

FACTORS THAT CONTRIBUTE TO TEACHERS' JOB
SATISFACTION/DISSATISFACTION AS PERCEIVED BY TEACHERS
IN LIBODE DISTRICT: A CASE STUDY OF TWO SCHOOLS

by

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ABSTRACT

The study investigates factors that contribute to job satisfaction/dissatisfaction in a case study of two Public Senior Secondary Schools as perceived by teachers of Libode District in the Eastern Cape. The point of departure of the study is the fact that the researcher has observed high rate of resignations and transfers of teachers. The study was conducted through a case study design. A total of thirty-five sample subjects from both schools were selected using purposive methods. The instruments used to collect the data were the questionnaires and interviews. The targeted population was teachers teaching in both schools at the area of the research site. Pilot study was done. Ethical issues were taken into consideration. The data collected was, analyzed and interpreted within a specified time frame. The findings were based on the data collected; thereafter the conclusions and recommendations were drawn based on the findings of both the quantitative and qualitative methods. The main findings of the study indicated clearly that poor working conditions, low salaries and ill discipline of learners contribute to job dissatisfaction. Findings were discussed in the context of the main and sub research questions and recommendations were made. The study will help the Department of Education to identify teachers' concern regarding job satisfaction/dissatisfaction.

Key words: Satisfaction, Dissatisfaction, Teachers, Factors, Public Secondary Schools.

DECLARATION

I, **Nelisa Enid Mvo**, student number 182605922, of the Faculty of Education at the Walter Sisulu University, declare that this study is my own original effort except where I have indicated my interdependence on the other sources. The product is the result of my effort through the professional guidance of the recognized supervisor whose name and signature appear below.

Candidate's Name : **Nelisa Enid Mvo**

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DEDICATION

This piece of work is dedicated to the following people:

- My late grandfather Dontsa and his wife Majuta whose passion for education, vision and foresight created a solid foundation for us. May the academic excellence they lived be transferred from generation to generation.
- My late father and mother, who sacrificed so much for me to be the person that I am, may their precious soul rest in peace.
- My children, Olwethu, Lilitha and Lelethu in appreciation of their commitment to education. May this output be their source of inspiration. May they also understand that hard work, dedication, sacrifice and time management are not only key to but also crucial for success.

ACRONYMS AND ABBREVIATIONS

1. DOE = Department of Education
2. ELRC = Education Labour Relation Council
3. SASA = South African Schools Act
4. PSS = Public Secondary School
5. SMT = School Management Team
6. SADTU = South African Democratic Teachers Union

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CHAPTER 1

ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

Recent studies carried out in a number of countries have drawn attention to the degree of job satisfaction among teachers and have shown that teacher's work mirrors societal trends towards overwork Naylor (2001, p.24). Moderate pay, constant media criticism, lack of professional autonomy all relates to low teacher satisfaction in many countries. The effects of these trends include declining job satisfaction, reduced ability to meet student's need, significant incidence of psychological disorders leading to increased absenteeism and high level of claims for related stress disability.

This situation result in continuous resignation and transfer of teachers to other departments. Suffice to state that the departmental attempts to instill the culture of teaching and learning in Public Secondary Schools are not successful and are failing to achieve the desired outcomes. The situation is really bad as depicted above, that brings a great concern among the general population of the country about the long term effects of such scenario in the society. The need to promote high quality education in the country and to achieve a higher academic result is a dream that will never come true if the exodus of teachers continues to prevail in schools.

1.2 BACKGROUND OF THE STUDY

The Department of Education is experiencing job dissatisfaction amongst teachers. This has been confirmed by picketing and strikes made by teachers. Some teachers are leaving the teaching profession to join the private sector and as a result, standard of education system has dropped.

Robbins, Odendaal and Roodt (2003, p. 56) revealed that there is a wide ranging differences in what contributes to job satisfaction and group differences according to demographic factors. Factors such as teachers' low salaries and low status, growing class sizes and changes in the education system have all contributed as causes of what has been interpreted as endemic of dissatisfaction within the profession.

Upward mobility, in terms of promotion and salary improvements, tend to be utterly difficult in the teaching profession. This study will reveal the factors that may contribute to job satisfaction /dissatisfaction, ranging from the quality of working life within the school system to teacher motivation (or lack thereof). For instance, by contrast, the private sector offers higher salaries, better working conditions and more incentives than public sector. The role of the teachers in any country is of vital importance.

A heavy responsibility is placed on the shoulders of the teachers who are regarded in education circles as the operators of the system. This undoubtedly proves that the future of the child is in the hands of the teacher whose duty is to go beyond the didactic situation and influence the child in most tenets of life. The teacher is therefore seen as an embodiment of knowledge as well as the nerve centre of the completely educational process. In order for teachers to fulfill this function, they need to be satisfied with their job otherwise, it would be difficult to meet the requirements of both the core and extra curricula. The teacher is there to provide the child with best conditions for learning and therefore play a critical role in the promotion of the child's acquisition of necessary knowledge and skills. In order to do this, teachers must exhibit a high level of commitment to their work, a level that may not be attainable unless there is job satisfaction.

There were some concerns in the 1970s that job satisfaction was declining across almost all occupational groups, recent reinterpretation of these data and additional longitudinal studies indicated that job satisfaction levels have held steady for decades through economic recessions as well as prosperous times. Moreover, these results are

generally applicable to other developed countries. For instance, comparable studies among workers in Canada, United Kingdom, Switzerland, Germany, and Mexico indicate more positive than negative results.

According to this statement above, it meant that teachers were also included Robbins, Odendaal and Roodt (2003, p.122).

Perie and Baker (1997), cited by (Magadla, 2009, p.2) state that, satisfaction with teaching, as a career versus ephemeral satisfaction with a particular job during the career, is broader and in some ways more important consideration for developing the nations teaching corps. Work place conditions do not affect current job satisfaction only, but satisfaction with teaching as a career need to be identified and examined by policy makers. (Robbins et, al 2003, p.140) stated that positive findings regarding job satisfaction among South African workers were supported in the study, which specifically examined issues affecting women in South Africa. The majority of respondents agreed that they were satisfied with their jobs. The factors that contributed most to their job satisfaction were the company of co-workers, the opportunity to learn, new things and inherent factors to the job itself.

Johnstone (1993, p.42) reporting on occupation stress research in UK commented that teachers had a higher mean score for stress arising out of factors intrinsic to the job than any other group. Johnstone (1993, p.67) concluded by saying teaching is undoubtedly a stressful occupation. This gives an impression that there are problems in teaching profession that causes stress.

According to Bishay (1996, p.29) teachers are the most important group of professionals for our nation's future. It is disturbing to find that many teachers are dissatisfied with their jobs. Teachers are always complaining about their dissatisfaction with their work. When political organizations were unbanned in 1990, teachers organized themselves by forming a union called South African Democratic Teachers Union (SADTU) and other unions. As unions, teachers started to fight for their rights,

words like “we demand for a living wage” were visible in their demonstration cards. In 2007, teachers of Libode were involved in national strike trying to voice their dissatisfaction. The teachers were demanding 12% increase in their salaries, better working conditions, and better fringe benefits. The strike that they were involved in was considered as illegal, therefore deductions from their salaries were made, and that caused more dissatisfaction, which created more anger amongst teachers. In 2010, teachers of Libode were involved again in national strike for three full weeks demanding 10% increase and housing allowance of R1000 per teacher. The strike was considered as illegal and salary deductions were effected in February and March 2011, this again caused more dissatisfaction among teachers. The researcher’s curiosities has been triggered by frequent strikes, stay away, go slows and resignations which teachers of Libode District directed towards the Department of Education.

In the Statistical Analysis Report, June 1997, it is stated that daily interaction between teachers and students are at the center of the educational process. Attracting and retaining high quality teachers is thus, a primary necessity for education in the United States (Perie and Baker, 1997 cited by Magadla, (2009, p.4). One- step in developing a high quality faculty is the understanding of factors associated with quality teaching and retention.

Satisfaction with teaching as a career is an important policy imperative since it is associated with teacher effectiveness that ultimately affects student achievement.

Brodinsky (1984, p.112) listed five teaching conditions, which depress morale i.e. low status of teaching, inadequate salaries, poorly motivated pupils, lack of time to spend with individual pupils and parents’ lack of interest in the schooling system. Studies carried out in several countries indicate that a substantial proportion of teachers report relatively high levels of educational stress (Borg, 1990, p. 76). Widely cited major stressors to teachers generally have to do with pupil behavior, time demands, work conditions and staff relationships (Clarke, 1980).

Dubin (1976, p.78) has shown that people derive job satisfaction from working in a relaxed, non-pressured atmosphere. If they have to work in unsatisfactory conditions, they experience job dissatisfaction. The factors, which bring about job satisfaction, seem to be the main problem. The study will investigate whether working conditions for teachers are conducive to job satisfaction. Understanding factors that contribute to teacher satisfaction/dissatisfaction is essential in improving the information base needed to support a successful education system.

The need to retain teachers that are more competitive, to promote high quality of education in the country, and to achieve higher academic results, is a dream that will never come true if the above situation continues to prevail in schools. The ineffectiveness of measures to instill job satisfaction in teachers shows that the solution needs attention of all players in the society not the education system alone.

1.3 PROBLEM STATEMENT

This study initiates from the observation of many teachers leaving the teaching profession in Libode District, some citing poor working conditions especially in rural areas and job dissatisfaction. Education Labor Relations Council (Act no.66 of 1995) state clearly how workers including educators must be handled in their job. There are less services rendered to teachers compared to other departments e.g. fringe benefits like car allowances, accommodation in their work places, conducive workplaces, cell phones, etc. Almost fortnightly, the researcher as an experienced Circuit Manager is signing resignation forms, terminations and transfer forms of teachers.

The researcher has observed that the conditions under which teachers work are not conducive at all in Libode District. To the researcher's point of view is that, if the teachers are disgruntled with their work, learners too will suffer, as no effective quality teaching will take place.

In order to address satisfaction/dissatisfaction of teachers, the researcher will attempt to answer the following questions.

Main Research question

What are factors that contribute to teacher's job satisfaction/ dissatisfaction as perceived by teachers in Libode District?

In an attempt to gain more insight to the main research question, the researcher will further tease main research questions into the following sub-questions:

Subsidiary research questions

- How does lack of promotion opportunities affect teacher's job satisfaction?
- To what extent does low salary affect teachers' job satisfaction?
- How teacher' morale contribute to job satisfaction/dissatisfaction?
- What can the government do to overcome teacher's job dissatisfaction?

The researcher hope that answers to above questions would make a significant contribution to the ongoing solutions of the level of job satisfaction/ dissatisfaction as evidenced by teacher attrition, high rate of strikes as outlined above.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The primary aim of the researcher is to conduct a study on the factors that contribute to teacher satisfaction/dissatisfaction as perceived by teachers in Libode District. In order to achieve the stated aim, the objectives of this study are to:

- Investigate how lack of promotion opportunities affects teacher's job.
- Investigate if low salary contributes to job satisfaction/dissatisfaction.

- Establish whether government can do something to overcome teacher's dissatisfaction.

1.5 RATIONALE OF THE STUDY

Lack of job satisfaction among teachers in Public senior secondary schools throughout the country has long been a matter of concern. Numerous attempts had been made to solve the problem and to re-establish the culture of effective learning and teaching in schools.

The researcher who is directly working with teachers noticed that teachers are not satisfied with their working conditions and some are leaving the teaching profession. Teachers have to work under favorable consideration in order to work effectively. Finding out factors or conditions under which the teachers work effectively and implementing them will benefit the community and the system as a whole because there will be high pass rate in schools. It is for this reason – needy for high academic performance that prompted the researcher to embark on this study.

1.6 SIGNIFICANCE OF THE STUDY

From a reflective standpoint, it is worth noting that the researcher is currently serving as a Circuit Manager with nine years of service in the District of Libode in the Eastern Cape. Therefore, it is with benefit of hindsight that the researcher reflects on reports that have been submitted to her by schools raising issues of job satisfaction/dissatisfaction.

