Post level 1)	565	3.0649	1.13487	0.67	0.19
	Total	734	3.1499	1.12875		
Supervision	Deputy principal	47	4.1915	1.01378		
	HoD	122	4.4857	1.01191	0.29	
	Teachers (Post level 1)	564	4.3421	1.06806	0.14	0.13

	Total	733	4.3563	1.05637		
Contingent rewards	Deputy principal	47	3.3103	1.02043		
	HoD	122	2.9822	0.96823	0.32	
	Teachers (Post level 1)	565	2.9726	1.06354	0.32	0.01
	Total	734	2.9958	1.04748		
Operating conditions	Deputy principal	47	2.3404	0.99392		
	HoD	122	2.0984	0.83835	0.24	
	Teachers (Post level 1)	565	2.3381	1.06394	0.00	0.23
	Total	734	2.2984	1.02810		
Co-workers	Deputy principal	47	4.0603	0.97224		
	HoD	122	4.4761	0.86207	0.43	
	Teachers (Post level 1)	565	4.4553	0.92263	0.41	0.02
	Total	734	4.4335	0.92010		
Nature of work	Deputy principal	**47**	4.5230	0.82892		
	HoD	122	4.4467	0.97077	0.08	
	Teachers (Post level 1)	565	4.2617	1.01891	0.26	0.18
	Total	734	4.3092	1.00265		
Communication	Deputy principal	47	3.8298	1.11085		
	HoD	122	4.2357	1.04054	0.37	
	Teachers (Post level 1)	565	3.7771	1.15237	0.05	0.40
	Total	734	3.8567	1.14315		
Total	Deputy principal	47	3.6149	0.59483		

	HoD	122	3.5524	0.55604	0.11	
	Teachers (Post level 1)	565	3.4486	0.65245	0.26	0.16
	Total	734	3.4765	0.63528		

The effect sizes as depicted in Table 5.13 indicate that there were differences between and within the groups of respondents – Deputy Principals, HoDs and teachers were mostly indicative of relationships that are of small and medium effect. On pay, there were small effects between Deputy Principals and HoDs at 0.23, and teachers at 0.28. There was a small effect between HoDs and teachers at an effect of 0.08.

On promotion, the effect sizes were at 0.52 between Deputy Principals and HoDs and 0.67 between Deputy Principals and teachers. Both scores are of medium effect and are large enough to be of practical effect.

Supervision also registered a small effect size 0.29 between Deputy Principals and HoDs, which is not large enough to be of practical effect. Contingent rewards also score small effects at 0.32 for Deputy Principals and both HoDs and teachers. This was also of no practical effect. Operating conditions were also found to be of small effect between Deputy Principals and HoDs and teachers at 0.24 and 0.23 respectively. The effect size was also small at 0.26 for the nature of work. Similarly, communication score small effects between deputy principals and HoDs and teachers at 0.37 and 0.40. Finally, total satisfaction score 0.26, which is of small effect.

A conclusion drawn from the data on effect sizes is that in all instances the effect sizes were not large enough to be of practical effect and thus do not warrant any change or adaptation in practice. This implies overall that the positions occupied by respondents at schools do not have any effect on the job satisfaction of Deputy Principals, HoDs or teachers.

5.4.3 **Grades taught and job satisfaction dimensions**

Table 5.14 shows data on the effects sizes of teaching grade 8 and JS dimensions as computed from the t-test effect sizes. For purposes of analysis, the subsequent analyses focus on effect sizes since the demographic variables did not indicate any significant correlations and differences from the Levene and t-test measures.

Table 5.14 **Effect sizes between teaching grade 8 and JS dimensions**

Dimension	Teaching grade 8		Not teaching grade 8		Cohen's effect size
	Frequency	Mean	Frequency	Mean	
Pay	326	2.6797	412	2.7482	0.07
Promotion	326	3.1074	412	3.1917	0.07
Supervision	326	4.3226	412	4.3826	0.06
Contingent Rewards	326	2.9509	412	3.0301	0.08
Operating Conditions	326	2.3027	412	2.3042	0.00
Co-workers	326	4.4461	412	4.4217	0.03
Nature of work	326	4.3223	412	4.2994	0.02
Communication	326	3.8418	412	3.8675	0.02
Total	326	3.4603	412	3.4921	0.05

As pointed out above, the statistical results indicated that grades taught had no statistically significant correlations with all the dimensions of job satisfaction. Subsequently, testing for the practical effect teaching grade 8 might have on the dimensions, the findings on Table 5.14 above show no practical effect between grade 8 and the dimensions of job satisfaction. The effect sizes are below (< 0.2) which shows a small effect. Teaching grade 8 also was found to have no effect on the total job satisfaction.

Table 5.15 illustrates data on the effects sizes of teaching grade 9 versus JS dimensions.

Table 5.15 **Effect sizes between teaching grade 9 and JS dimensions**

Dimension	Teaching grade 9		Not teaching grade 9		Cohen's effect size
	Frequency	Mean	Frequency	Mean	
Pay	352	2.7185	386	2.7174	0.00
Promotion	352	3.1132	386	3.1921	0.07
Supervision	352	4.3371	386	4.3734	0.03
Contingent Rewards	352	2.9451	386	3.0408	0.09
Operating Conditions	352	2.2869	386	2.3187	0.03
Co-workers	352	4.4136	386	4.4497	0.04
Nature of work	352	4.2779	386	4.3383	0.06
Communication	352	3.8220	386	3.8873	0.06
Total	352	3.4556	386	3.4985	0.07

As indicated in the Table 5.15 above, the means were closer to one another and the effect sizes are small. That means teaching grade 9 had no practical effect with all the dimensions of job satisfaction. Teaching grade 9 also was found not to have any effect of the total job satisfaction.

Table 5.16 outlines data on the effects sizes of teaching grade 10 versus JS dimensions

Table 5.16 **Effect sizes between teaching grade 10 and JS dimensions**

Dimension	Teaching grade 10		Not teaching grade 10		Cohen's effect size
	Frequency	Mean	Frequency	Mean	
Pay	498	2.6575	240	2.8434	0.19
Promotion	498	3.0495	240	3.3722	0.27
Supervision	498	4.4111	240	4.2413	0.16
Contingent Rewards	498	2.9677	240	3.0521	0.08
Operating Conditions	498	2.2771	240	2.3583	0.08
Co-workers	498	4.4950	240	4.3028	0.20
Nature of work	498	4.3462	240	4.2333	0.11
Communication	498	3.9423	240	3.6774	0.23
Total	498	3.4772	240	3.4798	0.00

As outlined in Table 5.16 above, teaching grade 10 has no practical effect on pay, supervision, contingent rewards, operating conditions, nature of work and total job satisfaction. However, there were differences in responses but of small practical effect $0.27; 0.20$ & 0.23 with promotion, co-workers and communication respectively. These

small effects are hardly visible and they require no change in practice. No effect was established between teaching grade 10 and total job satisfaction.

Table 5.17 indicates data on the effects sizes of teaching grade 11 versus JS dimensions.

Table 5.17 **Effect sizes between teaching grade 11 and JS dimensions**

Dimension	Teaching grade 11		Not teaching grade 11		Cohen's effect size
	Frequency	Mean	Frequency	Mean	
Pay	443	2.6456	295	2.8266	0.18
Promotion	443	3.0150	295	3.3638	0.31
Supervision	443	4.3501	295	4.3650	0.01
Contingent Rewards	443	2.9466	295	3.0681	0.12
Operating Conditions	443	2.2761	295	2.3446	0.06
Co-workers	443	4.4125	295	4.4624	0.05
Nature of work	443	4.2722	295	4.3655	0.09
Communication	443	3.8224	295	3.9068	0.07
Total	443	3.4256	295	3.5567	0.21

Teaching grade 11 had no practical effect with the dimensions except for promotion and total job satisfaction as indicated on Table 5.17 above. The sizes were of small effect though, 0.31 for promotion and 0.21 for total job satisfaction.

Table 5.18 indicates data on the effects sizes of teaching grade 12 and JS dimensions

Table 5.18 **Effect sizes between teaching grade 12 and JS dimensions**

Dimension	Teaching grade 12		Not teaching grade 12		Cohen's effect size
	Frequency	Mean	Frequency	Mean	
Pay	389	2.6093	349	2.8391	0.22
Promotion	389	3.0887	349	3.2278	0.12
Supervision	389	4.3636	349	4.3477	0.01
Contingent Rewards	389	2.9584	349	3.0361	0.07
Operating Conditions	389	2.3149	349	2.2908	0.02
Co-workers	389	4.4359	349	4.4286	0.01
Nature of work	389	4.3338	349	4.2825	0.05
Communication	389	3.8198	349	3.8966	0.06
Total	389	3.4507	349	3.5085	0.09

As indicated in Table 5.18, for teaching grade 12, the only effect of small size was found with pay (0.22).The effect size is small though and hardly visible. All the dimensions are of no practical effect as shown in the table above.

5.4.4 School location and job satisfaction dimensions

Table 5.19 depicts data on the effects sizes of school location and JS dimensions.

Table 5.19 **Effect sizes of school location and JS dimensions**

Dimension	Formal township		Informal township		Cohen's effect size
	Frequency	Mean	Frequency	Mean	
Pay	492	2.7703	208	2.5601	0.21
Promotion	492	3.2246	208	2.9527	0.24
Supervision	492	4.3753	208	4.2624	0.11
Contingent Rewards	492	3.0501	208	2.8197	0.21
Operating Conditions	492	2.3259	208	2.1571	0.16
Co-workers	492	4.4543	208	4.3570	0.10
Nature of work	492	4.3389	208	4.2111	0.13
Communication	492	3.8528	208	3.7881	0.06
Total	492	3.5111	208	3.3551	0.24

School location was found not to have a statistically significant correlation with the dimensions of job satisfaction. However, it has a small practical effect with job satisfaction pay (0.21), job satisfaction promotion (0.24), job satisfaction contingent rewards (0.21), and total job satisfaction (0.24). This small effect means that the effect is hardly visible may not require any change in practice. Table 5.19 above also show that location of the school has no practical effect with supervision, operating conditions, co-workers, nature of work and communication.

It was also found that there were demographic features that had significant statistical correlations with the job satisfaction dimensions or subscales. The next subsection presents the correlations between job satisfaction subscales and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

5.4.5 Correlation between pay and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

A correlation, according Salkind (2014:96) reflects the dynamic quality if the relationship between variables so that it allows an understanding of whether variables tend to move in the same or opposite directions when they change. This means, the

correlation coefficient links the two variables and is always between +1 and -1 (Salkind, 2014:96)). To determine the meaning behind the strength of these variables as expressed statistically, Salkind's (2014:96) presents an interpretation table of the strength of the correlation coefficient as depicted in Table 5.20.

Table 5.20 **Strength of the correlation coefficient**

Size of correlation coefficient	General interpretation
0.8 to 1.0	Very strong relationship
0.6 to 0.8	Strong relationship
0.4 to 0.6	Moderate relationship
0.2 to 0.4	Weak relationship
0.0 to 0.2	Weak or no relationship

Source: Salkind (2014:96)

Table 5.20 shows the strengths in relationships derived from statistical correlations derived from computed correlation coefficients. The levels of strengths indicate a point at which correlations can be regarded to be practically significant and as indicated, correlations from 0.6 are the only strong enough to warrant further investigation and changes in practice.

Table 5.21 shows correlations between pay dimension and other demographic features.

Table 5.21 **Correlation between pay and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Pay	Age group	734	0.003	-0.108**
	Experience in teaching	721	0.006	-0.103**
	Highest Education qualifications	720	0.855	-0.007
	Enrolment of learners at school	725	0.522	-0.024
	No. of classes taught	738	0.000	-0.144**

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

As indicated in Table 5.21, the pay dimension has a statistically significant correlation with the age group of the respondents at p-value of $0.003 < 0.05$ with a negative correlation coefficient of -0.108. This implies that the older the age group, the less satisfied they get with their pay or conversely. This makes sense considering that the majority of respondents perceived the rewards they get as dissatisfactory. However, the relationship is weak and denotes no relationship (see Table 5.20).

Experience in teaching also had a statistically significant correlation with pay as indicated by a p-value of $0.006 < 0.05$ with a correlation coefficient of -0.103. This means that the more experienced the respondents are, the more dissatisfied they get with their pay. This, however, was found to be a weak correlation.

The p-value of $0.000 < 0.05$ with a correlation coefficient of 0.007 shows a statistically significant correlation between pay and the highest education qualification. Teachers could be affected by large classes and discipline issues they have to deal with as is widely reported in South Africa. This combined with the abolishment of corporal punishment could be a factor acutely felt by teachers, especially experienced teachers who had the opportunity to see its effects before it was abolished and the reportedly

apparent effects on school discipline. This, however, was found to be a weak correlation and thus connotes no relationship between the two dimensions.

5.4.6 Correlation between promotion and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.22 illustrates the correlations between promotion and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.22 **Correlation between promotion and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Promotion	Age group	734	0.003	-0.111**
	Experience in teaching	721	0.000	-0.130**
	Highest Education qualifications	720	0.672	0.016
	Enrolment of learners at school	725	0.443	-0.029
	No. of classes taught	738	0.000	-0.190**

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

As demonstrated in Table 5.22, a p-value of $0.003 < 0.05$ and a correlation coefficient of -0.111 shows that a statistically significant correlation exists between promotion and age group. This suggests that the older the age group of teachers, the less satisfied they get with promotions. This could be understood within the context of being older and not being considered for promotion. This goes against the motivator factor of professional advancement and opportunities for promotions as a motivator factor. This, however, was found to be a weak correlation and indicated no relationship between the two dimensions in practice.