Teachers play a fundamental role in the educational process, and maximizing their contribution to the children should be paramount. The researcher feels that the

problem statement mentioned above is worth to be investigated because teacher's concern regarding job satisfaction/dissatisfaction will be addressed. Evidently, teachers like everyone else would perform optimally and facilitate the attainment of educational goals as espoused in the Constitution of South Africa Act 108 of (1996) if they work under favorable conditions. On the other hand, it will be advantageous to find out factors or conditions under which teachers derive job satisfaction/dissatisfaction.

The researcher believes that the study will unearth the problems encountered by teachers and the Departmental officials will be able to acquaint themselves with problems encountered by the teachers. This would enable the teachers, school management team, and Departmental officials to consolidate and build on existing strength as a way of reinforcing such conditions, which presently sustain high morale for teachers. The findings of the study are useful, as they shed light on why teachers are satisfied/ dissatisfied with their job.

1.7 THEORETICAL FRAMEWORK

Theories are constructed in order to explain, predict and master phenomenon such as relationship events behaviors and performances. A theory generalizes about observations and consists of an integrated, coherent ideas and models. Generally, the theoretical framework of a study is a structure that can hold or support a theory of a research work. It presents the theory, which explains why the problem under investigation exists. In this study, the theoretical framework is motivation theory, which provides a framework for understanding, predicting and changing human behavior.

Motivation is a basic psychological process. Teachers need to be motivated so that they can perform their work effectively. Motivating is the management process of influencing behavior based on the knowledge of what makes people think (Luthans, 1998, p.138). He further asserts that motivation is the process that arouses, sustains, energizes,

directs, and sustains behavior and performance. It is the process of stimulating people and action to achieve a desired task.

Hertzberg theory as cited by (Magadla, 2009, p.7) postulates that, it is not possible to motivate people by means of using only the hygiene factors. A salary improvement, fringe benefits, smaller classes and a pleasant work environment can decrease dissatisfaction, if not actually remove it and create conditions in which teachers feels motivated. Satisfying hygiene factors do not mean that the teacher is motivated and experiences job satisfaction. This in turn does not mean that hygiene factors are not important. Motivators can motivate if the hygiene factors have been satisfied. Teachers need to be motivated in order to perform well in their jobs.

Motivation as co-efficient of retention of teachers will be determined as either high or low. Motivation will be then linked to job satisfaction. In conclusion, motivation theory is helpful for understanding and predicting individual behavior.

1.8 RESEARCH METHODOLOGY

The researcher used a case study design. The Methodology is the framework for conducting the research. Malhotre (2004, p.13) states that, methodology encompasses the procedures that are necessary for the gathering of required information and its purpose in designing a study that will provide information needed for the decision making. McMillan and Schumacher (2006, p.116), concur that qualitative research is an inquiry in which researchers collect data in a face-to-face situation by interacting with selected persons in their settings. The researcher interprets phenomena in terms of meaning that people assign to them. Qualitative studies are important for theory generation, policy development, improvement of educational practice, illumination of social issues, and action stimulus (McMillan and Schumacher 2006, p.123).

1.8.1 Research Design

McMillan and Schumacher (2006, p.121) define research design as a plan for the selection of subjects, research sites, and data collection procedures to answer research questions. The design shows which individuals will be studied and when, where and under which circumstances they will be studied.

This study used both quantitative and qualitative approaches using a case study of two schools in Libode District. The reason for using case study design is that the study needs an in depth investigation of factors that contribute to teacher's job satisfaction/dissatisfaction on purposefully and conveniently selected two schools of Libode district.

1.8.2 Population and sample

According to (Charles, and Klemmack, 1982, p.100) population in a research study is defined by a rule or set of rules that allows the researcher to decide whether a given subject should be observed. Population for a study refers to all the subjects to which the results of a study are expected to apply. The researcher conducted the study into two senior secondary schools of Libode district, which were purposefully selected. All the teachers of the two schools were referred to as population. The researcher investigated the teachers that were selected and they were referred to as sample.

A sample is any subset of the elements of the population that is obtained by some process, for being studied (Fox and Bayat, 2007, p. 123). Claire, Bless and Higson-Smith (1995, p.110) presume that sampling is a practical way to collect data when population is extremely large, thus making a study of all its elements impossible. A sample can be selected from a population, unless otherwise, the sample has the properties that make it represents the whole population. As indicated above non-probability purposeful and convenient sampling was used. The researcher used

teachers from these two sampled schools. The sample of thirty-five (35) teachers was chosen among the teachers of two selected schools. Twenty (20) teachers from one school and fifteen (15) from another.

1.8.3 Data collection instruments

Questionnaires (attached as Appendix E and interview schedule (attached as Appendix F) were used as the instruments for collecting data. For quantitative research, a questionnaire was used. Questionnaire is a research instrument consisting of a set of questions and other prompts for gathering information from the respondents. Pilot testing was done to check the suitability of the instrument and unclear or ambiguous items so that the questionnaire can be good. Questionnaires were given to the respondents not necessary to those who were selected for a study. The researcher chose to administer the questionnaire personally.

For qualitative research, the researcher used interviews (attached as Appendix F). Laing (1967) as cited by (Cohen, 2006, p.156) stated that interviews enable participants, be they interviewers or interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. The researcher interviewed four (4) respondents chosen from the population after quantitative data has been analyzed in order to get more clarity on some issues generated from quantitative research.

1.8.4 Validity and reliability

Validity refers to the degree, to which a study accurately assesses or reflects the specific concepts that it is trying to measure. Validity is concern with the study's success at measuring what the study is set out to measure. McMillan and Schumacher (2006, p.315) assert that validity refers to the degree of congruence between the explanations

of the phenomena and realities of the world. Face validity is a matter of judgment including two major questions, which are whether the instrument is really measuring the behaviors the investigation assumed it was and whether it provides an adequate sample of that kind of behavior. For this study, face validity and content validity of questionnaires were used.

Reliability on the other hand is the measure of consistency overtime and over similar samples. To test the consistency of the questionnaire, the researcher used the test-retest reliability; that is re-administering the same questionnaire to the same subjects under similar conditions after an interval of fourteen days (McMillan and Schumacher (2006). The results were similar, thus the questionnaire was judged to be reliable.

1.8.5 Data Analysis

The researcher used interim analysis for qualitative data analysis as recommended by McMillan and Schumacher (2006). According, to them data analysis began with the identification of recurring words and ideas that were recurring and were flagged as possible themes that were used in the narrative account. In this study data was coded, units and categories were formed, and patterns were identified. These led to themes that were used for narrative description. Themes emerged from respondent's responses. For quantitative data analysis, the researcher analyzed data manually. Verbatim accounts of conversations with interviewees, direct quotes from interviewees, were also used (McMillan and Schumacher, 2006).

1.9 ETHICAL CONSIDERATIONS

The researcher asked for permission to conduct the research from the District Director of Libode. Letter of request attached as Appendix A and permission from the District

Director as Appendix B. The researcher informed the concerned teachers about research that was to be conducted amongst them and its purpose. The researcher ensured its participants that there will be no harm or hurt during and after the investigation. They were also informed about the maintenance of confidentiality and anonymity through eliminating names of schools and those of participants. Informed consent form is attached as Appendix C. The covering letter to the participants is attached as (Appendix D) and it outlined clearly:

- The aims or purpose of the research
- The maintenance of confidentiality and anonymity through eliminating names of schools and names of participants.
- Their right to refuse to participate.

1.10 LIMITATIONS AND DELIMITATIONS OF THE STUDY

1.10.1 Limitations

The researcher is a full time employee of the Department of Education, so it was difficult to include in the research sample as many school teachers as she would like to. Out of 421 schools of Libode district, two schools were selected, both from rural area. The sample used in this research was too small to generalize so a large population is suggested for future research. However, since this is a case study, generalization to the whole population was not necessary. Therefore, this study for the case is still deemed authentic.

Ideally the researcher would like to cover all schools in the entire district, but this was constrained by time and money for the research. The vastness of the research area itself was also another constraint prohibiting the researcher to reach all schools as desired. The purpose of the study was not to generalize the findings but to get insight

on factors that contribute to job satisfaction/dissatisfaction as to lay a yard stick for further research and policy formulations.

1.10.2 Delimitations

The study was conducted in Public Senior Secondary Schools of Libode education District, Eastern Cape Province. Two senior secondary schools were selected. Questionnaires as well as interviews focused on teachers of these two schools. The study focused on the factors that contribute to job satisfaction as perceived by teachers of Libode District.

1.11 DEFINITION OF TERMS

- **Job** – It is a paid position of regular employment or task or piece of work (South African Concise Oxford Dictionary)
- **Job satisfaction**- an individual's general attitude to his or her job (Robbins et, al 2003)
- **Job dissatisfaction**- Is a feeling of not satisfied with the job.
- **Teacher** – A person who provides professional educational services at any public school be it in post level one, head of department, deputy principal and principal is accordingly called a teacher. Furthermore a professional teacher belongs to a teaching profession, and has the necessary skills that make him or her competent for the job.

- **Motivation** – the general term use to describe different sources desires, wishes, needs and other similar influences (Van Kradensburg, 2009).
- **Condition of service**- circumstances under which one works this could be favorable, good, or bad.
- **Morale** –is a forward looking or confident state of mind relevant to a shared and vital sense of purpose (Smith, 1987). An attitude relevant to a particular context or specific domain of behavior.
- **Stress**- The environmental pressures on the individual such as Task or work overload, maintaining student discipline in addition, role conflict (French, 1976).
- **Promotion**-It is an upward movement in ranks or status which is accompanied by with an increase in responsibility that provides an additional in addition, privileges.
- **Teacher union**- It is an organization of teachers in this country whose aim is to bargain collectively and enable teachers to speak with one voice when fighting for their rights.

1.12 SUMMARY

The research will contribute vastly to the field of knowledge in job satisfaction/dissatisfaction. It can pave way to further research. Chapter 1 dealt with the orientation to the study to be conducted by giving a brief background as to why the researcher has found it important to conduct the research. Chapter 1 also covers the statement of the problem, research questions, and the purpose of the study, the rationale, and the significance of study.

The research methodology used was explained, and population and sampling where the research would be conducted were selected. Data collection instruments to be used when collecting instruments were stated and validity and reliability of data was checked. Analysis of data was stated, theoretical framework, ethical considerations and the limitations and delimitation of the study were briefly explained.

Chapter 2 provides a clear and complete definition of job satisfaction as well as the theories of job satisfaction including some of factors affecting teacher's job satisfaction /dissatisfaction.

1.13 OVERLAY OF THE STUDY

This study is organized into chapters as indicated below

Chapter 1: Orientation and background.

Chapter 2: Teachers' Job Satisfaction/ Dissatisfaction

Chapter 3: Research Methodology and Procedures.

Chapter 4: Presentation, analysis and interpretation of data.

Chapter 5: Synthesis of findings, recommendations, conclusion and summary

CHAPTER 2

TEACHERS' JOB SATISFACTION/ DISSATISFACTION

2.1. INTRODUCTION

This part of the study presents a review of literature that is relevant in understanding the research problem. The literature review provides a coherent synthesis of past and present research that relates clearly to the area of investigation, and offers a justification for the research. It illustrates the development of reading the researcher has accumulated when preparing for the research hence it serves as a sounding board to check the ideas about the research. Ideas from different researchers have been compared to draw together perspectives on themes and topics.

In this chapter, an attempt is made to explore factors contributing to job satisfaction/dissatisfaction as perceived by teachers of Libode district. To achieve this, relevant studies undertaken nationally and internationally are viewed to give a theoretical background of the study. Literature related to job satisfaction will be reviewed. The intention is to draw implication from studies and in similar situation. Review concluded with a summary, which will pull threads from general literature on job satisfaction linking these with prevailing conditions of teachers in particular schools.

Locke (1976, p.123) noted that job satisfaction might be more closely related with work performance whether or not our workplace provides us with what we want, desire, or value. Workers examine what their jobs provide in terms of working conditions and promotion opportunities. If all these match, job satisfaction then results. In this chapter, the researcher examines some factors that contribute to job satisfaction in schools, using the related literature.