Experience in teaching and pay was found to have a statistically significant correlation with a p-value $0.000 < 0.05$ and a correlation coefficient of -0.111 which means that the more experienced they are, the more frustrated they get with opportunities for promotions. This can be understood in the context of the widely known interference in promotions by trade unions, especially the largest trade union in the country. This, however, was found to be a weak correlation and connotes no practical relationship.

The enrolment of learner relates to the size of schools. The p-value for this variable was found to be 0.443 which denotes no statistically significant correlation. This implies no relationship between enrolment and promotion.

The number of classes taught by respondents and pay was found to have a statistically significant correlation at a p-value of $0.000 < 0.05$ and a correlation coefficient of -0.190. This suggest that the more classes they have to teach, the more this influences their job satisfaction. This can be understood in the context of more classes taught and the possible feeling that this may not be commensurate with the pay they get. This, however, was found to be a weak correlation.

5.4.7 Correlation between supervision and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.23 exhibits data on the correlations between supervision and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.23 **Correlation between supervision and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Supervision	Age group	733	0.0183	-0.049
	Experience in teaching	720	0.066	-0.069
	Highest Education qualifications	719	0.216	0.046
	Enrolment of learners at school	724	0.000	0.239**
	No. of classes taught	737	0.908	0.004

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

As exhibited in Table 5.23, the only statistically significant correlation with p-value $0.000 < 0.05$ exists between supervision and enrolment of learners at school. This implies that the more learner numbers increase in a school the more supervision is needed and the more dissatisfied teachers would be with their jobs. This can be more so if teachers have to supervise learners in educationally unsound spaces such as where discipline is poor and where resources are inadequate. However, the relationship is weak and denotes no relationship.

5.4.8 Correlation between contingent rewards and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.24 depicts data on the correlations between contingent rewards and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.24 **Correlation between contingent rewards and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
contingent rewards	Age group	734	0.020	-0.86*
	Experience in teaching	721	0.000	-0.130**
	Highest Education qualifications	720	0.701	0.014
	Enrolment of learners at school	725	0.001	0.122*
	No. of classes taught	738	0.006	-0.101

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

As depicted in Table 5.24 contingent rewards was found to have a statistical significant correlation with age group with p-value of $0.020 < 0.05$ and a correlation coefficient of -0.86 which was found to be a very strong relationship. This implies that respondents would satisfied with contingent rewards as they age. Alternatively, the higher the age group, the more dissatisfied they are or will be with less or poor contingent rewards as denoted by the strong negative correlation coefficient.

It was also found that there was a significant correlation between contingent rewards with experience in teaching at a p-value of 0.000<0.05 and a correlation coefficient of -0.130 which denotes a weak relationship.

There was also a significant correlation of enrolment of learners at the school at a p-value of 0.001<0.05 and a correlation of coefficient of 0.122, which denotes a weak relationship implying practical relationship.

Similarly with contingent rewards and number of classes taught at a p-value of 0.006<0.05 and a correlation coefficient of -.101 which was found to be weak and not of practical correlation.

5.4.9 Correlation between operating conditions and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.25 represents data on the correlations between operating conditions and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.25 **Correlation between operating conditions and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Operating conditions	Age group	734	0.058	-0.070
	Experience in teaching	721	0.029	-0.081*
	Highest Education qualifications	720	0.681	-0.015
	Enrolment of learners at school	725	0.000	0.132**
	No. of classes taught	738	0.360	-0.034

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

It appears from Table 5.25 that the dimension operating conditions was found to have a statistical significant correlation with experience in teaching and enrolment of learners at school. The p-values were found to be at $0.029 < 0.05$ and $0.000 < 0.05$ respectively and correlation coefficients of -0.081 and0.132 respectively. However, both the correlations are not large enough to be significant.

5.4.10 Correlation between co-workers and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.26 presents data on the correlations between co-workers and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.26 **Correlation between co-workers and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Co-workers	Age group	734	0.080	0.065
	Experience in teaching	721	0.542	0.023
	Highest Education qualifications	720	0.464	-0.027
	Enrolment of learners at school	725	0.000	0.230**
	No. of classes taught	738	0.391	0.032

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

Table 5.26 shows that only dimensions denoting co-workers as a dimension had a significant correlation coefficient with enrolment of learners at school at a p-value of $0.000 < 0.05$ and the correlation coefficient of 0.230. This implies that the higher the school enrolment, the more the job satisfaction of respondents is affected. In this case, the higher the learner enrolment, the more responsibility and burdensome obligations are be placed on teachers. For example, the more enrolment of learners at the schools, the more teachers have to deal with socio-economic challenges attendant to learners from previously disadvantaged areas, *inter* alia, poverty, discipline problems, resourcing challenges including problems brought about by orphaned learners and

child-headed household challenges. In previously disadvantaged schools, this can be a daunting task indeed. However, the correlation coefficient indicates a weak relationship bwteen the two dimensions.

5.4.11 Correlation between nature of work and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.27 represents data on the correlations between nature of work and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.27 **Correlation between nature of work and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Nature of work	Age group	734	0.010	-0.095**
	Experience in teaching	721	0.001	-0.124**
	Highest Education qualifications	720	0.199	0.048
	Enrolment of learners at school	725	0.000	0.200**
	No. of classes taught	738	0.776	0.010

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

It is apparent from Table 5.27 that age has a statistical significant relationship with the nature of work, with a p-value of $0.010 < 0.05$ and a correlation coefficient of -0.095. The relationship shows that the older the age group, the less satisfaction derived from the nature of work. However, the correlation is not large enough to be considered significant. It in fact denotes a weak relationship.

A significant relationship with a p-value of $0.001 < 0.05$ was also found between experience in teaching and the nature of work. This relationship could mean that the more experienced the teachers, the less satisfaction with the nature of work they become. The relationship is however, weak and is not significant in practice.

Enrolment of learners also showed a positive statistically significant correlation with the nature of work, with the p-value of $0.000 < 0.05$ and a correlation coefficient of 0.200. This could indicate that the higher the learner numbers, the more dissatisfied teachers get with the nature of work. This may be because of the difficulty of navigating through overcrowded classes and difficulties of having to pay attention to learners individually and with individual learning problems. However, the correlation denotes a weak relationship which does not warrant any change in practice.

5.4.12 Correlation between communication and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.28 represents data on the correlations between communication and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.28 **Correlation between communication and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Communication	Age group	734	0.254	0.042
	Experience in teaching	721	0.066	0.069
	Highest Education qualifications	720	0.021	0.086*
	Enrolment of learners at school	725	0.000	0.132
	No. of classes taught	738	0.889	0.005

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

Table 5.28 highlights one positive statistically significant correlation between communication dimension of job satisfaction and the highest education qualifications. The p-value is at $0.021 < 0.05$ and a correlation coefficient of 0.086 which could mean that the higher the educational qualifications, the higher the communication skills and the more satisfaction derived. However, the correlation denotes a weak relationship which does not warrant any change in practice.

5.4.13 Correlation between total age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught

Table 5.29 represents data on the correlations between total age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught.

Table 5.29 **Correlation between job satisfaction total and age group, experience in teaching, highest education qualifications, enrolment of learners at school and number of classes taught**

Dimension	Item	N	p-value	Correlation coefficient
Total	Age group	734	0.008	-0.098**
	Experience in teaching	721	0.001	-0.122**
	Highest Education qualifications	720	0.578	0.021
	Enrolment of learners at school	725	0.000	0.214**
	No. of classes taught	738	0.006	0.101**

**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed).

According to data presented in Table 5.29, total job satisfaction has a statistical significant correlation with several demographic features. With a p-value of $0.008 < 0.05$, a significant relationship exists between age group and the total job satisfaction. This relationship could mean that the older the age group of teachers the less satisfied they get with their jobs. However, the correlation coefficient of -0098 denotes a weak relationship and thus denotes no significant relationship warranting any change in practice.

Another significant relationship between experience in teaching and total job satisfaction was found to be at p-value of $0.0001 < 0.05$ with a coefficient of -0.122 which implies a weak relationship between the two dimensions.

There was also a positive significant correlation with a p-value of $0.000 < 0.05$ and a correlation coefficient of o.214 between enrolment of learners at a school and the total job satisfaction. This relationship implies that the higher the learner enrolment the more satisfaction with the total job. At a p-value $0.006 < 0.05$, a statistically significant correlation was found between number of classes taught and the total job satisfaction.

Correlation coefficients between the two dimension were respectively low, which implies that there are weak relationships respectively between the dimensions mentioned above.

5.5 Correlations between job satisfaction dimensions

This section established if there were correlations between job satisfaction dimensions which could have an influence on the job satisfaction of the respondents. To achieve this, correlations score were used to check the strength of the relationship if it existed. The p-values between the dimensions were used to check if the correlations between the dimensions were statistically significant. A p-value determines if there is a statistically significant correlation between variables or not However, the strength of the correlations will be compared to figures in Table 4.20.

5.5.1 Correlation between pay and other dimensions

Table 5.30 shows data on the correlations between pay and the other dimensions.

Table 5.30 **Correlations between pay and the other job satisfaction dimensions**

Dimension	Dimension	N	p-value	Correlation coefficient
PAY	Promotion	738	0.000	0.395**
	Supervision	738	0.000	0.171**
	Contingent Reward	738	0.000	0.435**
	Operating Conditions	738	0.000	0.350**
	Co-Workers	738	0.011	0.093**
	Nature Of Work	738	0.000	0.249**
	Communication	738	0.000	0.299**
	Total	738	0.000	0.602**

As depicted in Table 5.30, with a p-value of $0.000 < 0.05$ there is a statistically significant relationship between pay and promotion dimensions. The more teachers get promoted the more pay they are going to get. This suggests that the relationships

between these two dimensions have an influence on job satisfaction. This influence can be understood from the context of Herzberg's theory as factors preventing job dissatisfaction but not really motivators. At a correlation coefficient of 0.395, the relationship was found to be a weak relationship.

Pay and supervision has a p-value of $0.000 < 0.05$, which means they have a statistically significant correlation. This suggests that a combination of pay and healthy supervision may have a positive effect on job satisfaction and as hygiene factors, the effect will be mostly on preventing job dissatisfaction. To this end, the correlation coefficient of 0.171 means these two dimensions have a weak or no relationship.

With a p-value of $0.000 < 0.01$, pay and contingent rewards have a statistically significant relationship. The more contingent rewards the teachers get, the more it is possible for them to be satisfied with their salaries. With a correlation coefficient of 0.435, the relationship between the two dimensions was found to be a moderate relationship.

Pay and operating conditions were also found to be correlated in a statistically significant manner. They have a p-value of $0.000 < 0.05$. This suggests a relationship that can be satisfying or dissatisfying. For example, if their operating conditions are poor, it will be easy for them to feel even more dissatisfied with their salaries. Alternatively, good and satisfactory operating conditions can work as a preventer of dissatisfaction even with pay. At a correlation coefficient of 0.350, it was found that the relationship strength between the two dimensions was weak.

A statistically significant relationship was found between pay and the co-worker dimension with the p-value at $0.011 < 0.05$ and the correlation coefficient of 0.093. This could imply that good relations with co-workers can influence their job satisfaction in the sense of reducing dissatisfaction with pay. However, the correlation coefficient signifies a weak or no relationship.

The other positive significant relationship is between the dimensions pay and nature of work. The p-value was at $0.000 < 0.05$ with a correlation coefficient of 0.249. As an intrinsic motivator, the work itself is motivational and can have a job satisfying effect that can influence perceptions of pay dissatisfaction. The correlation coefficient, however, signifies a weak relationship.

Pay and communication dimensions were found to be statistically significant in correlations at a p-value of $0.000 < 0.05$. Communication being a factor in Herzberg theory can, if open and perceive as favourable by teachers, be a factor that prevents dissatisfaction over salaries. However, at a correlation coefficient of 0.299, the relationship between the two dimensions is weak.

Pay was found to have a statistically significant relationship with the total job satisfaction with a p-value of $0.000 < 0.05$. This statistically significant correlation suggests that the more pay teachers get, the more satisfied they get with their jobs. This implies that the overall job satisfaction of the respondents is indeed influenced by their perceptions of salaries they get. This seems to support the findings relating to correlations that are statistically significant with all the dimensions of job satisfaction as related above. This is borne by the strong correlation effect of 0.602. Although Herzberg sees pay as a hygiene factor, this finding and findings reported earlier from the frequency analysis, it seems that respondents in this study also endorse salary as a job satisfaction factor.

5.5.2 **Correlation between promotion and other job satisfaction dimensions**

Table 5.31 illustrate data on the correlations between promotion and other dimensions.

Table 5.31 **Correlations between promotion and the other job satisfaction dimensions**

Dimension	Dimension	N	p-value	Correlation coefficient
Promotion	Supervision	738	0.000	0.186**
	Contingent Reward	738	0.000	0.361**
	Operating Conditions	738	0.005	0.103**
	Co-Workers	738	0.763	0.011
	Nature Of Work	738	0.000	0.272**
	Communication	738	0.000	0.129**
	Total	738	0.000	0.487**

Promotion was found to have a statistically significant correlation with all but one dimension, co-workers as illustrated in Table 5.31. The significant relationship between promotion and supervision dimensions has a p-value of $0.000 < 0.05$. The relationship between the two dimensions could be seen as suggesting that being promoted is perceived as being related positively to the type of supervision exercised at schools. Respondents could be viewing supervision as being a conduit to their own promotion, via development and growth resultant from good supervision.

There was also a statistically significant correlation between promotion and contingent rewards. The p-value for this relationship is at $0.000 < 0.05$. This suggests that the more contingent rewards teachers get, the more positive they get with their chances of promotion. Howevever, the pracical effect of the correlation was found to be weak at 0.361, so that it indicated no need for changes in practice.

Promotion and operating conditions had a p-value of $0.005 < 0.05$ and a correlation coefficient of 0.103. This value means that there is a statistically significant correlation between promotion and operating conditions dimensions. However, this suggests that respondents see operating conditions as a factor in capacitating them to grow and develop in a way that makes possible their own prospects of being promoted. The

correlation coefficient however found the relationship between promotion and operating conditions to be weak.

A statistically significant relationship was also found between promotion and the nature of work with a p-value of $0.000 < 0.05$. This implies that the nature of work as a motivator is positively viewed as a way of improving repsondents' prospects of getting promotion. In this regard, it can be averred that a stimulating and challenging nature of work is satisfying and motivating for employees to seek opportunities for growth and advancement. However, the correlation coefficient symbolises a weak relationship between these two dimensions.

Promotion and communication was also showed a statistically significant correlation with a p-value of $0.000 < 0.05$. This correlation implies that the more teachers are promoted, the more their job satisfcation is influenced by communication. The correlation coefficient signifies a weak or no relationship though between promotion and communication.

Promotion and total satisfaction also underwent an investigation which found them to be significantly correlated at a p-value of $0.000 < 0.05$. This suggests that the more teachers get promoted, the more satisfied they become with their total job. However, at a correlation coefficient of 0.487, the relationship is moderate.

5.5.3 Correlation between supervision and other dimensions

Table 5.32 illustrates data on the correlations between supervision and other job satisfaction dimensions.

Table 5.32 **Correlations between supervision and the other job satisfaction dimensions**

Dimension	Dimension	Total respondents	p-value	Correlation coefficient
Supervision	Contingent reward	737	0.000	0.357**
	Operating conditions	737	0.000	0.198**
	Co-workers	737	0.000	0.516**
	Nature of work	737	0.000	0.479**
	Communication	737	0.000	0.533**
	Total	737	0.000	0.648**

As depicted in Table 5.32, a positive statistical significant correlation is seen between supervision and contingent rewards, operating conditions, co-workers, nature of work, communication and total job satisfaction. The p-value is common for all of them at of $0.000 < 0.01$. The relationship could be understood to mean the following for various dimensions: for supervision and contingent rewards, the more contingent rewards teachers get, the more satisfied they become with supervision. The correlation coefficient of 0.357 means that the relationship between these two dimensions is weak. Subsequently for supervision and operating conditions, the more supervision takes place the better the operating conditions become. The correlation coefficient is at 0.198 which denotes a weak or no relationship

The statistical significant correlation between supervision and co-workers could mean that the more supervision takes place the more satisfaction is experienced with co-workers. However, the correlation coefficient of 0.516 implies that the relationship is moderate. Supervision and nature of work also had a correlation coefficient of 0.479. Supervision and nature of work suggests that the more supervision takes place, the more satisfied people get with the nature of work. The correlation coefficient however shows that the relationship is moderate. Communication has always been an important instrument in organisations, the more people communicate in schools the better supervision will take place. The correlation coefficient of 0.533 signifies a strong relationship between communication and supervision.

The implication of the statistical significant correlation between supervision and total job satisfaction is that, the more supervision takes place in schools the more satisfied people are with their jobs. The two dimensions have a correlation coefficient of 0.648, which illustrate that the relationship is strong. This indicates that the frequency anaysis and the satsifaction level on supervison were of practical effect. Indeed it was found that respondents were satisfied with items in this dimension.

Table 5.33 represents data on the correlations between contingent rewards and the dimensions.

Table 5.33 **Correlations between contingent rewards and the other job satisfaction dimensions**

Dimension	Dimension	Total respondents	p-value	Correlation coefficient
Contingent rewards	Operating conditions	738	0.000	0.440**
	Co-workers	738	0.000	0.251**
	Nature of work	738	0.000	0.330**
	Communication	738	0.000	0.317**
	Total job satisfaction	738	0.000	0.705**

As presented in Table 5.33, contingent rewards have a statistically significant correlation with operating conditions, with a p-value of $0.000 < 0.01$ and a correlation coefficient of 0.440. The relationship implies that the more teachers receive contingent rewards in schools, the better the operating conditions will get. However, the correlation coefficient indicates a moderate relationship.

Meanwhile contingent rewards and co-workers had a significant correlation with a p-value of $0.000 < 0.01$ and a correlation coefficient of 0.251. This significant correlation suggests that the more teachers receive contingent rewards, the better the relations with co-workers will become. The correlation coefficient indicates a weak relationship between these two dimensions. Furthermore, another statistically significant correlation was found between contingent rewards and the nature of work, with a p-value of $0.000 < 0.01$ and a correlation coefficient of 0.330. The more the rewards

received by teachers, the more satisfied with the nature of work teachers will get. However, the correlation coefficient imply that the relationship between these two dimensions is weak.

However, contingent rewards and communication also had a significant correlation with a p-value of $0.000 < 0.01$ and a correlation coefficient of 0.317. This could be understood to mean that the more rewards teachers get, the more communication will improve. The relationship however is found to be a weak relationship.

Finally, contingent rewards and total job satisfaction are statistically correlated, with a p-value of $0.000 < 0.01$ and correlation coefficient of 0.705. This suggests that the more teachers receive contingent rewards for their efforts, the more satisfied they will get with communication in their jobs. The relationship is strong between these two dimensions. While the level of satsifaction was found to be ambivalent, the strength of the reationship between the two dimensions is confirmatory of the significance of contingency rewards with communication at schools. For example, giving recognition and acknowldging work well done can be effectively done through open and meaningful communication.

5.5.4 Correlation between operating conditions and the dimensions

Table 5.34 illustrates data on the correlations between operating conditions and the dimensions

Table 5.34 **Correlations between operating conditions and the other job satisfaction dimensions**

Dimension	Dimension	Total respondents	p-value	Correlation coefficient
Operating conditions	Co-workers	738	0.000	0.212**
	Nature of work	738	0.000	0.230**
	Communication	738	0.000	0.247**
	Total	738	0.000	0.521**

Relationship between operating conditions and other dimensions like co-workers, nature of work, communication and total job satisfaction were investigated. The

findings from Table 5.34 are that there is a positive significant correlation between these job satisfaction dimensions. They all have a p-value of $0.000 < 0.01$. The significant correlation between operating conditions and co-workers imply that as the operating conditions improves, the relations amongst co-workers also improves. The correlation coefficient of 0.212 indicates that the relationship is weak.

The relationship found between operating conditions and the nature of work postulates that as the teachers' operating conditions improve, so is teachers' satisfaction with the nature of work going to improve. However, the correlation coefficient of 0.230 shows that the relationship is weak. Furthermore, as communication within the school improves, the operating conditions for teachers will also improve. The correlation coefficient of 0.247 demonstrates a weak relationship between these two dimensions. Lastly, operating conditions' significant correlation with total job satisfaction suggests that the more operating conditions improve within the school, the more satisfied teachers will be with their jobs in that school. The correlation coefficient was moderate at 0.521

5.5.5 Correlation between co-workers and the other job satisfaction dimensions

Table 5.35 depicts data on the correlations between co-workers and the other job satisfaction dimensions

Table 5.35 **Correlations between co-workers and the other job satisfaction dimensions**

Dimension	Dimension	Total respondents	p-value	Correlation coefficient
Co-workers	Nature of work	738	0.000	0.445**
	Communication	738	0.000	0.512**
	Total	738	0.000	0.557**

The results of an investigation in Table 5.35 depicts a statistically significant correlation between co-workers and the nature of work, at a p-value of $0.000 < 0.01$ and a correlation coefficient at 0.445. This significant correlation indicates that the more satisfied teachers get with co-workers, the more satisfied they become with the nature

of work they do. The correlation coefficient means that the relationship is moderate between these two dimensions.

With a p-value of $0.000 < 0.01$ and the correlation coefficient at 0.512, another statistically significant correlation was observed between co-workers and communication dimensions. It implies that the more teachers communicate amongst themselves, the more satisfied they will be with co-workers. The correlation coefficient denotes moderate relationship between communication and co-workers. Total job satisfaction was also found to have a positive significant correlation with co-workers, with a p-value of $0.000 < 0.01$ and a correlation coefficient of 0.557.This suggests that the more satisfied teachers are with co-workers, the more satisfied they will be with their overall jobs. The correlation coefficient was found to be moderate between this dimensions.

5.5.6 Correlation between nature of work and the other job satisfaction dimensions

Table 5.36 shows data on the correlations between nature of work and the other job satisfaction dimensions.

Table 5.36 Correlations between nature of work and the other job satisfaction dimensions

Dimension	Dimension	Total respondents	p-value	Correlation coefficient
Nature of work	Communication	738	0.000	0.371**
	Total	738	0.000	0.647**

As shown in Table 5.36, nature of work has a statistically significant correlation with communication dimension, with a p-value of $0.000 < 0.01$ and a correlation coefficient of 0.371. The significant correlation implies that the more communication takes place amongst teachers, the more satisfied teachers will be with the nature of work they do. The relationship however is weak between these dimensions.

However, the nature of work and total job satisfaction had a statistically significant correlation too, with a p-value of $0.000 < 0.01$ and correlation coefficient of 0.647. This

significance suggests that the more satisfied teachers are with the nature of work they do, the more satisfied they will be with their total jobs. The relationship between these two items is strong.

5.5.7 Correlation between communication and the other job satisfaction dimensions

Table 5.37 illustrates data on the correlations between communication and the other job satisfaction dimensions.

Table 5.37 **Correlations between communication and the other job satisfaction dimensions**

Dimensions	Dimension	Total respondents	p-value	Correlation coefficient
Communication	Total	738	0.000	0.647**

As important as we know communication to be in our institutions, it was investigated to see whether or not it has a significant correlation with the total job satisfaction. Table 5.37 shows the results of p-value being at $0.000 < 0.01$, and the correlation coefficient at 0.647. This could be understood to mean that the more effective communicate is within the school, their overall job satisfactoion will increase. The relationship as depicted by the correlation coefficient is strong relationship.

5.6 Chapter summary

This chapter presented the findings of the empirical investigation conducted to determine the job satisfaction of teachers in previously disadvantaged, well-performing secondary schools in the Gauteng Province. Data analyses and interpretation was presented. Correlations between demographics and job satisfaction dimensions, and between job satisfaction dimensions themselves were computed. T-tests and ANOVA for practical effects tests were also conducted and the results presented.

The next chapter presents the summary, findings, conclusion and recommendations.

CHAPTER 6

Summary, findings, conclusions and recommendations

6.1 Introduction

The focus of this study was on investigating the job satisfaction of teachers in previously disadvantaged, well-performing secondary schools in the Gauteng Province. The previous chapter presented the data collected to determine the job satisfaction of teachers at these schools with a population of teachers in the Sedibeng and Johannesburg South districts of the GDE. Findings were presented and interpreted using Spector's guidelines for analysing the Job Satisfaction Survey and subsequently, a frequency analysis and inferential statistics were presented.

This chapter presents the summary and findings from literature and the empirical investigation. It also provides recommendations for practice and further research.

6.2 Summary of the study

Chapter 1 presented an orientation of the study and introduction. The purpose statement was to investigate the factors that influence the job satisfaction of teachers at previously disadvantaged well-performing secondary schools in the Gauteng Province. The aim and the objectives of the study were defined and the research framework was also presented. It is in this chapter where guidance was provided to the reader as to the contents of the research investigation.

Chapter 2 focused on the theoretical perspectives of job satisfaction. First the introduction, followed by the definition of job satisfaction were various definitions were presented and finally the acceptable definition declared. The chapter further looked at the distinction between job satisfaction and motivation. The job satisfaction content and process theories were explored, and different views presented. The following theories were presented, Maslow's hierarchy of needs, Alderfer's existence-relatedness-growth(ERG), Herzberg's two-factor theory, Theory X and Theory Y, McClelland's theory of needs, equity theory, expectancy

theory, goal setting theory, self-determination theory and job characteristics model were presented.

In chapter 3, the study explored factors influencing the job satisfaction of teachers. The study further looked at the challenge of teaching in the current school scenario were among other things the following were highlighted: safety of teachers in schools, physical working environments, teacher workloads, resource availability, challenges with learner discipline, mastery of the new curriculum implementation and teacher salaries. The study also looked at the significance of job satisfaction. Determinants of job satisfaction also were explored. The following determinants were discussed, namely, supervision, school culture, organisational climate, work itself, work load, interpersonal relationships and professional and academic growth. Furthermore, the chapter looked at the symptoms job satisfaction.

Chapter 4 presented the empirical research methodology. A discussion of the research method, research design, population and sampling was done. A discussion regarding the research questionnaire, its reliability and validity, data analysis, response rate as well as the administrative procedures was also undertaken.

Chapter 5 presented the data analysis and interpretation. To this end, demographic data, analysis of data on the job dimensions and demographic data, correlations between job satisfaction dimensions were discussed. Finally the study discussed the findings about effects of demographic factors on job satisfaction dimensions.

6.3 Findings and conclusions

The research findings in this section respond to the research objectives as indicated in chapter 1. The research question was as follows:

- What are the factors influencing the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province?

The secondary questions emanating from the primary question for this study were:

- to determine the nature of teacher job satisfaction;
- to investigate the perceptions of teachers about what influences their job satisfaction at previously disadvantaged well-performing schools in the Gauteng Province;
- to derive lessons that can be learnt from the factors influencing the job satisfaction of teachers at previously disadvantaged well-performing secondary schools; and
- to recommend how the job satisfaction of teachers can be enhanced at previously disadvantaged schools.