2.2 THEORIES OF JOB SATISFACTION

Literature related to job satisfaction and productivity is reviewed. The intention is to draw implications from studies done in other areas and in similar situation for the problem under study. In order to understand job satisfaction well, it is of utmost importance to know and understand what motivates people to work. Scientific management theories believed that money was the only incentive that motivates people to work.

Lawler and Weik (1970) as cited by Bull (2005, p.62) state that job satisfaction theories are categorized into the process theories or content theories. Content theories are based on factors that influence job satisfaction. Process theories see job satisfaction as being determined not only by nature of the job and its context but by needs, values and expectation that individuals have in relation to their job (Van Kradenburg, Du Toit, Greybe, Volschenk, Screuder and Landely, 2003, p.44). Content theories are associated with theories of Maslow, Hertzberg, McClelland, and McGregor.

There are numerous theories attempting to explain job satisfaction, but three conceptual frameworks seem to be more prominent in the literature. The first is content theory, which suggest that job satisfaction occurs when one's need for growth and self-actualization are met by individual job. The second conceptual framework is often referred to as process theory, which attempts to explain job satisfaction by looking at how well the job meets one's expectation and values. The third conceptual framework includes situational theories, which proposes that job satisfaction is a product of how well individual characteristic interact with organizational characteristics. The main purpose of this chapter is to highlight the main theories, and theorists from each framework, these will be offered to provide clarity, relevance, and direction for this study of factors contributing to job satisfaction/dissatisfaction of teachers (Magadla, 2009, 15).

2.2.1 Content theories

When discussing human needs, growth and self-actualization, one cannot look far before finding Maslow's "hierarchy of needs". (Robbins, Odendaal and Roodt, 2003, p.77), affirmed that Maslow, Hertzberg, Aldefer and McClelland focus on the need of employees with respect to job satisfaction and performance. Maslow's hierarchy of needs:

2.2.1 .1 Maslow's Hierarchy of needs

1) Physiological Needs: Consist of the basic human needs: food, clothes, water, sleep, and shelter. These are primary needs and men require them in order to survive.

2) The Needs for security: It includes protection from physical dangers, poor health, and financial problems.

3) Social Needs: refer to the needs of a person as a human being. Man needs acceptance, attention, friendship, and attachments. Man is not only aware of these needs but actively seeks situation where they are satisfied.

4) Ego and Esteem needs: These needs are self-centered and include success, self-respect, appreciation, independence, and a sense of importance. Satisfying these needs lead to self-confidence prestige status and even a sense of power. These needs are seldom, satisfied.

5) Self – actualization: is described by Maslow as the desire to become more and more what one is to become that one is capable of becoming.

According to Maslow, the needs of an individual exist in a logical order and that basic lower level needs must be satisfied before those at higher level. Then, once basic needs are fulfilled, they no longer serve as motivators for individual. The more a job

allows for growth and acquisition of higher level needs, the more likely the individual to report satisfaction with his or her job.

Maslow theory assumes that all individuals have a basic set of needs, which they strive to fulfill. Maslow (1943) as quoted in Gruneberg (1979, p. 124), proposed that needs are ordered in a hierarchical fashion with all needs lower in a hierarchy having prepotency of those needs higher in the hierarchy.

According to Gruneberg (1979, p. 126), Maslow's theory is able to account for findings on occupational level and job satisfaction. Those in lower level occupations are likely to be motivated by lower order needs such as pay and security whereas those in higher-level occupations who have these basic needs fulfilled are more interested in fulfilling higher order needs.

2.2.1.2 Herzberg's two factor theory.

Building on theories of Maslow, Herzberg (1959, p. 51) suggested that work in itself could serve as principal source of job satisfaction. His approach led to the two-continuum model of job satisfaction where job satisfaction was placed on a continuum and job dissatisfaction was placed on a second continuum. Herzberg's theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified factors that contribute to each dimension as "motivators" and "hygiene's" (Herzberg 1959, p. 53) states that an individual has a right to expect satisfaction from his or her job.

Herzberg (1959, p. 99) claimed that different types of outcomes satisfied these two types of needs. Hygiene needs were said to be satisfied by the level of certain conditions called hygiene factors. The factors that Herzberg found to be related to hygiene needs are supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practices, benefits and job security. These

factors are all concerned with the context of environment in which the job exists. When these factors are unfavorable, then job dissatisfaction is the result. When hygiene factors are positive, such as when workers perceive that their pay is fair and that their working conditions are good then barriers to job satisfaction are removed. According to this theory the fulfilled of hygiene needs cannot by itself result in job satisfaction but only in reduction or elimination of dissatisfaction.

Unlike hygiene needs, motivator needs are fulfilled by what (Hertzberg 1959, p. 118) called motivator factors or satisfiers. He identified the following motivator factors: achievement, recognition, work itself, responsibility, and advancement whereas hygiene factors are concerned with the nature of the work, motivator factors are concerned with the nature of work itself and the consequences of work. According to the theory, the factors that lead to job satisfaction are those that satisfy an individual needs for self-actualization in one's work as compared to hygiene factors, which result in a neutral state when present, positive motivator factor result in job satisfaction.

When recognition, responsibility and other motivators are absent from a job however, the result will not be dissatisfaction as with the absence of hygiene factors, but rather the same neutral state associated with the presence of hygiene factors. Hertzberg (1959, p. 120) argues that job satisfaction is produced by the job itself by allowing the individual to grow psychologically, that is, to achieve recognition for his efforts, so that he can regard himself as a worthwhile individual. It can be argued that if the hygiene factors are removed, it is unlikely that the workers will be satisfied (Robbins 2003, p. 112).

2.2.1.3 McClelland's theory of Needs.

McClelland's theory is based on the need for achievement, need for power and need for affiliation.

a) Need for achievement: It is the need or drive to excel, to achieve in relation to a set of standards to strive to succeed.

b) Need for power: It is the need to make others behave in a way that they would not have behaved otherwise.

c) Need for affiliation: The desire for friendly and close interpersonal relationship (Robbins, et al., 2003, p. 121). Luthans (1998, p. 134) argues that for satisfaction to increase, improvement would be required in the motivating of intrinsic factors such as achievement, recognition, challenge, and independence.

Luthans (1998, p.140) asserts that motivation is the process that arouses, energizes, directs and sustain behavior and performance. That is, it is the process of stimulating people to action and to achieve a desired task. Other way of stimulating people, is to employ effective motivation, which makes workers more satisfied with and more committed to their jobs. Money is not the only motivator; there are other incentives, which can also serve as motivators.

A number of researchers have investigated the factors of motivation and they suggested ways of motivating people. Classical theorists like Fayol and Max Weber interpreted motivation in terms of rational economic view of man. They maintained that, man is rational and works in order to earn. These theorists suggested other factors closely associated with motivation. These were careful selection and scientific training of personnel, control of the organization, command of members and then good payment for good work. Motivation can also be conceived as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs.

Stoke (1999) as cited by Bull (2005, p.77) postulates that there are basic assumptions of motivation practices by managers, which must be understood. First, that motivation is commonly assessed to be a good thing.

Van Kradenburg, Du Toit, Greybe, Volschenk, Schreuder, and Landey (2003) state that, firstly, one cannot feel very good about oneself if one is not motivated. Secondly motivation is one of several factors that go into a person's performance. Factors such as ability, resources, and conditions under which one performs are also important. Thirdly, managers and researchers assume that motivation is short supply and in need of periodic replacement. Fourthly, motivation is a tool with which managers can use in an organization. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes the job "tick". Motivation can be conceived as whatever it takes to encourage workers to perform by fulfilling to their needs.

Luthans (1998, p.151) stresses that motivation is like other cognitive process, it cannot be seen. All that can be seen is behavior and this should not be adequate with causes of behavior. Evans (1998, p.29) purports that many theories or organizational behavior finds it important for the field to re-emphasize behavior. Luthans (1998, p.152) defines motivation as a "process that starts with a physiological deficiency or need that activates behavior or a drive that is aimed at a goal incentive"

Andrew Bishay (1996, p.108) argues that teachers are the most important group of professionals for the nation's future. However, it is surprising to hear or see teachers complaining about dissatisfaction with their job. He postulates that many factors have been examined in an attempt to find which one promotes teachers motivation. He also state that studies show that improvement in teacher motivation has benefits for students as well as teachers, however there is no consensus about the precise benefits.

Teachers must be motivated in order to work very hard because motivation affects both the teacher and the child performance. Understanding individuals' motivation requires continual updating in order to reflect the most current mix of goals (Donnelly, 1985, p.71).

2.2.2 Process Theories

Process theories attempt to explain job satisfaction by looking at expectancies and values (Gruneberg, 1979, p.57). This theory of job satisfaction suggests that workers are selecting their behavior in order to meet their needs. The theory is based on the premise that job satisfaction is a direct result of individual perceptions of how fairly they are treated in comparison to others. People feel satisfied at work when input or contribution to a job and resulting outcome are commensurate to that of their co-workers.

The essence of this theory is that, if workers put forth more effort and perform better at work, then they will be compensated accordingly. Discrepancies that occur between expected compensation addition, actual outcome lead to dissatisfaction. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur.

2.2.3 Situational Theories

The situational theory emerged when Quarstein, McAfee, and Glassman (1992, p.3) stated that job satisfaction is determined by two factors, situational characteristics, and situational occurrences. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities, and company policies that are considered by employees before accepting the job. The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include vacation time, while negative occurrences might entail strained co-worker relationship. Job satisfaction is a product of both situational factors and situational occurrences.

2.3. JOB SATISFACTION

Job satisfaction is an emotional response to a job situation. As such, it cannot be seen, it can only be inferred. Historically job satisfaction was viewed as a continuum. Certain factors, if present contributed to job satisfaction and if absent contributed to job dissatisfaction. Herzberg (1959, p.66) developed what has been called the two-factor theory of job satisfaction or the motivation – hygiene theory. Herzberg concluded there were certain conditions of employment that if present acted as job satisfiers (motivator) and other conditions that acted as job dissatisfiers (hygiene factors). The absence of motivators did, not contribute to job dissatisfaction or motivation. Fourteen factors identified were achievement, recognition, interpersonal relations, responsibility, advancement, salary, job security, personal life, status, working conditions, policy, and administration, supervision, and work it.

Several research studies have attempted to replicate/ apply Herzberg (1959) famous “motivation to work” study in educational settings. Johnstone (1985 p.102) identified five factors achievement, recognition, and interpersonal relations, work itself, and responsibility that had statistical significance in affecting teacher satisfaction. Four factors (policy administration, working conditions, status and personal life were significant in affecting teacher dissatisfaction. Johnstone (1985, p.139) suggested, “The personality of the principal seemed to be the factor which controls the attitude of teacher”. Graham (1985, p.79) believes that unreasonable burdens and too little time drives more people from teaching profession than low salaries. The suggestion offered by Graham centered primarily on working conditions: reduce class size, provide clerical help, reduce non-teaching activities, give every teacher a student assistant, seek help from parents, and provide monthly non-teaching workdays.

According to Newman, Rachel and Saad (1988) cited in Bull (2005, p.56), job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to exit

teaching leave for a better job. Therefore, it is better to motivate teachers by giving them what they deserve to prevent them from seeking other jobs which they think will be better for them and will provide them with more benefits.

Employers should motivate their workers in order to work more productively and effectively. Employers of professionals especially teachers must be careful to meet their needs because they are working with the most precious material the mind of the child otherwise they will end up losing the talented and creative professionals to other organization like the private sector who is ready and willing to meet their demands. The strategies that can be used to motivate the teachers are:

2.3.1 Pay/Salary/Wages

According to Bull (2005, p.87) pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Josias (2005, p. 135) cited Atchison (1999) in his study pointing that an increase in the pay only acts as a short-term motivator. Management has to look at other ways of increasing job satisfaction. Guthrine (1970, p.64) identifies employment status and salary scale as important factors that contribute to achievement.