6.3.1 Findings and conclusions regarding research objective 1: the nature of teacher job satisfaction

The following findings regarding the nature of teacher job satisfaction were made.

Job satisfaction in its simplest definition refers to how people feel about the different aspects of their jobs and is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (2.2). While usually used interchangeably with motivation, job satisfaction and motivation are no synonymous though positively related. Job satisfaction is about how a person feels about his or her job, while motivation is about the behaviour emanating from the job and furthermore, motivation is a function of job satisfaction because as job satisfaction increases, motivation also increases (2.3).

Theories of job satisfaction studied included the content and process theories. Content theories explain job satisfaction from the context of people's pursuit of satisfying their needs and thus they explain factors that energise, direct, sustain and stop behaviour within people and are largely concerned with identifying the needs people have and their strength and efforts they put in to satisfying those needs. Content theories discussed included:

- Maslow's hierarchy of needs, which states that people continuously want things and always want more, and what they want, depends on what they already have. The needs are divided into higher and lower order needs and sequenced in a hierarchy of importance (Figure 2.1). Lower order needs comprise physiological, safety and social while high order needs comprise self-esteem and self-actualisation needs (2.4.1.1).

- Herzberg's two-factor theory, which sees teacher job satisfaction as being influenced by two factors, namely, the motivators and hygiene factors. Motivators are intrinsic in nature and generate employee job satisfaction. Hygiene factors are extrinsic in nature and linked to working conditions, pay and status and serve to reduce job dissatisfaction (2.4.1.2).

- Alderfer's existence-relatedness-growth theory, which describes job satisfaction as an inward state that comes as one achieves what one was seeking for. The ERG theory focuses on three groups of needs namely, existence needs, relatedness needs and growth needs (2.4.1.3).

- Douglas McGregor's theory X and theory Y, which suggests two diverse views about human beings and labelled them Theory X (negative) and Theory Y. The theory considers managers' treatment of their employees and resolves that how they view the nature of human beings is centred on particular assumptions (positive or negative views of human beings) which shapes their behaviour including act that would result in job satisfaction or dissatisfaction (2.4.1.4).

- McClelland's theory of needs, which contends that job satisfaction is a function of what employees pursue in terms of their needs. The theory then suggests that people pursue three groups of needs namely, the needs for affiliation, power and achievement (2.4.1.5).

Process theories focus on external influences or behaviours that people choose to meet their needs and emphasise how and why people choose certain behaviours in order to meet their personal goals (2.4.2). These theories provide

a description and analysis of how behaviour is energized, directed, sustained and stopped and include the following theories.

- Adams' equity theory, which posits that an employee assesses the effort he/she puts into the job he/she does against the reward he/she gets and then compare his/her situation with that of others doing a similar job he/she does. A state of satisfaction ensues when equity or a balance is perceived and conversely when it is not (2.4.2.1).

- Vroom's expectancy theory, which sees job satisfaction as a result of three belief types people have, which are effort; performance and reward. The theory contends that people weigh their effort against its instrumentality in getting them expected rewards and finally, what the valence of such rewards will be for them (2.4.2.2).

- Locke's goal setting theory, which describes the major determinant of job satisfaction as one's determination to work towards a goal. Goals are linked to the work to be done and the strength required to do the job. The theory puts forth four mechanisms through which goals affect performance, namely, that goals direct attention: energise function, affect persistence and affect action indirectly. Goals, according to the theory are moderated by goal commitment, importance, self-efficacy: and feedback and task complexity (2.4.2.3).

- Deci and Ryan's Self-determination theory, which posits that that basic psychological needs like autonomy, competence and relatedness bring about intrinsic satisfaction and that extrinsic rewards decrease internal interest in a job (2.4.2.4).

- Hackman and Lawler' job characteristics model, which proposes that the work itself is an important element that creates conditions for high satisfaction. the theory comprises five core job characteristics (skill variety, task identity, task significance; autonomy and feedback) which influence three psychological states, namely, meaningfulness of work, experienced responsibility for outcomes and knowledge of results, which in turn

influence work outcomes, namely, job satisfaction, work motivation and absenteeism and turnover (2.4.2.5).

Factors influencing teacher job satisfaction from the literature review were found to include such cahllenges of teaching in the current school scenario, such as:

- Safety of teachers was found to be affected by incidents of violence in the workplace which led to teachers experiencing isolation behaviour, behaviour downplaying teachers' statuses, behaviour undermining the person and direct negative behaviour. Gangsterism was also found to be a factor affecting teacher job satisfaction and was found to lead contributor of the school violence (3.2.1).

- The physical environment plays a key role towards the satisfaction of teachers in an institution. A conducive physical environment encourages and fulfilsteachers' emotional, psychological wellbeing and job satisfaction. The physical environment is one of the hygiene factors and it does not lead to satisfaction but it prevents dissatisfaction and it was found that physical environment is a significant predictor of job satisfaction. They further contend that teacher job satisfaction would be affected by physical environments, regardless of the school size, type and learners (3.2.2).
- The workload at schools was found to be a challenge many teachers are struggling with. The finding indicates that teachers perform classroom duties, mark assessments and do administrative work with less support (3.2.3).
- Findings on resource availability indicated that there is lack of resources such as textbooks, computers, operating science laboratories and classrooms (3.2.4). It was also found that there were challenges regarding access to and the abilitiy to use modern technology, especially by older teachers. Furthermore, it was found that there were challenges regarding the availability of electricity supply and internet connectivity. Finally, it was found that some school lacked classrooms which led to overcrowding and in some schools, libraries were used as store rooms while some schools did not have science laboratories (3.2.4).

- Learner discipline has escalated to being a major problem in secondary schools. The problem is aggravated by overcrowding in the classes. Lack of control also from teachers and management contributes to lack of learner-discipline. Lack of discipline also affects the quality of learning and teaching (3.2.5).

- On the mastery of the new curriculum implementation, it was found that there curriculum implementation requires more assessment than actual teaching, which made teacher to feel that they were overloaded with work. This is because they were unable to complete the work that was supposed to be completed in class. Further, it was found that Curiculum and Assessment Policy Statement (CAPS) appeared easy to teachers. However, a challenge to successful mastery is difficult especially in overcrowded classes and in addition to the administrative workload of teachers. Therefore, ongoing training and support is required (3.2.6).

6.3.2 Findings and conclusions regarding research objective 2: Perceptions of teachers about what influences their job satisfaction

A survey was conducted to establish the factors influencing the fob satisfaction of teachers, the following findings were discovered:

6.3.2.1 Pay

Interpretations about a fair salary that is appropriate with the teachers' work and experience is an indication that pay is viewed by respondents as being very significant. The findings as presented (Table 5.10) shows that the pay dimension is at a level of dissatisfaction in the surveyed previously disadvantaged well-performing secondary schools (5.3.1.1). A percentage of respondents as high as 73% indicated that they feel unappreciated by the Department when they think about what they are being paid. The findings suggest that teachers are not happy with their pay in the previously disadvantaged well-performing secondary schools in Sedibeng West and Johannesburg South districts. This finding resonates with the finding of Makhuzeni and Barkhuizen (2015:8), which found participants were

contemplating following a different career path due to poor remuneration in teaching. Furthermore poor teachers' salaries in South Africa prevents teachers from living the acceptable quality life (5.3.1.1). It was found that the leading source of teachers' dissatisfaction to be remuneration (5.3.1.1). Although pay was found to be at a dissatisfaction level in Sedibeng West and Johannesburg South districts, being a hygiene factor, itwas concluded in line with the two-factor theory, that it only reduces dissatisfaction but does not lead to satisfaction.

Pay and the age groups of the respondents were found to have a statistically significant correlation. This was, however, found to be a negative and weak correlation. This finding implies that the higher the age group, the less satisfied respondents become with their pay or conversely (5.4.5). Pay was also found to be significantly correlated to experience in teaching, with a negative weak correlation. This means that the more experienced the teachers are, the more dissatisfied they get with their pay. Lastly, pay was found to be significantly correlated to the number of classes respondents taught. This was, however, also a weak correlation (5.4.5).

6.3.2.2 **Promotion**

The promotion subscale intended to evaluate whether teachers were satisfied/ or dissatisfied with their chances of being promoted at work. The finding revealed that promotion is at an ambivalent level at the well-performing secondary schools in Sedibeng West and Johannesburg South districts (5.3.1.2).

Item 11 of the OCDQ-RS sought to establish whether the teachers who do well in their jobs stands a fair chance of being promoted. Only 51% of the respondents agreed to stand a fair chance of promotion and 49% disagreed. This justifies the level of ambivalence found by the study, and it could mean that there are problems that require attention. Zengele indicates that the reasons leading to this alarming promotions situation is the corruption initiated by managers in authority when fulfilling the promotional posts. Zengele further alluded that the perpetuated South African trend of promoting fundamental unionists, have a negative impact on the deserving teachers (3.4.6). Ali and Ahmed found that if people are not

satisfied with promotion processes and are held backward, they get to battle with job satisfaction (3.4.6).

The promotion dimension was found to have a statistical significance with the age groups of teachers, which suggests that the older the age group of teachers, the less satisfied they get with opprotunities for promotion (5.4.6). A weak statistical correlation was found to exist between promotion and age groups.

Experience in teaching also had a statistically significant correlation with promotions. This was, however, found to be a weak correlation, which implies that the more experienced they are, the more frustrated they get with opportunities for promotion.

There was also a significant relationship found between promotion and number of classes. This was, however, a weak correlation (5.4.6).

6.3.2.3 **Supervision**

Supervision is perceived by teachers in the previously disadvantaged, well-performing schools as an important dimension towards improving teacher job satisfaction. The principals' supervisory role is centred on his ability to provide assistance and guidance to teachers (5.3.1.3) The finding of this study indicates that supervision is at a satisfaction level in the previously disadvantaged, well-performing schools, having received the second highest mean score of 4.3561 (5.3.1.3). About 83.9% of the respondents agreed that they love their principals with 72.2% of the respondents agreeing that their manager is someone who is quite competent in his/her work (5.3.1.3).

However, the consistent good performance of these schools could be as a result of the principals' supervisory role. This could be an indication that principals' role in the previously disadvantaged, well-performing schools in Gauteng, influences results positively.

Supervision was found to have a positive statistically significant correlation with enrolment of learners. This correlation suggests that the more learner numbers increase, the more supervision is needed and the more dissatisfied teachers

would be with their jobs (5.4.8). However, supervision was found to have a weak relationship with enrolment of learners.

6.3.2.4 **Contingent rewards**

The aim was to investigate how contingent rewards as an important dimension of job satisfaction affect teachers. It was revealed that contingent rewards are at a level of dissatisfaction. This implyies that teachers are not happy with the lack of acknowledgement in their institutions. A high 77.6% of the respondents agreed with the statement that their efforts are not rewarded accordingly, and a notable 62% agreed that there are very few rewards for workers in their institutions.

The study found contingent rewards to have a statistically significant correlation with age groups, and a strong negative correlation betweenexperience in teaching and enrolment of learners respectively, which suggest that the higher the age group, the less satisifaction with the contingent rewards. The contingent rewards subscale was also found to have a statistically significant correlation with experience in teaching, and a negatively weak correlation coefficient which denotes a weak relationship. There was also a significant correlation between contingent rewards and the enrolment of learners at the school. A weak correlation coefficient denotes a weak relationship and implies no practical effect (Table 5.24).

6.3.2.5 **Operating conditions**

The findings of the study show that the operating conditions dimension was scored the lowest out of all the dimensions (Table 5.10). According to the scoring, the respondents show a level of dissatisfaction with the operating conditions in their schools. A percentage as high as 89.2% agreed with the statement that they have too much paper work, and 80% agreed to have too much work at work. This means that the teachers in the previously disadvantaged, well-performing secondary schools in Sedibeng West and Johannesburg South districts are battling with operating conditions at their workplace.

The operating conditions dimension was found to have a statistically significant correlation with experience in teaching. It also had a negatively weak correlation

coefficient. Operating conditions was also statistically correlated to enrolment of learners, with a positively weak correlation coefficient (5.4.9).

6.3.2.6 **Co-workers**

According to data collected (Table 5.10), it seems that teachers in the previously disadvantaged, well-performing secondary schools in Gauteng, regard relationships with co-workers as being very significant. The findings show that the highest responses in the dimension were achieved by co-workers. The finding shows that the respondents are satisfied with the co-workers. Item 7 was about whether respondents like the people they work with. The item scored a frequency count as high as 92.1%. Equally important with a high score was item 25 which addressed a question on whether teachers enjoy their co-workers. The item was scored the second highest at 88.5%.

It could mean that the well-performance is caused by this understanding between co-workers. Although co-workers is at a satisfaction level and it has been scored so high, the total job satisfaction shows an ambivalence level.

The co-workers subscale was found to have a positive statistical correlation with enrolment of learners. This implies that the higher the school enrolment, the more the job satisfaction of respondents is affected. In this case, the higher the learner enrolment, the more responsibility and burdensome obligations are placed on teachers. However, the correlation coefficient indicated a weak relationship between the two dimensions.

6.3.2.7 **Nature of work**

The study's findings reveal that respondents are at a satisfaction level with the nature of work they do. A percentage of respondents as high as 85.3%, indicated that they are satisfied with the things they do at work. This is an indication that besides the challenges they may be faced with as teachers, the work itself satisfies them. In addition, the respondents feel a sense of pride in doing their job (item 27), which is demonstrated by the second highest frequency count of 81% of the respondents who agreed with the item.