To use salary as a motivator effectively, personnel managers must consider four major components of a salary structure. These are the job rate, which relates to the importance the organization attaches to each job, payment that encourages workers or group by rewarding them according to their performance personal or special allowances associated with factors such as scarcity of particular skills or certain categories of workers or with long service and fringe benefits (Magadla, 2009, p. 21). It is of utmost important to ensure that, the prevailing pay is taken into consideration in determining the pay structure of the organization. As far back as 1911, Frederick Winslow Taylor in his scientific management approach, describe money as the most motivating factors in motivating the industrial workers to achieve great productivity. Money has the power

to attract, retain, and motivate individuals towards higher performance. For example, if a worker finds another job offer, which has similar characteristics with his/her, current job, but greater financial reward, that worker obvious will be motivated to accept the new job offer. The desire to be promoted and earn enhanced pay may also motivate workers.

This implies that if one is given the recognition he /she deserve a reasonable salary he/she is likely to perform well in his or her job. Bull (2005, p.114) cited Taylor and West (1992) confirming that pay levels affect job satisfaction, those public employees that compared their salaries with those of private sector employees experienced lower levels of job satisfaction. In such that teachers have the tendency of leaving their job and apply to the private sectors since they think that private sectors have better salaries and more benefits than public sector. The greater the financial reward, the less worry employees have concerning their financial state, thereby enhancing their impression of their self-worth to the organization (Bull, 2005, p.102).

Satisfaction with pay has proved to be the most important aspect for the job satisfaction. Bull (2005) cited Akintoye (2000) arguing that money remains the most significant motivation strategy. As far back as 1911, Frederick Taylor and his scientific management described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor (1911) cited by Bull (2005) state that wage system was established as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success.

Fuzile (1991, p.27) noted that the teacher incentives such as increase in salaries, bonuses, and back pay should be made available to maintain high job satisfaction. This view is supported by (Gegana, 1991, p.20) who observes that there is greater need to increase teacher's salaries so that teachers should be able to do their work whole-

heartedly. If teachers are paid, less they end up being 'job hoppers' who will stay just long enough to improve their skills and then they are off to greener pastures.

Money has the power to motivate and attract individuals towards higher performance. For instance, if a worker has another job offer, which has identical, characteristics with his /her current job, but greater financial reward, that person will in all probability be motivated to accept the new job offer. The desire to be promoted and earn more money may also motivate employees.

The problem of salary has also been a matter of concern among teachers in Republic of South Africa. In a memorandum issued by South African Democratic Teachers Union in 2007 to the Department of Education, the teachers demanded salary increase and implementation of occupation specific dispensation. The strike that they were involved in was considered as illegal. The strike started on 30 May up to 21 June 2007. The Department of Education made deductions from the salaries of teachers and that caused more dissatisfaction, frustration, and stress amongst teachers. Some teachers went to moneylenders and others lost their lives. The Department of Education has to look at the needs of the teachers and try to address them so that the teachers may not look for greener pastures. Unrest does not only disturb teachers and their authorities, but the whole process of education.

According to Robbins, et al., 2003, p.118) pay refers to amount of compensation for a specific job. Herzberg, Mausner, Peterson and Capwell (1957, p.88) suggested that salary was not a significant predictor of job satisfaction? Herzberg (1966) suggested that salary was being viewed as a more significant factor in job satisfaction. According to (Spector, 1997, p.134), the correlation between the levels of pay s and job satisfaction tends to be surprisingly small. He concluded that pay in itself is not very strong factor influencing job satisfaction. Pay may be considered as a reward given to that specific somebody for that specific job so that he or she can be motivated.

Other researcher argued that although low salary was a cause of dissatisfaction high salary was not necessarily related to satisfaction (Lawler, 1971). According to Adams (1965), employees must feel that there is an equitable balance between the amount of work performed and the compensation received. In other words, if a worker feels that the compensation is either too large or too small for work performed, dissatisfaction may occur. The greater financial reward, the less worry employees have concerning their financial state.

Robbins, et al., (2003, p.123) argued that employees seek pay systems that perceived as just, unambiguous and in line with their expectations. When pay is perceived as, equitable is corresponding with job demands, individual's skill level and continuity pay standards, and satisfaction is likely to be the result. The needs of the workers should be considered so that they cannot go out and seek for greener pastures in other companies.

2.3.2 Working Conditions

Teachers like everyone else may not feel comfortable if he/she is working under conditions that are not favorable. The administrator should create a climate that is not only conducive to learning but also satisfying to the teachers. This in fact depends on the management style an administrator has adopted in his/her school. The well-known styles are Autocratic, Democratic and Laissez faire leadership. In autocratic style of leadership, the leader alone determines policy assign task to members without consulting them. Any grumbling about the leader's action or orders is met with force. According to Beach (1989, p.174) autocratic leadership may induce greater hostility from the group members, more dependence on the leader and decreased productivity and apathy, especial when the leader is absent.

Democratic leaders: Personality shaped by this type of leadership includes maturity a wide range of capabilities and skills, objectivity and assertiveness rather than aggression. Democratic leadership encourages activities such as group discussion and decision making through bargaining. Hoy and Tarter (1992, p.98) in a study of particular decision making in schools, found that participation in decision-making could improve the quality of decisions and promote co-operation if the right strategy is linked to the right situation. Participation is not a 'yes 'or 'no' response from a teacher. Extensive participation in decision-making means involving individuals in the process as early and as long as possible.

Laissez-faire: In this type of leadership, it is where there are no defined rules in the organization. The leader is self-directed. The leadership grants complete freedom to group or individual decisions without the leader's participation or direction. Subordinates are free to do what they want (Musaazi, 1982, p.64). He further argued that Laissez -faire leadership hardly operate in a school world although mismanagement may lead to it. Beach (1989, p.180) argued that this type of leadership include lower productivity of taste accomplishment, poor quality of work and less satisfaction. The principal is central to the success or failure of school program and his duty is to ensure that through a well-conceived leadership style, teachers derive satisfaction from their job by being enabled to fulfill their objectives individually and collectively.

Teachers become distracted when there are leaks in the ceilings, doors that are not locking, poor ventilation, poorly maintained desks and other problems. Teachers like everyone else may not feel comfortable if they are working under inhabitable conditions. Teachers may be demotivated when they conduct lessons at a school with no electricity and laboratory. Luthans (1998, p.101) indicates that working conditions is an extrinsic factor that has a moderate impact on an employee's job satisfaction. He further argued that working conditions refer to those aspects such as temperature, lighting, noise, and ventilation. Contradictory literature, however, indicates that most

people do not give working conditions a great deal of thought unless they are extremely bad (Luthans, 1998). The environment in which people work has a tremendous effect on their level of pride for themselves and for the work, they are doing.

According to Spector (1997) as cited by (Magadla, 2009, p.35), research has shown that employees, who perceive high levels of constraints in terms of their work environment, tend to be dissatisfied with their jobs. Contradictory literature, however indicate that most people do not give working conditions a great deal of thought unless they are extremely bad Luthans (1998).

The environment in which people work has an effect on their level of pride for themselves and for the work, they are doing. In urban areas workers often have more job opportunities, better school, more public transportation and greater opportunity for spousal employment. On the other hand rural setting and smaller communities can provide family oriented settings, lower crime rate, and recreational access and enhanced quality of life. The only problem in rural settings is professional isolation and lack of opportunity for rural development. However, recent advancement in telecommunication and interactive networking for example cellular phones and internet may decrease feelings of isolation and improve rural job satisfaction.

To sum up, needs pertaining to workplace should be addressed and dealt with timeously. Everything must be done to keep facilities up to date. A nice and comfortable chair can make a huge difference to an individual's psyche. Employees that have no personal space e.g. staff-room, table, overcrowded classroom or locker will be dissatisfied. In addition, if possible, overcrowding must be avoided and each employee is allowed to have his/her own personal space, whether it is a locker or a desk.

2.3.3 Interpersonal factors

Within the context of job satisfaction, interpersonal relationships are the elements that make up the social and support network of the employee e.g. relationship with supervisor, social interaction with co-workers and even interaction with learners. Employees who lack social support at work experience more stress, and generally be dissatisfied. Fellow employees can satisfy many social needs and sympathetic and supportive employees can increase job satisfaction (Green, 2000, p.58).

The nature of supervision provided can also have an impact on job satisfaction. Positive interaction tends to include constructive feedback and effective communication. Locke (1970, p. 81) state that, positive supervisory relationship are those that treat the employees with respect, those that provide staff cohesion but allows individual thinking and those that fulfill employees functional and interpersonal needs.

2.3.4 Co- Workers

Hertzberg et, al (1957, p.102) in their review of literature, found that social aspects of the job were related first on average, in response to the question of what made people more satisfied or dissatisfied with their job. It also seems self evident that social interactions at work are likely to provide a major source of satisfaction (Gruneberg 1979, p.131).

Robbins et, al (2003, p.121) argued that employees who have supportive co-workers would be more satisfied with their jobs than those who do not. Luthans (1998, p.55) states that work groups characterized by co-operation and understanding amongst their members tend to influence the level of job satisfaction or dissatisfaction. If cohesion is evident within a work group, it usually leads to effectiveness within a group and the job becomes more enjoyable. Job dissatisfaction may exist if colleagues have no collegiality.

2.3.4 Work load

Heavy workload has been linked to low job satisfaction, more conflict, more stress, and higher rate of burnout. As teacher learner ratio increases, role diversity, direct and indirect interaction decline. Teachers with heavy work load get confined by their assessment responsibilities and likely become dissatisfied because they have less time to stay with their families.

The problem of overcrowded classrooms has contributed a lot towards the dissatisfaction of teachers in their job. This problem seems to be very crucial especially in high schools where teachers have about sixty- seventy students in a class, whereas the teacher pupil ratio is supposed to be 1: 30 under normal conditions. Research on teaching suggests five factors that are especially important to job satisfaction, namely: reasonable workload, orderly environment, administrative support, adequate physical conditions, and instructional resources (Johnson, 1990, p.112). Teachers respond more positively when adequate supplies are available.

2.3.6. Lack of Promotion

Lack of promotion seems to be another issue, which affects job satisfaction among teachers. According to (Musaazi, 1982, p.93) promotion is one of the ways used to increase job satisfaction. It is a way of rewarding people for their efforts and services. Wilkinson (1961) quoted in (Fuzile 1991, p.23) postulates that promotion helps to boost the morale of teachers and motivates them to work harder in their jobs. He goes on to suggest that lack of promotion leads to low morale and may result in frustration, resignation, and at times premature retirement from the job. Usually promotion is based on competency, qualification, or seniority. Gruneberg (1979, p.136) contends that promotion does however signal recognition, as in some organization. Promotion may result from seniority or length of stay in the organization rather than achievement

from a job. Teaching profession lacks upward mobility. Promotion has other function of placing the most able people in the jobs, which require the greatest exercise or skill.

Robbins (1989, p.146) maintains that employees seek promotion policies and practices that they perceive to be fair, unambiguous and in line with their expectations. Josias (2005, p.178) states that employees who perceive that promotion decision are made in a fair manner are most likely to experience job satisfaction. Luthans (1992) maintain that promotion may take a variety of different forms and are generally accompanied by different rewards.

Employees should be promoted as a means of encouragement to do their work with zeal and be retained in the organization. Some employees do not aspire for promotion because they are afraid of tasks and responsibilities attached to promotion. Promotion entails greater responsibility and tasks of a more complex nature, for which the individual may consider he unprepared. Hence, not all employees wish to be promoted. Therefore, employees should be promoted so that they are encouraged and be retained in the organization. Some employees aspire for promotion and some do not need promotion with fear of responsibilities and tasks that may be assigned to them.

2.3.7. Decision Making, Participation, and Commitment

It refers to teachers influence over strategic decision, those decisions that affect multiple classrooms. School boards, administrator, and state policy have traditionally controlled strategic decisions. Because teachers understand, work processes and challenges better than administrators challenge or policy makers their participation ensures that better information will be available for making decision that facilitate successful teaching.

Participation can increase teacher's commitment to the school and their work thus contributes to job satisfaction. When teachers directly experience success because of

their efforts, their commitment to their work and workplace is invigorated. Low teacher commitment reduces student's achievement. Burn out teachers are less sympathetic towards students, have a lower tolerance for frustration in the classroom. Mentally challenging work, that the individual can successfully accomplish, is satisfying and that employees prefer jobs that provide them with opportunities to use their skills and abilities that offer a variety of tasks, freedom, and feedback regarding performance, is valued by most employees Robbins (1998) as cited by (Magadla 2009, p.31). In other words if the Department of Education does not involve teachers in decision making and participation, that might cause dissatisfaction amongst teachers and that might lead in teachers quitting their profession.

2.4 SUMMARY

In summary, a host of literature documented by Research Organizations, Psychologists, prominent researchers and educational scholars has clearly and evidently indicated that motivation; working conditions, salary, stress, and promotion has a negative impact on job satisfaction/dissatisfaction. From the above literature review analysis, these factors are a challenge to education development; they pose a serious negative effect to teacher satisfaction/dissatisfaction. The following chapter will focus on the methods and procedures to be used in the study, on which two selected rural schools in Libode will be used to investigate factors that contribute teacher's job satisfaction/dissatisfaction as perceived by teachers of Libode District.

This chapter has provided a summary of the job satisfaction/ dissatisfaction and motivation of teachers. The chapter that follows from this one explains the research methodology and design used to collect the data to reveal the factors that contribute to teacher's job satisfaction/dissatisfaction as perceived by teachers.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3. 1 INTRODUCTION

The purpose of this chapter is to give an outline of the methodology used in the study. The main aspects addressed in this chapter include the design used in the study, the subjects participated, the instrumentation used to collect the data, target population for the study, an outline of data collection procedure, a justification of the data analysis technique utilized in the study as well as highlighting the ethical consideration followed in the study.

Two selected schools in Libode District were used both in rural areas to investigate factors that contribute to job satisfaction as perceived by teachers of Libode. Cohen and Manion (2007, p.41) states that methods refers to the range of approaches used to gather relevant data to be used as basis for inference and interpretation, for explanation and prediction or to determine procedures and get the work done as specified. To put it simple methodology is merely the body of a particular method or methods used for testing desired end- results.

3.2 RESEARCH DESIGN

McMillan and Schumacher (2006, p.316) define research design as a plan for the selection of subjects, research sites, and data collection procedures to answer the research questions. The design shows which individuals will be studied and when, where and under which circumstances they will be studied. Flick, Van Kardorff and Steinke (2004, p.146) further stipulates that a research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer the questions he or she has posed. For this study, a case study design is used.

The study used mostly quantitative research and qualitative research was used as supplementary. Neuman (1994, p. 317) confirm that the researchers often combine elements from quantitative and qualitative methods in specific research projects. In using both methods, the researcher deemed it useful to interplay competing data to bring more credibility to the study. The combination of these two methods is called triangulation method, which was used to process, analyze and interpret collected data from questionnaires and interviews.

Justifying the claim of triangulation, Leedy (1993, p.142) purports that qualitative and quantitative may compatibly live in the same home and the objective of the researcher is to solve the basic problem. The opinion of the researcher is that, this study required the use of both methods. It was appropriate to use these two methods because they complimented each other in getting relevant and adequate data towards addressing the problem stated in this research study.

The researcher used the case study research design which is discussed hereunder.

3.3 CASE STUDY

According to McMillan and Schumacher (2006, p. 37), traditional qualitative research is also distinguished by using a case study design, in which a single "case" is studied in depth. Cohen, Manion and Morrison (2007, p.252) define case study as specific instance that is frequently designed to illustrate a more general principle.

Case study involves extensive research, including documented evidence of a particular issue or situation, symptoms, reactions, effects of certain stimuli and the conclusion reached following the study (Yin, 1984, p.74). Case study belongs to qualitative aspect, but the instrumentation to be used belongs to quantitative aspect of research.

For this study, case study is used because case study research excels at bringing us to an understanding of a complex issue or object and can extend an experience or add strength to what is already known through previous research.

It involves extensive research, including documented evidence of a particular issue or situation, symptoms, reactions, and conclusions reached following the study (Yin, 1984). Case study design is used in the study because the researcher wanted an in depth understanding of factors that contribute to satisfaction/dissatisfaction of teachers in the Libode District. According to Cohen et, al (2006, p.123) case studies opt for analytic rather than statistical generalization; they develop a theory, which can help researcher to understand other similar cases, phenomena or situation.

Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark, and van der Westhuizen (2007, p. 55) contends that case study can be used to describe a unit of analysis or to describe a research method. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real life situations and provide basis for the application of ideas and extension of methods. Case study may focus on an individual, a group of entire community and may utilize a number of data- gathering technologies such as life histories, documents, oral histories, interviews and participant observation (Hagan, 2002; Yin, 1994) cited in Berg (2004).

Critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generalization of findings. Others feel that the intense exposure to study of the case biases the findings (MacMillan and Schumacher, 2006) some dismiss case study research as useful only as an exploratory tool.

Case study research method allows the researcher to come to a deeper understanding of dynamics of the situation. In the case of this present study, the researcher used

case study in order to get the full information from the relevant participants. According to Freebody (2003, p.102) case study methodology uses multiple data collection and analytic procedures. These are aimed at providing researcher with opportunities to:

1. Compare and contrast interpretations.
2. Expand the relevance of the project by developing unforeseen findings and interpretations and
3. Explore findings that are anomalous to or disconfirming of original hypotheses in addition, impressions.

Some case studies have used multiple investigators to provide a variety of perspectives from which to explore patterns in the findings. Case study opts for analytic rather than statistical generalization that is they develop a theory that can help the researchers to understand other similar cases or situations (Cohen, et al., 2006, p.126). McMillan and Schumacher (2006, p.88) postulate that, in a case of case study design, the data analysis focus on one phenomenon, which the researcher selects to understand in depth regardless of the number of participants or sites for the study.

When selecting a case for a case study, researchers use information oriented sampling opposed to random sampling. This is because the average case is often not the richest in information. Extreme cases reveal more information because they activate mechanisms that are more basic and more actors in the situation studied. In addition, from an understanding oriented and an action-oriented perspective, it is often more important to the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (Magadla, 2009, p.41). Case study research means single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence, and benefits from prior development of theoretical propositions.

3.3.1 Description of the case study

In this particular research the case study was made of (2) rural senior secondary school in Libode District.

School A is situated near the R61 highway road on the way to Port St John's after Libode town. The school is a public senior secondary school with twenty (20) teachers and nine hundred and eighty five (985) learners. It has adequate number of classrooms that are well maintained including the principal's office and staffroom. It has electricity and water tanks. The school has only black African learners who speak IsiXhosa but not purely since their dominating language is IsiMpondo which is mostly used by the community.

School B is a deep rural public senior secondary school with fifteen (15) teachers and eight hundred and fifty (850) learners. It is far from the highway it is on the dusty road that goes to Mthatha River Mouth. The numbers of classrooms are not enough. The school has only six classrooms that can be termed as permanent structures and two mud classrooms. Each classroom averagely accommodates (85) learners and all learners speak isiMpondo which is mostly used by the community. There is no electricity and no water tanks. Learners fetch water from the nearby river using old school buckets.

The researcher used all the teachers from these two sampled rural Senior Secondary Schools, this made a total of thirty-five (35) teachers - twenty (20) teachers from school A and fifteen (15) from school B.

3.4 QUANTITATIVE RESEARCH

Quantitative research is research in which numbers and figures are used to quantify or collect and analyze available data (Wiersma, 1995). According to McMillan and Schumacher (2006) designing quantitative research involves choosing subjects, data

collection techniques such as questionnaires, observations or interviews and procedures for gathering data and implementing treatments. McMillan and Schumacher (2006) assert that one may infer to areas that warrant further investigation. As quantitative design help to infer meaning that lies hidden within data the issue of this design was very appropriate for this research. McMillan and Schumacher (2006, p.41) state that quantitative approaches are used with “experimental, descriptive and co-relational design as a way to summarize a large number of observations”.

Mancosa (2001, 53) state that quantitative research involves the use of numerical measurement and statistical analysis of measurement to examine social phenomena. It rests on the assumption that reality consists of phenomena that can be observed and measured. This type of research has advantages of high objectivity, reliability, and replication on the study by other researchers. Its disadvantage in social science research is that not all social phenomena can be accurately and reliable measured.

As the term suggests, quantitative research relies primarily on the collection and analysis of numerical information. The primary aim of quantitative research is to collect, count, measure and assess the meaning behind specific variables and devise statistical explanations for what they have learnt as stated by (Seale, 2003). The quantitative approach was considered suitable because the researcher required quantifiable data that could be analyzes statistically as well then a comparison of the results obtained through qualitative approach that seeks to understand the phenomenon from a subjective view of participants.

Nuku (2007, p.159) argues that quantitative research is strongly associated with social survey techniques such as structured interviews and self administered questionnaires ; experiments; content analysis; and the analysis of official statistics as quantitative researchers also gather information from a large number of representative individuals with the aim of generalizing to larger population (Cohen, Manion and Morrison, 2007).

The same applies to the sample for the study of Libode District; hence findings could be easily generalized to the whole teachers of Libode District.

Quantitative researchers typically begin with more clarity behind questions they want asked and want answers to. Their approach is based on numbers and relies heavily on scientific method rather than intuition, personal observation or subjective judgment (Cohen, Manion and Morrison, 2007). Quantitative research yields results that are objective and statistically valid when performed properly.

3.5 QUALITATIVE RESEARCH

Qualitative research is an inquiry in which researchers collect raw data by interacting with selected person in their setting. Qualitative research describes and analyzes people and collects social action, beliefs, thoughts and perceptions. The researcher interprets phenomena in terms of the meanings that people assign to them. Qualitative studies are important for theory generation, policy development of educational practice, illumination of social issues and action stimulus (McMillan and Schumacher, 2006).

Strauss and Corbin (1990, p.17) define qualitative research, as any kind of research that produces findings not arrived at by means of statistical procedures. Qualitative research provides verbal descriptions to portray the richness and complexity of events that occur in natural settings from the participant's perspectives Mammen and Molepo (2007, p.46). Hitchcock and Hughes (1995) argue that qualitative researchers emphasize the importance of discovering meanings and interpretations of events and actions. They recognize that what goes on in schools is made up of complex layers of meanings, interpretations, values and attitudes that necessitate description of actions, ideas, values and meanings through the eyes of participant.

According to Sherman and Webb (1990, p.27) qualitative researchers focus on natural settings hence it (qualitative research) is sometimes called 'naturalistic inquiry, nothing

is predefined or taken for granted. They further argue that qualitative research implies a direct concern with experience, as it is "lived", "felt", or "undergone".

Schumacher and McMillan (2006, p.37) point out that qualitative research typically investigates behavior as it occurs naturally in non-contrived situations, and there is no manipulation of conditions or experience. In this sense qualitative research are non-experimental. They further argue that, data consist of words in the form of rich verbal descriptions, rather than numbers. Maluleka (2008, p.46) argues that qualitative research always involves some kind of direct encounter with "the world", whether it takes the form of ongoing daily life or interaction with a select group. This explains the choice of qualitative approach for this study as the researcher conducted interviews with selected persons within their natural settings, namely their schools.

The researcher's view point of using qualitative method was based on Hitchcock and Hughes (1995, p.12) who maintain that it is pertinent to observe the behavior of research respondents in a natural setting and terms of what ordinarily and routinely happens in schools.

3.5.1 Characteristics of qualitative research

The researcher has chosen qualitative approach because of its interactive nature. The researcher spent time in the actual relevant educational settings (schools) conducting interviews. The aim was to investigate teacher's perceptions of factors contributing to job satisfaction/dissatisfaction in Libode district in the Eastern Cape Province.

According to Maree (2008), the following are the characteristics of qualitative research:

- The goal of qualitative research is to explore and understand a central phenomenon, which is the concept or process explored in a qualitative research study.

- The research questions are general and broad, and seek to understand participants' experiences with the central phenomenon.
- The sample size is small and is purposefully selected from those individuals who have the most experience with the studied phenomenon.
- The major qualitative designs or traditions of qualitative inquiry include case study, phenomenology, grounded theory, ethnography and narrative research (Creswell, 2007)
- The qualitative researcher collects words (text) and images (pictures) about the central phenomenon.
- The data is collected from people immersed in the setting of everyday life in which the study is framed.
- The researcher serves as an instrument of data collection and asks the participants broad, open-ended questions to allow them to share their views about and experiences with the phenomenon.