Age had a statistically significant relationship with the nature of work and a negatively weak correlation coefficient. The relationship shows that the older the age group, the less satisfaction they would be with the nature of work. However, the correlation is not large enough to be considered significant. A significant relationship was also found between experience in teaching and the nature of work. This relationship could mean that the more experienced the teachers, the less satisfaction with the nature of work they become. The relationship was found, however, to be weak and of no significance in practice.

A positive statistically significant correlation was also found between enrolment of learners and the nature of work, with a positively weak correlation coefficient which does not signify any practical effect. This could indicate that the higher the learner numbers, the more dissatisfied teachers become with the nature of work (5.4.11).

6.3.2.8 **Communication**

The findings of the study shows that communication is at an ambivalent level in the previously disadvantaged secondary schools in the Gauteng Province. Respondents constituting a frequency of 66.1% agreed with the statement that communication seems good within their schools, while 62.3% of the respondents indicted that goals of their institutions were not clear.

A positive statistically significant correlation between the communication dimension of job satisfaction and the highest education qualifications was found to exist although it was a weak correlation. This could mean that the higher the educational qualifications, the the more satisfied the respondents were. However, the correlation was of no practical effect (5.4.12).

6.3.2.9 **Total job satisfaction**

The mean score suggests that the job satisfaction of teachers is at an ambivalence level, which denotes a level of mediocrity in the well-performing schools in Sedibeng West and Johannesburg South districts. According to the analysis (Table 5.10), teachers show satisfaction only in the following three

dimensions, co-workers (hygiene); supervision (hygiene) and the nature of work (satisfier).

According to data presented in Table 5.29, total job satisfaction has a statistically significant correlation with several demographic features. A significant relationship exist between age group and the total job satisfaction. This relationship could mean that the older the age group of teachers the less satisfied they get with their jobs. However, a negatively weak relationship exists which denotes no significant relationship warranting any change in practice.

A significant relationship with a weak negative correlation coefficient between experience in teaching and total job satisfaction was also found. A positive significant correlation index and a positively weak correlation coefficient was found between enrolment of learners at a school and the total job satisfaction. This relationship implies that the higher the learner enrolment the more satisfaction with the total job. A further statistically significant correlation was found between number of classes taught and the total job satisfaction. The correlation coefficient shows a weak relationship.

6.3.3 Findings and conclusions regarding research objective 3: Lessons to be learned from the factors influencing the job satisfaction of teachers at previously disadvantaged well-performing secondary schools

Lessons derived from this study indicate issues reported in studies on teacher job satisfaction, which generally are confirmatory of job satisfaction theories such as Herzberg's two factor theory. In this study, it was found that mostly, respondents indicated ambivalent levels of job satisfaction. It was particularly found that their job satisfaction was low on hygiene and motivator factors such as pay, operating conditions, communication, promotion opportunities and contingent rewards.

A striking observation from the findings is that these factors are complimentary in engendering job satisfaction or causing dissatisfaction. Regarding pay, the lessons derived include the feeling that pay was not commensurate with the work

teacher felt they were doing and as such, had an effect on their perceptions of contingency rewards in that they felt that they were not acknowledged for the work they did. This is also linked to operating conditions which included too much paperwork and overcrowded classes, both of which link with perceptions of not being paid their full worth.

Promotion is a motivator factor according to Herzberg's two factor theory and it was found to be dissatisfactory, especially as it concerned teachers with higher qualifications and long teaching experience. This appeared to have a linkage with pay and contingent rewards as hygiene and motivators respectively.

Contingent rewards relate mainly to intrinsic motivators and were indicated as not generating job satisfaction. Among others, there were perceptions of not being acknowledged and not being rewarded accordingly. These perceptions were mainly related to respondents in the high age group and longer experience as teachers.

The findings of this study indicated overall, that perceptions of job satisfaction were ambivalent. This is important finding in that it is not indicative of overall job satisfaction or dissatisfaction with the job. It indicates rather, that job satisfaction factors tend to balance – some are highly satisfactory while others are not. This is gleaned especially in the frequency analyses of different dimensions and the fact that although differences were found to be statistically significant, they were not of practical effect.

An interesting and yet very important finding was that respondents seemed to derive satisfaction from the work itself, co-workers and some items of principal and school management team leadership through items expressing supervision. The complimentary nature of these dimensions seems to engender a spirit of cooperation and most crucial, of being engaged in so far as the work itself is concerned.

A conclusion drawn from this exposition of lessons derived is that factors that adversely influence teacher job satisfaction seem to be related to factors mostly related to the challenges of teaching in the current school scenario (3.2).

6.4 Recommendations

This study makes recommendation with regard to practice at school level and recommendations regarding the overall job satisfaction of teachers at previously disadvantaged schools.

6.4.1 Recommendations for school level practice

Schools should strive to promote both teacher motivation and job satisfaction at the workplace. Firstly, the workplace conditions need to be improved through the provision of adequate resources, both human and material to deal with dissatisfiers such as workloads and overcrowded classes. This might mean expending more financial resources for these factors and deferring non-essentials. In particular schools should start working on lean management to save financial resources. Secondly, it is most crucial for schools to ensure that teaching and learning materials are provided to enhance the already positive perceptions of teachers about the work itself. In this regard, the use of innovative teaching resources, including remediation material, both tangible and technological can go a long way to ensuring that teaching find their jobs inspiring and challenging. Thirdly, school management team members should pay attention to rewarding teachers in terms of contingency rewards. In this regard, acknowledging teachers efforts and giving them public recognition would further serve to motivate them and thus create an impetus for enhanced job satisfaction. Finally, at school level, open and effective communication would help to enhance the already satisfactory perceptions regarding this factor. Communication should be used to apprise the parents, community and society, not only of the good performance of these schools in the NCS results, but also about the teachers' innovative efforts and outcomes, including information about how these schools lay the foundation for NCS results starting from efforts of teachers at lower grades – grades 6 to 11.

6.4.2 Recommendations for the overall teacher job satisfaction

The finding of this study indicated the overall job satisfaction of teachers at the surveyed schools at an ambivalent level, which essentially means no definite

indication of job satisfaction or dissatisfcation. This situation is encouraging in that it suggests that efforts put into teachers' job satisfaction can either move it downwards or raise it. The latter is desirable and requires a recognition that not all satisfaction factors are based at school level, but mostly at levels outside the school's control. The researcher is of the conviction that this requires a focus on stimulating behaviours that engender intrinsic motivation and reduce job dissatisfaction. The section presents two streams of actions which are the main recommendations of this study.

6.4.2.1 **Enhancing teacher job satisfaction**

It is clear from the results of this study that Herzberg's two factor theory does help to measure teacher job satisfaction. The theory seems to show that hygiene factors do not necessarily lead to job dissatisfaction, but rather reduce it and that motivators do indeed produce teacher job satisfaction. Despite the ambivalent levels of job satisfaction, respondents appeared to be satisfied with a key motivator factor, namely, the work itself. Enhancing teacher job satisfaction at previously disadvantaged schools requires thus, a focus on both motivator and hygiene factors.

In essence, enhancing teacher job satisfaction seem to require providing enabling work environments that should be challenging and stimulating in terms of work, accompanied by stimulating working conditions and contingent rewards, supervision, co-workers and communication. To do this requires focusing on the job characteristics as a way of stimulating job satisfaction factors that focus on both external and internal satisfying conditions.

The researcher recommends therefore, that in enhancing the nature of work, focus must be on, firstly, the core dimensions of the job. These as found earlier (2.4.2.5), promote the psychological states that comprise the meaningfulness of work, responsibility for work outcomes or autonomy and knowledge of results. This is likely to induce high instrinsic motivation, high job perfomance and high job satisfaction manifested in low absenteeism and turnover.

To achieve these, the study proposes a Holistic Approach for Enhancing Teacher Job Satisfaction (HAETJS).

6.4.2.2 A Holistic Approach for Enhancing Teacher Job Satisfaction (HAETJS)

The approch proposed as the main recommendation of this study is grounded on development and support to stimulate teacher job satisfaction and motivation. This approach is named a holistic approach in that it proposes an active and meaningful involvement of the main school stakeholders, namely, the GDE as policy development and implementation entity, the district offices as support entities to schools and the schools themselves. The rationale behind this is that enhancing teacher job satisfaction is a function of factors located in all these three entities. Figure 6.1 illustrates the functioning intersection of these entities.

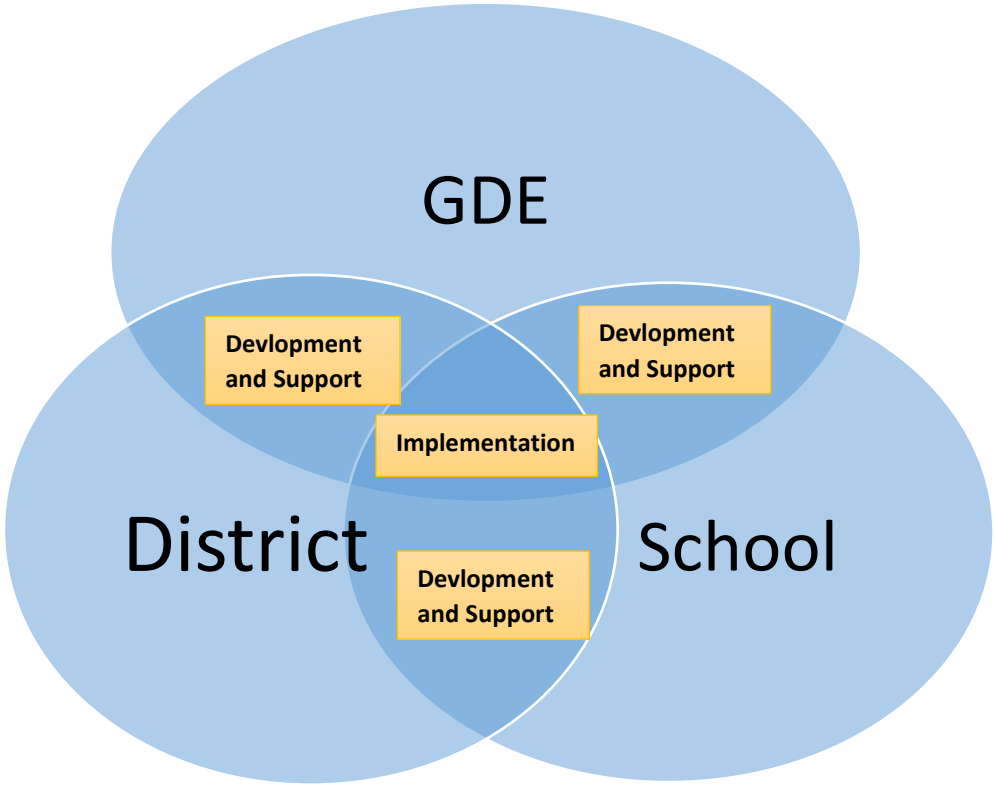

Figure 6.1 **The Holistic Approach for Enhancing Teacher Job Satisfaction**

According to the figure above, the main components of the proposed model are the three entities suggested as critical in enhancing teacher job satisfaction. This

implies that these have a role to play and this role comprises two main thrusts, namely develop and support. A crucial aspect of these activities is the intersection that involves all the three component entities namely, implementation of job satisfaction enhancing activities.

The manner of realising the approach is presented in Figure 6.2 below.

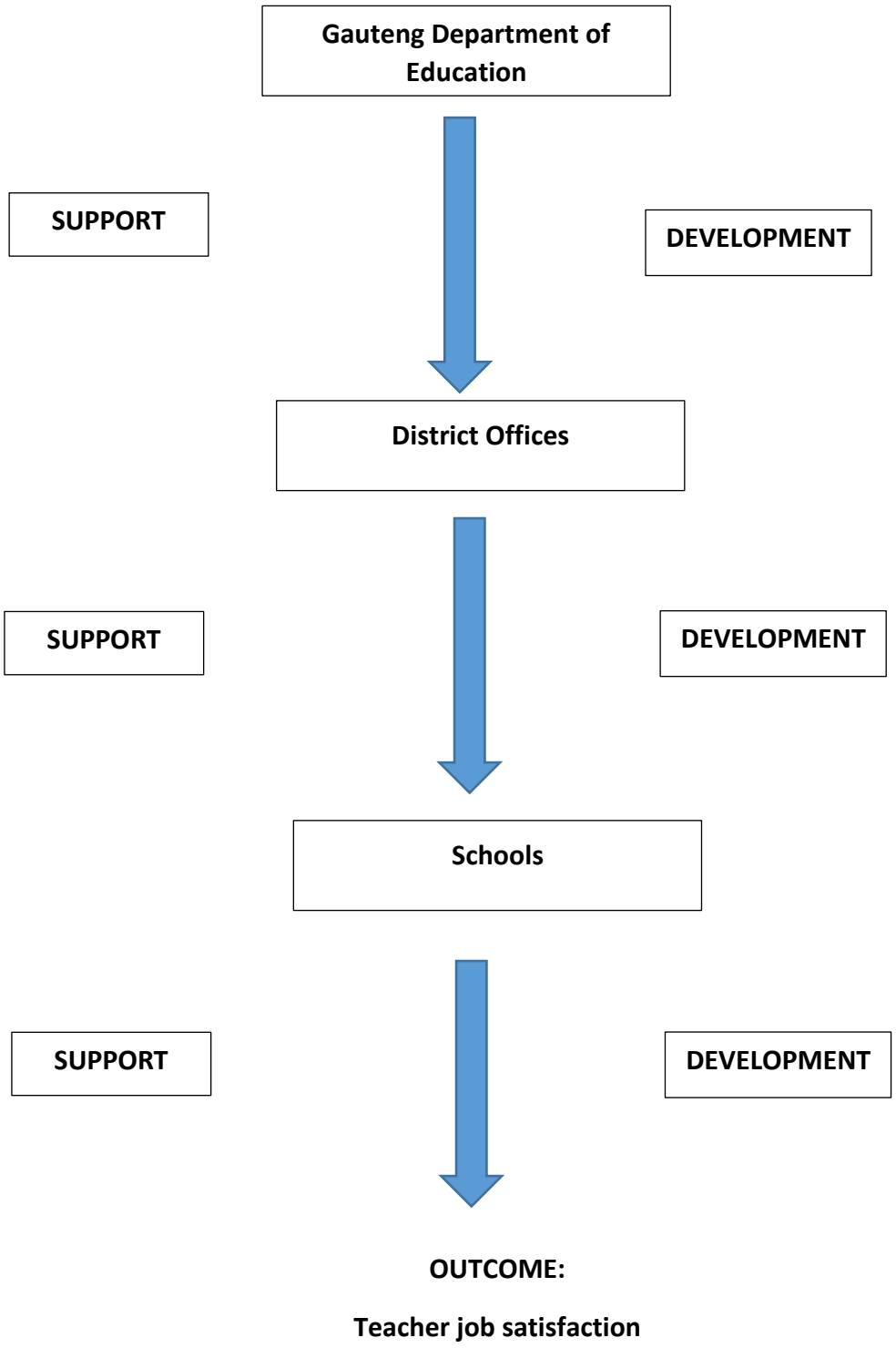

Figure 6.2 **The functioning of the HAETJS**

The HAETJS functions on the premise that teacher job satisfaction can be enhanced by focusing on their needs, both intrinsic and extrinsic; and by focusing

on the nature of the teaching work in terms of its core characteristics, psychological states and intended outcomes. The HAETJS envisages the following scenarios:

At the first level, the GDE's School Governance and Leadership Unit (SGLU) not only oversees policy implementation, but gets involved actively by regularly capacitating district office level Institutional Development and Support Units and Officers (IDSOs) with regard to enhancing teacher job satisfaction. Therefore, the SGLU plays a development role, which involves, policy clarification, advocacy, implementation and monitoring at district level and schools. This should include sharing expertise and building capacity through training and mentoring.

The GDE then plays a supportive role by overseeing implementation processes of job satisfaction programmes. These should include monitoring district activities and actually conducting regular research and feedback sessions at schools to assess and evaluate implementation successes and challenges and providing further support and problem-solving.

The second level involves development and support activities and programmes at district levels. In terms of development, the district office should provide schools with capacity, especially the school management teams. The district IDSOs development activities should, on the basis and expectation of their being experts themselves, provide schools with expertise regarding teacher job satisfaction. This should include expertise on such issues as curriculum mastery, discipline challenges, solutions to overcrowded classrooms and high teacher workloads through providing the necessary infrastructure and where necessary, provide mentoring and coaching regarding solutions to such challenges. In essence, IDSOs should not be regarded as office-based officer in absolute terms but should be visible support officers at schools. To this end, cluster-based development efforts should be effectively implemented and monitored by the GDE provincial development and support teams.

The district support activities should be focused on dealing with resource challenges at schools, coaching school management teams and conducting research and evidence-based challenges and solutions. There should be a

congruence with the implementation programmes of the provincial support teams.

The third level of the proposed approach, which it must be stated is considered the most crucial, is the school level job satisfaction enhancement efforts. This is illustrated in figure 6.3 below.

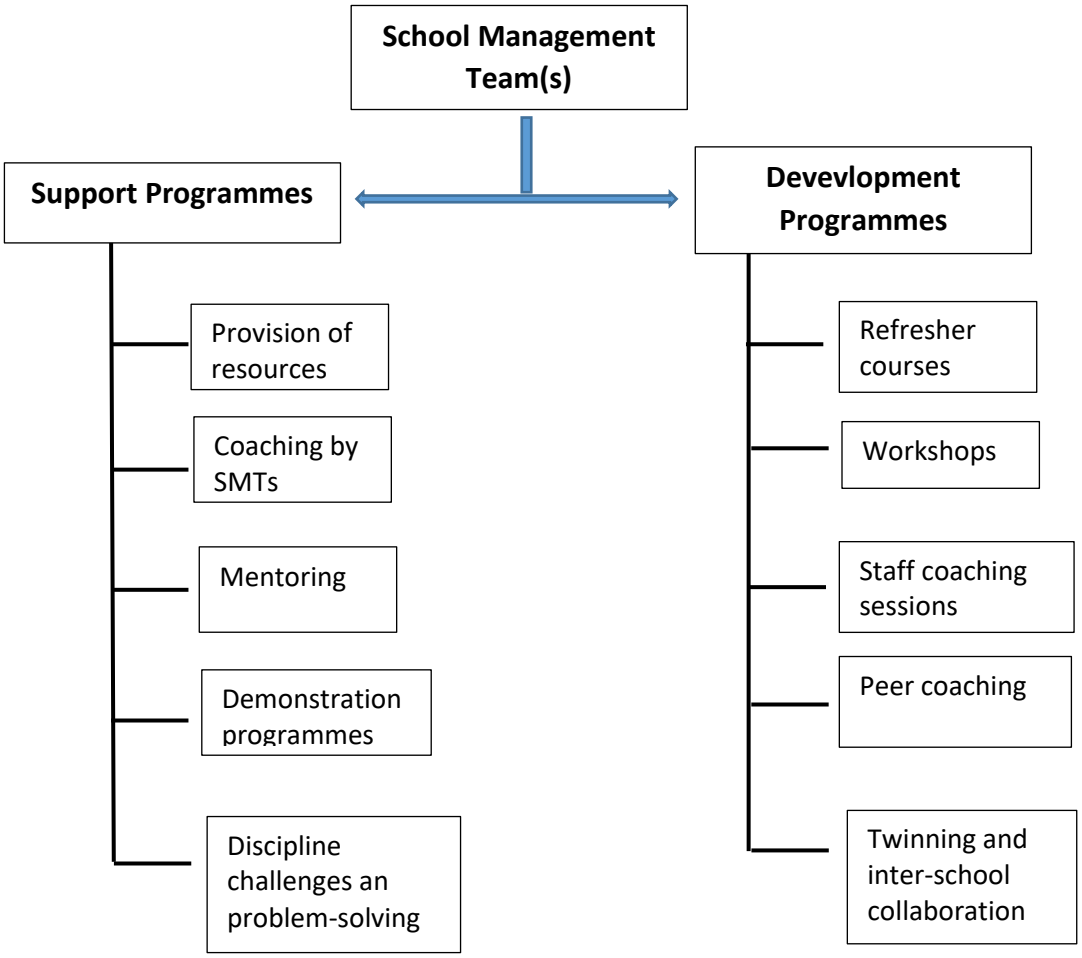

Figure 6.3 **The school level job satisfaction enhancement approach**

The school management team plays a crucial role at this level. The approach proposes that the management team be involved is both support and development programmes. In terms of support, the school management provides capacity for teachers through the provision of resources. These should include both material and human. Material resources, including infrastructure are aimed at ensuring that teacher hygiene and factors attached to the work itself are

provided. This way, the school management will be reducing job dissatisfiers like overcrowded classes and teaching resources. The provision of human resources will address the high workloads and adverse effects resultant in absenteeism and turnover.

Coaching by SMTs is aimed at capacitating teachers on specific curriculum related challenges, including dealing with learners with special educational needs and challenges. This should include mentoring teachers on specific subject and learning area needs. This in essence implies that school management team members will pass on their expertise in their areas of specialisation for teachers who may be struggling and inexperienced. This should be accompanied by demonstration programmes such as demonstration lessons on dealing with teaching specific learning area challenges. This requires constant monitoring and research of such areas so as to address areas identified as challenges through evidence-based results of research.

Support should also include problem-solving with discipline problems that can result in challenging and untenable working conditions for teachers. Support in this instance is aimed at individual teacher capacity building to deal with such challenges involving impediments to the work itself and working conditions.

In terms of development, the schools management should aim at development in a holistic manner. This should include programmes aimed at the whole school such as in-school refresher courses to consolidate district-provided programmes, workshops, staff coaching sessions, teacher peer coaching and collaboration with other school through suh activities as twinning between and among schools and local teacher exchange programmes.

6.5 Conclusion

The study may possibly contribute to the practice of Educational Management and School Organisational Development, especially with regard to the job satisfaction of teachers in schools. The study may also generate interest in research regarding previously disadvantaged schools in terms of other organisational aspects such as job satisfaction in relation to variables such as,

among others, climate and culture, safety and security and interpersonal relationships. The study also derived lessons from previously disadvantaged schools that perform well for the benefit of schools in general, and in particular, previously disadvantaged schools in general with regard to factors influencing the job satisfaction of teachers.

The Holistic Approach for Enhancing Teacher Job Satisfaction, while not perfect should be understood from the context of addressing factors that influence job satisfaction at schools. The approach is behaviour based as it focuses on activities that can be enhancers of teacher job satisfaction in a holistic manner, with the main commonality of implementation. The approach can work successfully with constant and monitoring and evidence-based problem solving. The main tenets of the approach are the support and development features. These are complemented by capacity building and provision of enabling school environments that promote teacher job satisfaction through attending to hygiene factors and motivators and paying attention to job characteristics.

6.6 Recommendations for further research

The study was limited to well-performing schools in two districts in gthe Gauteng Province. While lessons have been derived from the study, it would further deepen the phenomenon of teacher job satisfaction if a larger study can be conducted.

In addition, because of the limitation of questionnaires, which possibly led to the exclusion of a subscale on fringe benefits, a mixed method approach would benefit the understanding of teacher job satisfaction through interviewing and exploring teachers' lived experiences on job satisfaction.

The role of the provincial and district-based officials needs to be understood including their own capacity and knowledge regarding such a phenomenon as teacher job satisfaction.

6.7 Limitation of the study

The study was limited to an extent by the difficulties of collecting completed questionnaires. This was corrected to a significant degree by follow-up retrieval requests.

The use of the questionnaire, while helping to achieve the research aim and questions, limited the understanding that would have been derived from using interviews. This is, however, recommended as an area for further research.

6.8 Closing remarks

This chapter presented the findings, conclusions and recommendations of the study. The study itself managed to respond to the research aim and questions and lessons derived from the study are envisaged to be helpful in understanding the teacher job satisfaction in the surveyed schools in the Gauteng Province. Finally, the Holistic Approach for Enhancing Teacher Job Satisfaction sets the scene for academic discourse regarding teacher job satisfaction at previously disadvantaged secondry schools in general.

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ANNEXURE A: THE JOB SATISFACTION SURVEY

2018

JOB SATISFACTION SURVEY

Paul E. Spector
Department of Psychology
University of South Florida

Mr Shabe Jonas Matla
North-West University
Faculty of Education
Edu-Lead Niche
7/4/2018

JOB SATISFACTION SURVEY

Paul E. Spector
Department of Psychology; University of South Florida

Instructions for completing the questionnaire:

A. This questionnaire is strictly intended for research purposes only. Please do **not** fill in your name, the name of your school, your school stamp or signature anywhere in this questionnaire. Your honest response will therefore be of great value to the research and will accordingly be treated anonymously. Kindly note that there are no wrong or right answers, only honest ones.

B. The questionnaire comprises two sections, viz. Section A: General information, and Section B: The Job Satisfaction Survey.

SECTION A: GENERAL INFORMATION

Please put a cross **(X)** in the appropriate block that applies to your own situation or you're your present school.