Opie (2004, p.136) argues that interviewing may be defined as conversation with a purpose. The purpose is being to gather information. He mentioned three types of interviews e.g. open ended interviews (unstructured), semi structured and structured interviews. Semi structured questions have no choices from which the respondent selects an answer. Rather the question is phrased to allow individual responses. Semi structured interview have to be carefully worded but yet to provide more latitude of response than the structured interview. Unstructured questions allow the interviewer great latitude in asking broad questions in whatever order seem appropriate.

The semi-structured interview is commonly used in research projects to corroborate data emerging from other data sources. It seldom spans a long time period and usually requires the participant to answer a set of predetermined questions. It allows for probing and clarification of answers. The researcher has to be attentive to the responses of his/her respondents as to be able to identify new emerging lines of inquiry

that is directly related to the phenomenon being studied, and explores and probes these Magadla (2009, p.53).

The main aim of the researcher was to get the detailed information at the same time aiming to allow the respondents to say whatever they like to say that would substantiate their responses. Creswell (2007, p. 123) stipulate that the success of interviews as a data gathering technique depend on a number of factors.

For the researcher to get more clarity and to be furnished with relevant information he/she acquires from the respondents he/she must probe using probing strategies. Cresswell (2007, p.124) suggest that recording an interview must be done in a meticulous manner, by writing down the answers, but that can be time consuming and distracting. A tape recorder should be used preferable to record the interview but permission for using he tape should be requested prior from the respondents before the researcher start recording.

The researcher also used interviews to get more clarity on some of the issues raised in the questionnaire. The researcher carried out semi-structured interviews in order to get in depth information. After signing the consent forms, the interviews were conducted with two teachers in each school. The researcher selected one manager and one teacher in each two school. A tape recorder was used for recording interviews. Simple questions were posed to find out relevant information. Field notes were taken to supplement recordings and a backup in case information is lost from the recorder.

During the interview process, the researcher introduced herself in a polite manner and presented the purpose of the interview. The interview was conducted with four respondents, two from semi- rural school, and two from rural school one principal and one teacher in each school. The interviews were carried out after the researcher had analyzed the questionnaires to obtain more clarity on some issues of data obtained through quantitative research.

The respondents were not forced to participate in the research, they participated voluntarily. The respondents were informed about the purpose of the research and were thereafter given the consent forms to read and sign. The respondents were assured of their confidentiality and anonymity regarding their names. The respondents preferred to use English during their interviews. The interview period took twenty-five minutes and was conducted in the principal's office in both schools during break time. The researcher explained to the respondents the purpose of using tape recorder during interview.

Interviewing questions were short, precise and clear, all the respondents contributed with full concentration. Probing was done in a pleasant manner to let the respondents to participate freely. Cohen, et al. (2007, p.123) argue that the order of the interview may be controlled while still giving space for spontaneity and the interviewer can express responses about complex or deep issues. Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen, et al., 2007).

3.6. POPULATION AND SAMPLE

3.6.1. Population

According to Powers (1985, p.235) population is a set of entities for which all the measurements of interest to the researcher are presented. The entities may be people, such as all clients comprising a particular workers caseload, or things, such as all the research books housed in a specific library. According to Ranjit Kumar (2005, p.165) population or study population is the class or electorates from which you select few people to question in order to find answers to your research questions.

Before the researcher draws a sample from the population, he/she should be clear about the population or units of analysis to which the researcher's hypotheses or questions apply. This requires a sampling frame. Magadla (2009, p. 44) cited Fox and Bayat (2007) who define sampling frame as the complete list in which each unit of analysis is mentioned only once. The sample should represent the sampling frame, which preferably is the same as the population.

For this study, the population was all schools and all the teachers in the schools in the Libode Education District.

3.6.2. Sampling

Sampling is the process of obtaining data from a smaller group or subset of the total population. The smaller group or subset is known as sample. Maree (2007, p.79) argues that sampling refers to the process used to select a portion of the population for study. He further says that, qualitative research is based generally on non-probability purposive sampling rather than probability or random sampling approaches. Vockell (1983, p.103) point out that the term sampling refers to strategies, which enable us to pick up a subgroup from a larger group and then use this subgroup as a basis for making judgments about the larger group.

McMillan and Schumacher (2006, p.119), Maree (2007, p.172) Cohen, Manion and Morrison (2007, p.110) state that sampling strategies in quantitative research method have two major classes, which are probability methods and non-probability methods. Probability methods are based on the principles of randomness and probability theory, while non-probability methods are not. It is stated that probability samples satisfy the requirements for the use of probability theory to accurately generalize to the population, while this is not the case with non-probability samples. Probability methods have different sampling strategies like simple random sampling, systematic random

sampling, stratified random sampling, cluster sampling, stage sampling and multi-phase sampling. Non-probability methods also have different sampling strategies like, convenience sampling, quota sampling, purposive sampling dimensional sampling, volunteer sampling, and theoretical sampling.

Researchers study the sample in an effort to understand the population from which it was drawn and as a means of for helping researcher to explain some facet of the population (Powers, 1985, p.236). Patton (2002) has identified 16 sampling strategies. The three most commonly used by beginner researchers are purposive sampling, snowball sampling and criterion sampling. Cohen et al., (1994, p. 89) assert that in purposive sampling, researchers handpick the cases to be included in the sample based on their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs.

The researcher used convenience sampling methods to select the two schools from the population of all schools in the Libode District. According to McMillan and Schumacher (2006), in convenience sampling a group of subjects is selected based on being accessible, it was therefore convenient for the researcher to select the two schools.

School A is a deep rural senior secondary school with twenty (20) teachers and nine hundred and eighty five (985) learners. It has adequate number of classrooms that are well maintained. There is a principal office and staffroom. School B is also a rural senior secondary school with fifteen (15) teachers and eight hundred and fifty (850) learners. The number of classrooms is not enough. The school has six classrooms that can be termed as permanent structures and two mud classrooms.

The researcher used all the teachers from these two sampled rural Senior Secondary Schools, this made a total of thirty-five (35) teachers - twenty (20) teachers from school A and fifteen (15) from school B.

3.7 INSTRUMENTS

3.7.1 The questionnaire

A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order (Gray, 2004, p. 187). McMillan and Schumacher (2006, p.194) state that questionnaire is the most widely used technique for obtaining the information from subjects. Questionnaires can use statements or questions but in all cases, respondents are responding to something written for a specific purpose. Cohen, et al. (2007, p. 317) also state that questionnaire is a widely useful instrument for collecting survey information, providing structured, often numerical data being able administered without the presence of a researcher.

For this study, the researcher designed a closed questionnaire for the teachers which were the respondents. It was designed such that it facilitates the ability of the respondents to provide the desired information. The respondents were offered a set of answers and asked to choose the one that most closely represented their views. The questionnaire contains clear instructions to guide the respondents as to what exactly is required of them. It consisted of five sections. Section A was based on demographic section. The respondents were expected to supply correct answer information by giving the correct answer that corresponds with the statement. Section B consisted of ranking keys such as agree or disagree with the statement. Section C the respondents were indicating by ticking yes or no with the given statements, Section D respondents were indicating whether the given statement is true or false and Section E consisted of items aimed at finding out about the factors contributing to teacher satisfaction/dissatisfaction.

3.7.1.1 Pilot testing

The researcher conducted pilot testing of questionnaires before using them in the study. The researcher undertook a week for pilot testing of questionnaires before final research was carried out. The researcher located a sample of subjects from the nearby school to test whether the questions were appropriate to complete, whether directions and items were clearly stated (McMillan et, al 2006, p. 202).

The researcher piloted the questionnaire to ten (10) teachers in two different schools in order to eliminate any ambiguous, confusing or insensitive questions and length of time that the respondents would take to fill out the questionnaires. On the basis of the pilot study, the questionnaire was then updated.

3.7.2 Interviews

This study used interviews because interviews involve the gathering of data through direct verbal interaction between individuals. Cohen, et al., (1994, p.271) define interviews as a two-way conversation initiated by the interviewer for the specific purpose of obtaining research information.

Janesick as cited by Maluleka (2008, p. 53) defines interview as a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Cohen, et al., (2007, p.131) point out that as a distinctive research technique, the interview may serve three purposes. First, it may be used as the principal means of gathering information having direct bearing on the research objectives. As Turkman (1994) describes it, 'by providing access to what is "inside a person's head" it makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs). Second may be used to test hypotheses or to suggest new ones; or as an explanatory

device to help identify variables and relationships. Third, the interview may be used in conjunction with other methods in a research understanding.

3.7.2.1 Advantages of interviews

Interviewing is a relevant tool when one requires information about perception of people about particular situations. McMillan and Schumacher (2006, p.209) have noted the following advantages,

- Eliciting information directly from the people.
- Allowing opportunity for probing and finding out why people feel or respond the way they do.
- Allowing both the interviewer and the interviewee to clarify and explain complex information.

3.7.2.2 Disadvantages of interviews

Bailey (1982) stipulates that interviews can be extremely costly because of the time needed for each interview. It can provide less opportunity to gather enough information compared to other methods because some people may withdraw during the process or choose not to participate at a certain time or another, information can be deceptive since people can lie, omit important information, or just use selective recall to impress the interviewer.

3.8 PROCEDURE FOR THE ADMINISTRATION OF DATA COLLECTION TOOLS

3.8.1 Administration of the questionnaire

When the researcher arrived at the school, she asked the Manager (Principal) to call the respondents (general educators) and addressed them in a form of meeting explaining the purpose of the research. The researcher administered the questionnaire in person,

this way there was 100% return rate. The covering letter attached to the questionnaire explained the nature of the study, as well as assuring respondents of the confidentiality of the information that would be provided by them. Respondents were provided with detailed instructions about completion of the questionnaires.

3.8.2 Conducting Interviews

The researcher interviewed the principals of both schools and two teachers, making a total of 4 interviewees on a one-on-one basis in their working places. For the purpose of ethical consideration, the participants were given informed consent forms to read and sign. All the participants were informed that the information was solely for the research and their identity would remain anonymity. Each interviewee was interviewed alone by the researcher for confidentiality purposes. The researcher was taking notes as an alternative during the interviews instead of using a recorder as most interviewees indicated that they uncomfortable with their voices being recorded.

McMillan and Schumacher (2006) assert that the researcher may interview each person in depth or conduct a series of interviews with the same person and ask the person to review a synthesis of the data obtained from him/her. The participant is asked to modify any misrepresentation of meanings derived from the interview data. In this study participant review was carried out by the researcher after a week from the date of interviews the researcher visited the participants and randomly picks (2) of the participants and re-interviews them to check for consistence in responses and also to ensure validity and reliability of the results. The researcher obtained the similar results from interview review.

The researcher took notes during the interviews to enhance both validity and reliability. Bogdan and Biklen (1992, p.150) contend that the most practical way of achieving greater validity is to minimize the amount of bias as much as possible. The sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and

the substantive content of the questions more particularly, these include: The attitudes, opinions, and expectations of the interviewer. A tendency for the interviewer to see the respondent in his/her own image. A tendency for the interviewer to seek answers that support preconceived notions. Misunderstandings on the part of the respondent of what is being asked. Cohen, et al. (2007) assert that the attempt to build out invalidity is essential if the researcher is to be able to have confidence in the elements of the research plan, data processing analysis, interpretation, and its ensuing judgment. At the design stage, threats to validity can be minimized by:

- Ensuring that there are adequate resources for required research to be undertaken.
- Selecting an appropriate methodology for answering the research questions.
- Ensuring standardized procedures for gathering data.

Cohen, et al. (2006), defined consent as the procedures in which individuals choose to participate or not to participate in an investigation, after being informed of facts that would be likely to influence their decision.

3.9 DATA ANALYSIS

The researcher used interim analysis for qualitative data analysis as recommended by McMillan and Schumacher (2006). According, to them data analysis began with the identification of recurring words and ideas that were recurring and were flagged as possible themes that were used in the narrative account. In this study data was coded, units and categories were formed, and patterns were identified. These led to themes that were used for narrative description. Such themes as poor working conditions, low remuneration, and lack of support from the employer among others emerged from respondent's responses. For quantitative data analysis, the researcher analyzed the data manually.