1.	**Gender**	Male	Female

2.	**Age group**	20 – 25 years	26 – 35 years	36 – 45 years	46 – 55 years	56 + years

3.	**Experience in teaching**	0 – 5 years	6 – 10 years	11 – 20 years	21 – 25 years	25+ years

4.	**Position at school**	Deputy Principal	HOD	Teacher

5	**Grade(s) taught**	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

6.	**Highest educational qualification**	Grade 12	Diploma / Certificate	Bachelors / Honours degree	Masters / Doctoral Degree

7.	**School location**	Formal township settlement	Informal township settlement

8.	**Enrolment of learners at school**	500 or less	500 - 599	600 - 799	800 - 1000	1000 +

SECTION B

	JOB SATISFACTION QUESTIONNAIRE						
	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	**Disagree very much**	**Disagree moderately**	**Disagree slightly**	**Agree slightly**	**Agree moderately**	**Agree very much**
1	**I feel I am being paid a fair amount for the work I do.**	**1**	**2**	**3**	**4**	**5**	**6**
2	**There is really too little chance for promotion on my job.**	**1**	**2**	**3**	**4**	**5**	**6**
3	**My immediate manager is quite competent in doing his/her job.**	**1**	**2**	**3**	**4**	**5**	**6**
4	**I am not satisfied with the benefits I receive.**	**1**	**2**	**3**	**4**	**5**	**6**
5	**When I do a good job, I receive the recognition that I should receive for it.**	**1**	**2**	**3**	**4**	**5**	**6**
6	**Many of our rules and procedures make it difficult to do a good job.**	**1**	**2**	**3**	**4**	**5**	**6**
7	**I like the people I work with.**	**1**	**2**	**3**	**4**	**5**	**6**
8	**I sometimes feel my job is meaningless.**	**1**	**2**	**3**	**4**	**5**	**6**
9	**Communications seem good within this school.**	**1**	**2**	**3**	**4**	**5**	**6**
10	**Salary increases are too few and far between.**	**1**	**2**	**3**	**4**	**5**	**6**
11	**Those who do well on the job stand a fair chance of being promoted.**	**1**	**2**	**3**	**4**	**5**	**6**
12	**My principal is unfair to me.**	**1**	**2**	**3**	**4**	**5**	**6**
13	**The benefits we receive are as good as most other schools offer.**	**1**	**2**	**3**	**4**	**5**	**6**
14	**I do not feel like the work I do is appreciated.**	**1**	**2**	**3**	**4**	**5**	**6**
15	**My efforts to do a good job are seldom blocked by red tape.**	**1**	**2**	**3**	**4**	**5**	**6**

16	**I find I have to work harder at my job because people I work with are incompetent.**	**1**	**2**	**3**	**4**	**5**	**6**
17	**I like doing the things I do at work.**	**1**	**2**	**3**	**4**	**5**	**6**
18	**The goals of this school are not clear to me.**	**1**	**2**	**3**	**4**	**5**	**6**
19	**I feel unappreciated by the department when I think about what they pay me.**	**1**	**2**	**3**	**4**	**5**	**6**
20	**People here get ahead as fast as other people do in other work environments.**	**1**	**2**	**3**	**4**	**5**	**6**
21	**My principal shows too little interest in the feelings of teachers.**	**1**	**2**	**3**	**4**	**5**	**6**
22	**The benefit package we have is fair or equitable.**	**1**	**2**	**3**	**4**	**5**	**6**
23	**There are few rewards for those who work here.**	**1**	**2**	**3**	**4**	**5**	**6**
24	**I have too much to do at work.**	**1**	**2**	**3**	**4**	**5**	**6**
25	**I enjoy my co-workers.**	**1**	**2**	**3**	**4**	**5**	**6**
26	**I often feel that I do not know what is going on with the school.**	**1**	**2**	**3**	**4**	**5**	**6**
27	**I feel a sense of pride in doing my job.**	**1**	**2**	**3**	**4**	**5**	**6**
28	**I feel satisfied with my chances for salary increase.**	**1**	**2**	**3**	**4**	**5**	**6**
29	**There are benefits we do not have which we should have.**	**1**	**2**	**3**	**4**	**5**	**6**
30	**I like my principal.**	**1**	**2**	**3**	**4**	**5**	**6**
31	**I have too much paper work.**	**1**	**2**	**3**	**4**	**5**	**6**
32	**I don't feel my efforts are rewarded the way they should be.**	**1**	**2**	**3**	**4**	**5**	**6**
33	**I am satisfied with my chances for promotion.**	**1**	**2**	**3**	**4**	**5**	**6**
34	**There is too much bickering and fighting at work.**	**1**	**2**	**3**	**4**	**5**	**6**
35	**My job is enjoyable.**	**1**	**2**	**3**	**4**	**5**	**6**
36	**Work assignments are not fully explained.**	**1**	**2**	**3**	**4**	**5**	**6**

ANNEXURE B: SCORING THE JOB SATISFACTION SURVEY

Instructions for Scoring the Job Satisfaction Survey, JSS

Paul E. Spector

Department of Psychology

University of South Florida

The Job Satisfaction Survey or JSS, has some of its items written in each direction--positive and negative. Scores on each of nine facet subscales, based on 4 items each, can range from 4 to 24; while scores for total job satisfaction, based on the sum of all 36 items, can range from 36 to 216. Each item is scored from 1 to 6 if the original response choices are used. High scores on the scale represent job satisfaction, so the scores on the negatively worded items must be reversed before summing with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Below is the step by step procedure for scoring.

1. Responses to the items should be numbered from 1 representing strongest disagreement to 6 representing strongest agreement with each. This assumes that the scale has not be modified and the original agree-disagree response choices are used.

2. The negatively worded items should be reverse scored. Below are the reversals for the original item score in the left column and reversed item score in the right. The rightmost values should be substituted for the leftmost. This can also be accomplished by subtracting the original values for the internal items from 7.

1 = 6

2 = 5

3 = 4

4 = 3

5 = 2

6 = 1

3. Negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36. Note the reversals are NOT every other one.

4. Sum responses to 4 items for each facet score and all items for total score after the reversals from step 2. Items go into the subscales as shown in the table.

Subscale	Item numbers
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe Benefits	4, 13, 22, 29
Contingent rewards	5, 14, 23, 32
Operating conditions	6, 15, 24, 31
Coworkers	7, 16, 25, 34
Nature of work	8, 17, 27, 35
Communication	9, 18, 26, 36
Total satisfaction	1-36

5. If some items are missing you must make an adjustment otherwise the score will be too low. The best procedure is to compute the mean score per item for the individual, and substitute that mean for missing items. For example, if a person does not make a response to 1 item, take the total from step 4, divide by the number answered or 3 for a facet or 35 for total, and substitute this number for the missing item by adding it to the total from step 4. An easier but less accurate procedure is to substitute a middle response for each of the missing items. Since the center of the scale is between 3 and 4, either number could be used. One should alternate the two numbers as missing items occur.

ANNEXURE C: ETHICS TRAINING CERTIFICATE

Certificate

April 8, 2018

This is to certify that Mr. Shabe Matla has successfully completed the Macquarie University Human Research Ethics Online Training Module for the Social Sciences and Humanities.

Macquarie University

ANNEXURE D: PARTICIPANT INFORMATION AND CONSENT FORM

P.O. Box 1174, Vanderbijlpark,
South Africa 1900
Tel: 016 910 3068
Web: http://www.nwu.ac.za
Faculty of Education
Edu-Lead Niche Area

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves teachers from previously disadvantaged well-performing secondary schools. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

An investigation of the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province

PROMOTER: Prof M.I Xaba
ADDRESS: North-West University: Vaal Triangle; P.O. Box 1174, Vanderbijlpark, 1900.
CONTACT NUMBER: 016 910 3068

This study has been approved by the Ethics committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines. Permission was also sought from the Gauteng Department of Education, the District Directors School Governing Bodies and principals.

What is this research about?

The aims of this research is:

- To determine the nature of teacher job satisfaction;
- To explore what influences the job satisfaction of teachers at previously disadvantaged well- performing schools in the Gauteng Province;
- To derive lessons of good practice that can be learnt from the factors influencing the job satisfaction of teachers at previously disadvantaged well-performing secondary schools; and
- To recommend how the job satisfaction of teachers can be enhanced at previously disadvantaged schools.

Participants

- Participants will comprise 1050 teachers from previously disadvantaged well-performing secondary schools.

What is expected of you as participant?

You are expected to be a participant in the research by completing a questionnaire that will last for about 15 minutes.

Benefits to you as participant

Teachers and schools will possibly benefit from lessons of good practice regarding behavioural dimensions as derived from well-performing schools and schools. Teachers might also benefit from self-reflection gained from responding to questionnaire items.

The results may also assist in developing guidelines to suggest ways of enhancing the job satisfaction of teachers, especially those in poorly performing schools.

Risks involved for participants

No risks or potential dangers are foreseen in participation in the research – for you, your school or the Gauteng Department of Education.

Confidentiality and protection of identity

Your participation will be completely voluntary and you are free to decline to participate and will not be affected you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part. The investigator may also withdraw any participant from this research if circumstances arise which warrant doing so.

Your participation will be confidential in that you will not be identified and the data you share will be handled with the utmost confidentiality. Pseudonyms will be used in the research report, e.g. Teacher X, School X.

You can decline to answer any question (s) at any time or withdraw answering the questionnaire. To this end, no harm whatsoever will befall you as a result of your participation in the research.

Data collected will be in the project leader's safe-keeping (Prof. M.I Xaba) – in a locked cabinet where he alone will have access. Electronic data will be zip-saved and will require a password to access – which only the study leader will know and will be kept for seven years which will allow the researchers to disseminate the information and then the data will be destroyed.

Dissemination of findings

A research paper will be written and submitted for publication. Each school selected will be provided with at least 5 copies of the paper and principals will be requested to avail these to the teachers and or even discuss them with teachers. The researcher will extend readiness and willingness to be invited to discuss the study's findings.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Principal investigator:	S.J Matla
Cell no.	083 88 55 775
Email address:	shabejonasm@gmail.com / shabematla@yahoo.com
Work tel. no.:	074 166 7579
Work Address:	21 Selbourne Road
	Small Farms
	1984

DECLARATION BY PARTICIPANT:

By signing below, I ……..……. agree to take part in a research study entitled:

An investigation of the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place)_____on (date) _____/_____/2018

_____ _____

Signature of participant **Signature of witness**

ANNEXURE E: GDE RESEARCH APPROVAL LETTER

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	03 May 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2018/47
Name of Researcher:	Matla S.J
Address of Researcher:	P.O. Box 412
	Celtis Ridge
	0130
Telephone Number:	083 885 5775
Email address:	shabejonasm@gmail.com/shabematla@yahoo.com
Research Topic:	The job satisfaction of teachers at previous disadvantaged well-performing secondary in the Gauteng Province
Type of qualification	PhD
Number and type of schools:	Thirty Secondary Schools
District/s/HO	Johannesburg South, Sedibeng West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

04/05/2018

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Pp .....

Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 04/05/2018

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

ANNEXURE F: LETTER OF GOODWILL – THE DISTRICT DIRECTOR: SEDIBENG WEST DISTRICT

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

P.O. Box 1174
Vanderbijlaprk
1900
http://www.nwu.ac.za

April 2018

THE DISTRICT DIRECTOR

SEDIBENG WEST DISTRICT (D8)

Private Bag X067

Vanderbijlpark

1900

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SEDIBENG DISTRICT WEST SCHOOLS

I hereby request your permission to conduct research in previously disadvantaged well-performing Sedibeng West secondary schools. The research project is entitled: **An investigation of the job satisfaction of teachers in the previously disadvantaged well-performing schools in the Gauteng Province**. The plan is to administer questionnaires during term 2 to 3 and the target group is teachers.

All the selected schools are from previously disadvantaged areas; they have been selected according to their grade 12 NSC (National Senior Certificate) academic performance, for performing consistently above the provincial average for 3 years (2015 – 2017.)

The research team consists of one researcher, who is a PhD student at North West University. He requests to visit the schools to administer the questionnaires outside contact time.

The research content and procedure has been accepted by the Research Scientific Committee of the Faculty of Humanities: Optentia Focus Group and will also be accepted by the Education Research Committee (EduREC) of the Faculty of Education of the North-West University. This

committee can be contacted through Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656 if you have any ethics concerns that were not answered about the research or if you have complaints about the research.

The researcher also received permission from the Research Unit of the Gauteng Department of Education to conduct the research in the selected schools.

RATIONALE FOR THE RESEARCH

One of the major challenges of the education system in South Africa is having to turn poorly performing schools into sustainable well-performing schools. This is more so at secondary schools, which are the exit point of learners into the job market and into institutions of higher learning. Sadly, it so happens that most poorly performing schools are from previously disadvantaged schools which are located in poor socio-economic areas (Gauteng Department of Education, 2002/2003). These schools are beset with numerous challenges that not only affect learner and school performance, but the quality of work life of teachers.

However, despite poor socio-economic conditions at many of the previously disadvantaged schools, some among such school manage to perform well and consistently attain Senior Certificate results above the threshold of poor-performing schools. This implies that such schools present among other positive schooling factors, job satisfying conditions for teachers. This supposition emanates from numerous expert assertions that link job satisfaction with motivation and good performance of employees in organisations. For instance, job satisfaction being defined as the perceptions teachers have about their jobs, point to the importance job satisfaction has on their performance.

PURPOSE OF THE RESEARCH

The purpose of this research project is to investigation the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province. This is based on evidence indicating the effect of job satisfaction on learner achievement and by extension, school performance and the fact that there are previously disadvantaged secondary schools that perform well despite their circumstances.

RESEARCH PROCEDURES

Dates and time

The dates and time will be negotiated with schools once we have permission to administer questionnaires. The questionnaire will be provided for about 2 to 3 days so that it can be at your most convenient time and will last more or less 15 minutes and will not disrupt teaching and learning in any way.

Location

A convenient venue where the questionnaires can be filled without interruptions, selected by the participant.

POTENTIAL RISK AND DISCOMFORT

I do not foresee any potential risk or harm to you, your schools, or the Gauteng Department of Education through the schools' participation in the research.

ETHICAL STANDARDS

Participation in the research will be completely voluntary and participants are free to decline to participate and they will not be affected negatively in any way whatsoever. They are also free to withdraw from the study at any point, even if they do agree to take part. The investigator may also withdraw any participant from this research if circumstances arise which warrant doing so.

Participation will be anonymous in that participants' will not be identified and the data they share will be handled with the utmost confidentiality as only pseudonyms will be used in the research write-up report. Therefore schools and participants' names will not be reflected anywhere in the research report.

Data collected will be in the study leader's safe-keeping – in a locked cabinet where he alone will have access and will be kept safe for seven years as required by the university research protocol.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Teachers and schools will possibly benefit from lessons of good practice regarding job satisfaction factors as derived from well-performing schools secondary schools. Teachers at these schools might also benefit from self-reflection gained from responding to questionnaire items. The results may also assist in developing guidelines to suggest ways of enhancing job satisfaction for teachers, especially those is poorly performing schools.

Finally the Department of Education might find the findings useful in its endeavours to turn poorly performing schools around and in ensuring that once that happens, there are lessons highlighting how such turnaround successes can be maintained in so far as ensuring and enhancing teachers' job satisfaction.