3.10 VALIDITY AND RELIABILITY

McMillan and Schumacher (2006, p.315) assert that validity refers to the degree of congruence between the explanations of the phenomena and realities of the world. The researcher was continuously aware of the problems of validity and reliability in terms of the research instruments used. The discussion below considers attempts made to reduce these problems where possible. In this study, for interview three strategies, namely mechanical recording of data, participant language, and verbatim accounts were used to enhance validity. For this study, face validity and content validity of the questionnaire were used.

Mammen and Molepo (2007, p.147) state that reliability is the measure of consistency over time and over similar samples. The degree of consistency should occur upon repeated application. Reliability of the questionnaire was tested by the test –retest method. The questionnaire was administered to six (6) teachers two times at an interval of two weeks. The results were similar, therefore the questionnaire was judged to be reliable.

A further method of increasing the reliability and validity of the study was the use of triangulation. Triangulation involves the use of two or more methods of data collection in studying aspects of human behavior. In this study, methodological triangulation was used. This form of triangulation is designed either to employ same method on different occasions or to use different methods on the same object of studies (Cohen and Manion, 1989). To triangulate, for this study the questionnaires and interviews were used as data collection instruments.

3.10 ETHICAL CONSIDERATIONS

3.10.1 Request for permission to carry out research

The researcher asked for permission from the District Director (letter attached as Appendix A) to conduct research in his district. The permission from the District Director was granted and is attached as Appendix B. The researcher asked for permission from the principals of the two selected schools to carry out research and was granted verbally. Respondents were given informed consent forms (Appendix C) to read and sign. Informed consent is the procedure in which the individual chooses whether to participate or not in the investigation after being informed of the facts that would likely influence their decision. The researcher requested permission to administer questionnaires. A covering letter to the respondents (Appendix D) to participate in the research was attached to the questionnaires (Appendix E). To conduct the interviews, an interview schedule (Appendix F) was used as supplementary tool to collect data from the subjects chosen from the population.

Cohen, et al. (2006, p.123) defined consent as the procedures in which individuals choose whether to participate or not participate, in an investigation, after being informed of facts that would be likely to influence their decision. Frankfort-Nachimis (1992) suggest that informed consent is particularly important if participants are going to be exposed to any stress, pain, invasion of privacy, or if they are going to lose control over what happens. In the covering letters researcher explained all what was contained in the questionnaire and the purpose of the research.

3.10.2 Researcher's competency

Strydom (1998, p.31) maintains that researchers are ethically obliged to ensure that they are competent and skilled to undertake the study they have proposed. The researcher holds a Bachelor of Commerce Degree and a Bachelor of Education degree,

she has worked as a teacher for nine years before she was promoted to the position of circuit manager for the Department of Education in Libode Mega District, a position she currently holds, with such a background and a wealth of experience there is no doubt that she is competent to carry out the research.

3.10.3 Relationship with the participants

Through the study, the researcher ensured that a healthy relationship with the participants was maintained. The researcher informed all the participants about the purpose of the study so as to allow them an opportunity to participate or not. The potential risks (if there are any) that they be subjected to were explained.

3.10.4 Anonymity and Confidentiality

According to Mammen and Molepo (2007, p.320), the anonymity of the participants must be maintained and all participants must be given assurance that the data collected from them was treated as confidential. Indeed the anonymity of the schools as well as the participants was maintained at all costs.

3.10.5 Informed Consent

Informed consent indicates that sufficient information on the goals of the research as well as procedures that were followed on the study was provided to the participants (Strydom, 1998, p.374). McBurney (1994, p.374) maintains that researchers should use language that is best understood by the participants so as to obtain their relevant informed consent. The researcher strictly adhered to the above mentioned requirements. She explained to the participants that their participation was voluntary and that they were free to withdraw from participating.

3.10.6 Privacy

Strydom (1998, p.27) states that privacy is something which is not intended for others to observe or analyze. The researcher took the necessary precautionary measures by giving all participants the right to decide themselves to what extent their attitude, beliefs and behavior would be exposed.

3.10.7 Deception of participants

Strydom (1998, p. 27) views deception as either withholding information or giving biased information which is incorrect, so that the participants who could not opt to participate are lured into participating. The researcher clarified and rectified the misconceptions that were likely to arise in the participant's mind; the participants were also informed of the purpose of the study and the results that would be obtained from the study. In this study the participants were not deceived as they were informed about the methods that would be used such as individual interviews.

3.11 SUMMARY

This chapter dealt with the research methodology of the study. It also described the research design used, the various instruments used in collecting the data, sampling and selecting procedure, piloting and ethical consideration were discussed. The researcher chose both quantitative and qualitative research methods, but quantitative research method was the main research method and qualitative research was supplementary to follow up on some of the responses of quantitative research as well as to get explanation of some of the perceived factors affecting job satisfaction/ dissatisfaction of teachers. The following chapter focuses on the presentation and analysis of results obtained.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

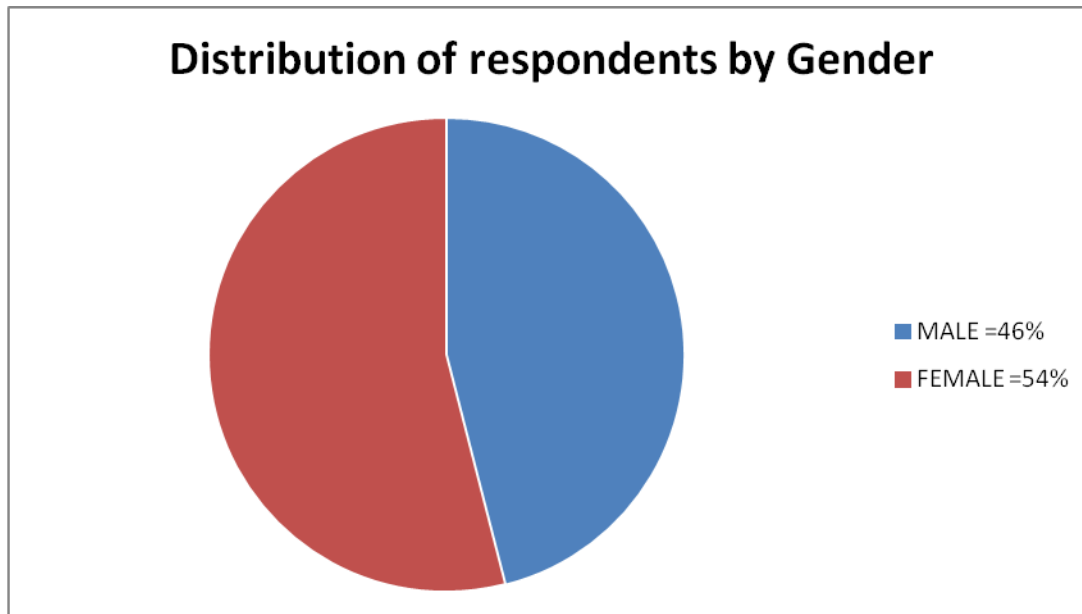
In this chapter the findings from the questionnaires and interviews are presented and analyzed. The results of both quantitative and qualitative results are interpreted. Quantitative methods provide statistical generalizable patterns that only tap the surface of the meaning of the phenomenon in question, whereas qualitative data adds depth, detail and meaning at a very personal level of experience. This means, the results of the quantitative research concerning factors that contribute to teachers' job satisfaction/dissatisfaction are analyzed and interpreted while at the same time deeper understanding of factors that contribute to teacher satisfaction/dissatisfaction is revealed through qualitative research (Monadgem, 2003, p.232).

Interviews were conducted with School Management Teams. This chapter covers all practical results obtained and various issues concerned with factors that contribute to job satisfaction/dissatisfaction of teachers. The data was presented, analyzed and synthesized using computer, tapes and recording devices (White 2005, p.187).

4.2 BIOGRAPHICAL DATA OF RESPONDENTS

This section provides the biographical data of the respondents of the thirty-five (35) respondents who participated in quantitative research and completed the questionnaire forms. The biographical data of respondents was categorized according to gender, age and years of experience at work.

Figure 4.2.1 Gender of respondents



4.2.1 Gender of the respondents

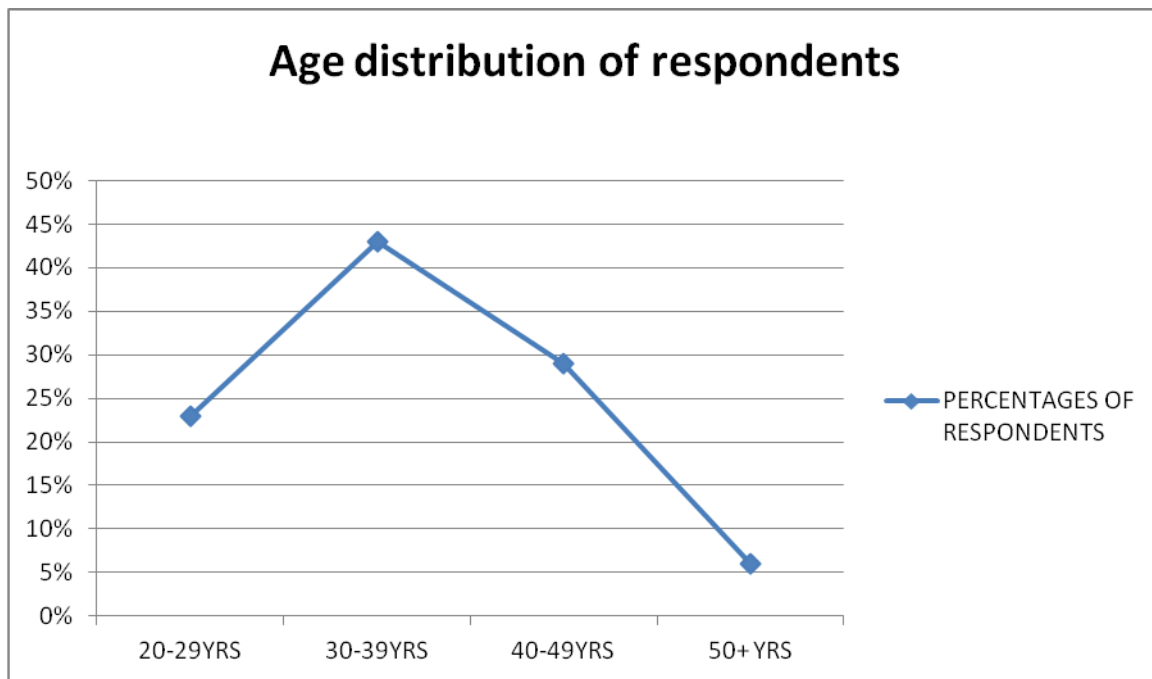
From the data presented in figure 4.2.1, above the researcher deduced that, from both schools; More female teachers participated than their male counterparts, thereby constituting 54% (n=19) while male teachers constituted only 46% (n=16) out of the total respondents who responded to the questionnaire. This can be attributed to the traditional theory of woman's motherly role in the society. This shows that women play a pivotal role not only at home but even at workplaces when they are given the platform especially at schools as in our case study.

4.2.3 Age distribution of respondents

The respondents of the study were all full adults who were over 20 years of age. The age group of 20-29 years of age constituted 23% (n=8), those in the group of 30-39 years took 43% (n=15), while 40-49 years was 29 % (n=10) and those who were 50 years and older were 6% (n=2) respondent. As depicted below in figure 4.2.2 of Age distribution of respondents. A synthesis in the results will lead to a normal distribution

curve as shown below. A large number of the respondents are that of teachers in their thirties who were still active exploring the profession. The findings showed that respondents had an impression of leaving the profession if their needs were not considered thus as a result the number of teachers decreased as the age group increased showing a negative relationship between age and number of teachers.