PAYMENT FOR PARTICIPATION

Participation in this research is voluntary and therefore there will be no remuneration involved

INFORMATION DISSEMINATION

A research paper will be written and submitted for publication. Each school selected will be provided with at least 5 copies of the paper and principals will be requested to avail these to the teachers and or even discuss them with teachers. The researcher will extend readiness and willingness to be invited to discuss the study's findings

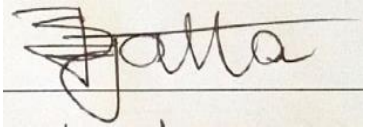
IDENTIFICATION OF INVESTIGATOR

Should there be any questions or concerns about the research, the research personnel can be contacted:

Researcher (student): S.J Matla
Cell no. 083 88 55 775
Email address shabejonasm@gmail.com / shabematla@yahoo.com
Work tel. no.: 016 930 6003
Work Address: 3001 Umzimvubu Street
Boipatong
1900

I enclosed herewith the questionnaire I will request teachers to respond to.

Thanking you



S.J Matla

RESEARCH SUPERVISOR: Prof. MI Xaba
ADDRESS: North-West University: Faculty of Education; School for Professional Studies in Education; P.O. Box 1174, Vanderbijlpark, 1900.
CONTACT NUMBER: 016 910 3068
Email: Ike.Xaba@nwu.ac.za

ANNEXURE G: LETTER OF GOODWILL – THE DISTRICT DIRECTOR – JOHANNESBURG SOUTH

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

P.O. Box 1174
Vanderbijlaprk
1900
http://www.nwu.ac.za

April 2018

THE DISTRICT DIRECTOR

JOHANNESBURG SOUTH DISTRICT

Private Bag X067

Vanderbijlpark

1900

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SEDIBENG DISTRICT WEST SCHOOLS

I hereby request your permission to conduct research in previously disadvantaged well-performing Johannesburg South District secondary schools. The research project is entitled: **An investigation of the job satisfaction of teachers in the previously disadvantaged well-performing schools in the Gauteng Province**. The plan is to administer questionnaires during term 2 to 3 and the target group is teachers.

All the selected schools are from previously disadvantaged areas; they have been selected according to their grade 12 NSC (National Senior Certificate) academic performance, for performing consistently above the provincial average for 3 years (2015 – 2017.)

The research team consists of one researcher, who is a PhD student at North West University. He requests to visit the schools to administer the questionnaires outside contact time.

The research content and procedure has been accepted by the Research Scientific Committee of the Faculty of Humanities: Optentia Focus Group and will also be accepted by the Education

Research Committee (EduREC) of the Faculty of Education of the North-West University. This committee can be contacted through Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656 if you have any ethics concerns that were not answered about the research or if you have complaints about the research.

The researcher also received permission from the Research Unit of the Gauteng Department of Education to conduct the research in the selected schools.

RATIONALE FOR THE RESEARCH

One of the major challenges of the education system in South Africa is having to turn poorly performing schools into sustainable well-performing schools. This is more so at secondary schools, which are the exit point of learners into the job market and into institutions of higher learning. Sadly, it so happens that most poorly performing schools are from previously disadvantaged schools which are located in poor socio-economic areas (Gauteng Department of Education, 2002/2003). These schools are beset with numerous challenges that not only affect learner and school performance, but the quality of work life of teachers.

However, despite poor socio-economic conditions at many of the previously disadvantaged schools, some among such school manage to perform well and consistently attain Senior Certificate results above the threshold of poor-performing schools. This implies that such schools present among other positive schooling factors, job satisfying conditions for teachers. This supposition emanates from numerous expert assertions that link job satisfaction with motivation and good performance of employees in organisations. For instance, job satisfaction being defined as the perceptions teachers have about their jobs, point to the importance job satisfaction has on their performance.

PURPOSE OF THE RESEARCH

The purpose of this research project is to investigation the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province. This is based on evidence indicating the effect of job satisfaction on learner achievement and by extension, school performance and the fact that there are previously disadvantaged secondary schools that perform well despite their circumstances.

RESEARCH PROCEDURES

Dates and time

The dates and time will be negotiated with schools once we have permission to administer questionnaires. The questionnaire will be provided for about 2 to 3 days so that it can be at your most convenient time and will last more or less 15 minutes and will not disrupt teaching and learning in any way.

Location

A convenient venue where the questionnaires can be filled without interruptions, selected by the participant.

POTENTIAL RISK AND DISCOMFORT

I do not foresee any potential risk or harm to you, your schools, or the Gauteng Department of Education through the schools' participation in the research.

ETHICAL STANDARDS

Participation in the research will be completely voluntary and participants are free to decline to participate and they will not be affected negatively in any way whatsoever. They are also free to withdraw from the study at any point, even if they do agree to take part. The investigator may also withdraw any participant from this research if circumstances arise which warrant doing so.

Participation will be anonymous in that participants' will not be identified and the data they share will be handled with the utmost confidentiality as only pseudonyms will be used in the research write-up report. Therefore schools and participants' names will not be reflected anywhere in the research report.

Data collected will be in the study leader's safe-keeping – in a locked cabinet where he alone will have access and will be kept safe for seven years as required by the university research protocol.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Teachers and schools will possibly benefit from lessons of good practice regarding job satisfaction factors as derived from well-performing schools secondary schools. Teachers at these schools might also benefit from self-reflection gained from responding to questionnaire items. The results may also assist in developing guidelines to suggest ways of enhancing job satisfaction for teachers, especially those is poorly performing schools.

Finally the Department of Education might find the findings useful in its endeavours to turn poorly performing schools around and in ensuring that once that happens, there are lessons highlighting how such turnaround successes can be maintained in so far as ensuring and enhancing teachers' job satisfaction.

PAYMENT FOR PARTICIPATION

Participation in this research is voluntary and therefore there will be no remuneration involved

INFORMATION DISSEMINATION

A research paper will be written and submitted for publication. Each school selected will be provided with at least 5 copies of the paper and principals will be requested to avail these to the teachers and or even discuss them with teachers. The researcher will extend readiness and willingness to be invited to discuss the study's findings

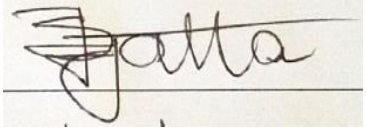
IDENTIFICATION OF INVESTIGATOR

Should there be any questions or concerns about the research, the research personnel can be contacted:

Researcher (student): S.J Matla
Cell no. 083 88 55 775
Email address shabejonasm@gmail.com / shabematla@yahoo.com
W ork tel. no.: 074 166 7579
Work Address: 21 Selbourne Road
Small Farms
1984

I enclosed herewith the questionnaire I will request teachers to respond to.

Thanking you



S.J Matla

RESEARCH SUPERVISOR: Prof. MI Xaba
ADDRESS: North-West University: Faculty of Education; School for Professional Studies in Education; P.O. Box 1174, Vanderbijlpark, 1900.
CONTACT NUMBER: 016 910 3068
Email: Ike.Xaba@nwu.ac.za

ANNEXURE H: LETTERS OF GOODWILL – SGB

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

P.O. Box 1174
Vanderbijlaprk
1900
http://www.nwu.ac.za

April 2018

The School Governing Body Chairperson

..... Secondary School

P.O. Box

.....

.....

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I hereby request permission to conduct research at your school with the teachers. The research will take the form of a questionnaire for about 15 minutes outside contact time. It will be done as unobtrusively as possible and thus no disruption to the school processes will be caused as a result

The purpose of this research project is to investigation the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province. This is based on evidence indicating the effect of job satisfaction on learner achievement and by extension, school performance and the fact that there are previously disadvantaged secondary schools that perform well despite challenging circumstances.

The teachers will be requested to participate on a voluntary basis and they can refuse to participate or even withdraw if they so feel. Furthermore, the research will be conducted in a way that ensures confidentiality. Therefore, the school's name or identity will not be revealed in any way. This is an assurance that no harm of any sort will be caused to the school, its reputation as well as to the Gauteng Department of Education.

I enclose herewith the questionnaires. For more information and clarity, please feel free to contact me at:

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Principal investigator: S.J Matla

Cell no. 083 88 55 775

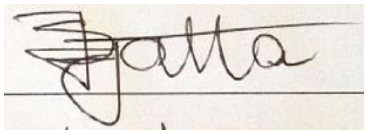
Email address: shabejonasm@gmail.com / shabematla@yahoo.com

Work tel. no.: 074 166 7579

Work Address: 21 Selbourne Road

Small Farms 1984

Thanking you



S.J Matla

RESEARCH SUPERVISOR: Prof. MI Xaba

ADDRESS: North-West University: Faculty of Education; School for Professional Studies in Education; P.O. Box 1174, Vanderbijlpark, 1900.

CONTACT NUMBER: 016 910 3068

Email: Ike.Xaba@nwu.ac.za

ANNEXURE I: LETTERS OF GOODWILL – PRINCIPAL

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

P.O. Box 1174
Vanderbijlpark
1900
http://www.nwu.ac.za

April 2018

The Principal

..... Secondary School

P.O. Box .....

.....

.....

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I hereby request your teachers' participation in a research project entitled: **An investigation of the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province**. I am PhD student at North West University and request to visit the school to administer the questionnaire.

The research will be undertaken from April 2018 to November 2018. Your teachers' participation will be highly appreciated.

All the selected schools are from previously disadvantaged communities, they have been selected according to their grade 12 NSC (National Senior Certificate) academic performance for performing consistently above the provincial average for 3 years (2015 – 2017).

The research content and procedure has been accepted by the Research Scientific Committee Humanities: Optentia Focus Area and approved by the Education Research Ethics Committee (EduREC) of the Faculty of Education Sciences. The researcher also received permission from

the Research Unit of the Gauteng Department of Education as well as the district directors of Sedibeng West District and Johannesburg South District to conduct the research in the selected schools.

RATIONALE FOR THE RESEARCH

One of the major challenges of the education system in South Africa is having to turn poorly performing schools into sustainable well-performing schools. This is more so at secondary schools, which are the exit point of learners into the job market and into institutions of higher learning. Sadly, it so happens that most poorly performing schools are from previously disadvantaged schools which are located in poor socio-economic areas (Gauteng Department of Education, 2002/2003). These schools are beset with numerous challenges that not only affect learner and school performance, but the quality of work life of teachers.

However, despite poor socio-economic conditions at many of the previously disadvantaged schools, some among such school manage to perform well and consistently attain Senior Certificate. This implies that such schools present among other positive schooling factors, job satisfying conditions for teachers. This supposition emanates from numerous expert assertions that link job satisfaction with motivation and good performance of employees in organisations.

PURPOSE OF THE RESEARCH

The purpose of this research project is to investigation the job satisfaction of teachers in the previously disadvantaged well-performing secondary schools in the Gauteng Province. This is based on evidence indicating the effect of job satisfaction on learner achievement and by extension, school performance and the fact that there are previously disadvantaged secondary schools that perform well despite their circumstances.

RESEARCH PROCEDURES

Dates and time

The dates and time will be negotiated with you once we have permission to administer questionnaires. The questionnaire will be provided for about 2 to 3 days so that it can be at your most convenient time and will last more or less 15 minutes and will not disrupt teaching and learning in any way.

Location

A convenient venue where the questionnaires can be filled without interruptions, selected by the participant.

POTENTIAL RISK AND DISCOMFORT

I do not foresee any potential risk or harm to you, your school, teachers or the Gauteng Department of Education through your participation in the research.

ETHICAL STANDARDS

Please note that teachers' participation will be completely voluntary and they are free to decline to participate and will not be affected negatively in any way whatsoever. They are also free to withdraw from the study at any point, even if they do agree to take part. The investigator may also withdraw any participant from this research if circumstances arise which warrant doing so.

The research will be in the form of answering a questionnaire for about 15 minutes at a time and place most convenient to the participant teachers. Their participation will be anonymous in that they will not be identified and the data they share will be handled with the utmost confidentiality. To this end, no harm whatsoever will befall them as a result of their participation in the research. Data collected will be in the project leader's safe-keeping – in a locked cabinet where he alone will have access and will be kept for seven years as per university requirements for research data storage.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Teachers and schools will possibly benefit from lessons of good practice regarding job satisfaction factors as derived from well-performing schools secondary schools. Teachers at both types of schools might also benefit from self-reflection gained from responding to questionnaire items. The results may also assist in developing guidelines to the suggest ways of enhancing job satisfaction for teachers, especially those is poorly performing schools. Finally the Department of Education might find the findings useful in its endeavours to turn poorly performing schools around and in ensuring that once that happens, there are lessons highlighting how such turnaround successes can be maintained in so far as ensuring and enhancing teachers' job satisfaction.

PAYMENT FOR PARTICIPATION

Participation in this research is voluntary and therefore there will be no remuneration involved

INFORMATION DISSEMINATION

A research paper will be written and submitted for publication. Each school selected will be provided with at least 5 copies of the paper and principals will be requested to avail these to the teachers and or even discuss them with teachers. The researcher will extend readiness and willingness to be invited to discuss the study's findings

IDENTIFICATION OF INVESTIGATOR

Principal investigator: S.J Matla

Cell no. 083 88 55 775

Email address shabejonasm@gmail.com / shabematla@yahoo.com

Work tel. no.: 074 166 7579

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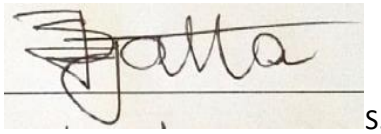
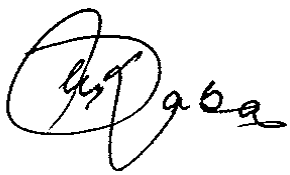
I enclose herewith the questionnaire. For more information and clarity, please feel free to contact me or my study leader.

Thanking you


S.J Matla



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