Figure 4.2.2 Age distribution of respondents

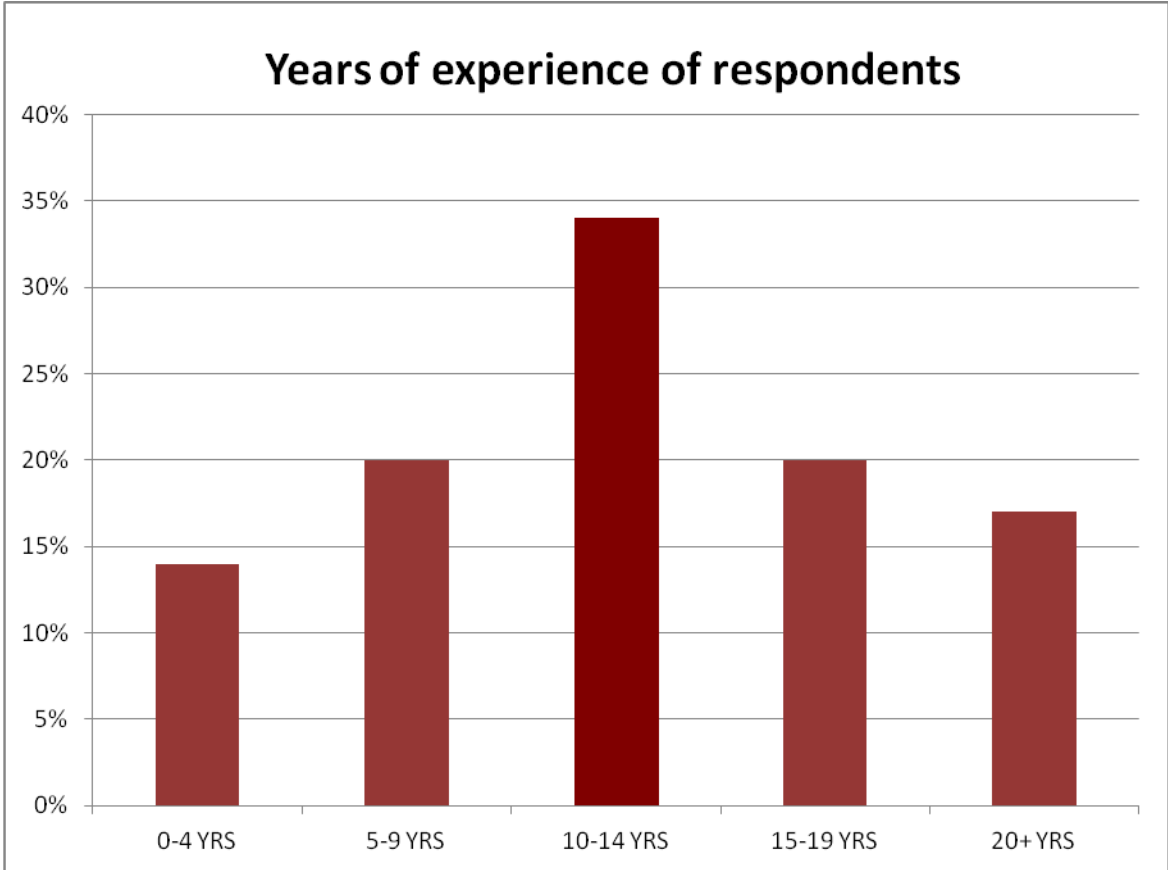


4.2.4 Years of experience of respondents

The majority of respondents thirty-four 34%, (n=12) had 10-14 years of experience in teaching, Twenty percent 20%, (n=7) had 5-9 years. Another twenty percent 20%, (n=7) had 15-19 years while seventeen 17% (n=5) had 0-4 years and the remaining fourteen percent 14% (n=6) had 20 and above years of experience in the teaching profession. Figure 4.2.3 below illustrates years of experience of respondents.

The findings showed that there is a few number of teachers with 15 years and above in the profession of teaching, this can be attributed to them leaving the profession early due to job dissatisfaction among other reasons.

Figure 4.2.3 Years of experience of respondents



4.3 WORKING CONDITIONS

4.3.1 Working conditions

This section outlines the responses of the interviewees towards the working conditions of teachers, that seemingly to be a challenge in their lives. The respondents were required to indicate their response by ticking agree or disagree on each of the given

statements that concerns their working conditions. The closed statements given are outlined below:

Table 4.3.1 Working conditions

ITEM	STATEMENT	AGREE	DISAGREE
1	My school's working condition is comfortable	10	25
2	I am satisfied with the fringe benefits.	08	27
3	The distance from my school affects the teaching and learning.	15	20
4	School Management Team (SMT) is encouraging and supportive.	10	25
5	District officials I am working with are encouraging and supportive.	27	8
6	I cope with new curriculum changes.	14	21

ITEM 1

The majority of the respondents in this item seventy-one percent 71.4% (n=25) indicated that their working conditions were not conducive enough for effective teaching and learning, thus they disagreed with the item statement. While twenty-eight 28.6% (n=10) indicated 'agree' thus implying that they were satisfied with their working conditions.

ITEM 2

The majority of respondents seventy-seven 77.1% (n=27) indicated that they are not satisfied with the type and quality of fringe benefits they are receiving e.g. medical aid

and housing subsidy. Twenty-two percent 22.9% (n=8) felt that they are satisfied with the benefits.

ITEM 3

In this item, the majority of respondents fifty-seven 57% (n=20) stated that the distance from their schools to their residents was a non-significant factor in determining the effectiveness of the teaching and learning process. Only forty-three- percent 40% (n=15) confirmed that the distance from school to their residents does affect the teaching and learning process.

ITEM 4

Seventy-one percent 71.4% (n=25) depicted that SMT is encouraging and supportive and twenty-eight percent 28.6% (n=10) felt that their SMT is discouraging and not supportive.

ITEM 5

The majority of respondents in this item seventy-seven 77% (n=27) outlined that there was no collaboration between the teachers and district officials whereas twenty-three 23% (n=8) indicated that district officials are not supportive.

ITEM 6

Sixty percent 60% (n=21) respondents showed that they are not coping well with the new changes being made in the curriculum while forty percent 40% (n=14) claimed that they are adapting well with the changes in the new curriculum.

4.4 SALARIES

This section dealt with how the respondents perceived the salaries they received from the Department. The table with the statements below assists the researcher to acquire

relevant information. Respondents were expected to indicate their responses by ticking 'Yes' or 'No' after they have read each statement concerning their salaries.

Table 4.4.1 Salaries

ITEM	STATEMENT	YES	NO
1	Teachers are satisfied with salary scale such that they do not aspire for promotion.	16	19
2	Teachers who managed to further their studies are well paid.	11	24
3	Teachers who have more experience in teaching get more salaries than teachers do with less experience	8	27
4	Low salary causes job dissatisfaction in teachers.	28	7
5	Teachers' salaries are good compared to other professional jobs.	4	31
6	The performance of teachers and their morale is improved if they are well paid.	33	2

ITEM 1

With regard to the first statement, most teachers disagree with the given statement that teachers are satisfied with their salary scale and do not aspire for promotion. Eighty-three percent 54.3% respondents (n=19) disagreed and seventeen percent 45.7% (n=16) agreed.

ITEM 2

Looking at the responses of the respondents above, teachers who further their studies are not well paid. This is shown by the high rate of sixty-eight percent 68.6% (n=24)

respondents who do not agree with the statement. Thirty-one percent 31.4% (n=11) respondents agree with the statement.

ITEM 3

Most teachers disagree with the statement that the Department pays more if they have more teaching experience. Seventy-seven 77% (n=27) disagree and twenty-three percent 23% (n=8) agree that experienced teachers are well paid than inexperienced one.

ITEM 4

Respondents in this item depicted clearly that they were dissatisfied with the low salaries in the teaching profession. The majority of respondents eighty-percent 80% (n=28) agree and twenty percent 20% (n=7) disagree with the statement.

ITEM 5

Most teachers disagree that salary of teachers are good compared with the other professions. This is depicted by the response of the respondents in the above statements. Eighty-eight percent 88.6% (n=31) disagree and eleven percent 11.4% (n=4) agree with the statement.

ITEM 6

With regard to this last statement, it is shown that if teachers can be well paid, their morale and performance can be lifted and improved thus job satisfaction can be achieved. Ninety-four 94% (n=33) agreed with the statement and only six percent 6% (n=2) respondents disagree with the statement.

4.5 PROMOTION OF TEACHERS

This last section is about the promotion opportunities offered to teachers, how they perceived the rate of promotion in relation to their job satisfaction or dissatisfaction.

The table below depicts the number of respondents that agree or disagree with the given statements.

Table. 4.5.1 Promotion of teachers

ITEM	STATEMENT	TRUE	FALSE
1	Promotion helps to improve teacher morale and sense of responsibility.	25	10
2	Lack of promotion enforces teachers to further their studies.	21	14
3	Lack of promotion of experienced teachers causes job dissatisfaction.	25	10
4	Teachers are satisfied with their salaries as a result they do not aspire for job promotion.	10	25
5	Lack of promotion by teachers with good results decreases job dissatisfaction.	05	30

ITEM 1

The majority of respondents 71% (n=25) agreed that if teachers can be promoted, their morale and sense of responsibility can be improved whereas 29% (n=10) disagree with the statement.

ITEM 2

Due to lack of promotion opportunities, teachers are forced to further their studies so as to leave the profession. This was confirmed by the high rate of respondents who agreed with the statement that is 60% (n=21) agreed while 40% (n=14) disputed with the statement.

ITEM 3

This item illustrates that teachers are dissatisfied with the lack of promotion opportunities. Majority of the respondents seventy-one percent 71% (n=25) agreed that lack of promotional opportunities leads to job dissatisfaction of teachers and only twenty-nine 29% (n=10) disagreed with the statement.

ITEM 4

Teachers demonstrated that they are not satisfied with their remuneration as a result they do aspire for promotion. Seventy-one 71% (n=25) disagreed with the statement and twenty-nine percent 29% (n=10) respondents agreed.

ITEM 5

Lastly, the respondents in this item affirm that teachers disagree with the statement that lack of promotion opportunities for performing teachers may lead to job dissatisfaction. Eighty-five percent 85.7% (n=30) disagree with the statement and fourteen percent 14.3% (n=5) agree with the statement.

4.5.1 Summary of quantitative results

Many teachers cited that given the chance again they would not choose teaching as a career because of salary factor. They complained that teaching profession has no upward mobility, and there is no pay progression. The working conditions were bad and below their expectations. The teachers proclaimed that their working conditions are uninhabitable for teaching and learning to take place. Other respondents grieved about the ever-changing programs like National Curriculum Statements, School Nutrition Program that need more training and paper work to be done by themselves apart from their normal duties, worsened by non-remuneration of these extra tasks burdened upon them.

Teachers are very frustrated; some respondents denoted that policies and working conditions of the teachers are appalling. Some respondents illustrated their anger about working conditions by saying that the Government is dragging its feet to improve the working conditions as if we are still in the apartheid era yet we are in the new democratic South Africa.

The respondents viewed teaching profession differently; some said the workload and salaries are not co-related. Others cited that; civil servants from other Departments are earning better salaries and have better working conditions as compared to teachers. Teachers maintained that they work very hard in order to build the future of the nation and they suffer a lot of stress related to their work besides their plight not being heard.

4.6 RESULTS AND DISCUSSION OF THE RESULTS OF QUALITATIVE RESEARCH

4.6.1 Introduction

This section presents an analysis of the data generated during the interviewing process of participants in the two selected schools in Libode Education District schools. Biographical information of the interviewees is given in Table (4.7.1) and analysis of themes that emerged from the interviews together with the discussion of each theme.

Table 4.7.1 Biographical data of respondents

Interviewee and School	Respondent	Gender	Years of experience	Workplace	Duration of interview	Place
1, School A	Principal	Female	15	Rural	33 minutes	Office
2, School A	Educator	Female	15	Rural	32 minutes	Classroom

3, School B	Principal	Male	28	Rural	31 minutes	Office
4, School B	Educator	Male	9	Rural	30 minutes	Office

4.7.2 Interview Data Analysis on Job Satisfaction/ Dissatisfaction

4.7.2.1 The morale of teachers in the school

On the issue of teacher morale, four respondents from two different schools were interviewed and their responses were similar. Interviewee 1 is a principal (manager) of rural school A, interviewee 2 is an educator of rural school A, interviewee 3 is a principal (manager) of rural school B and interviewee 4 is an educator of a rural school B. All these respondents indicated clearly; that their morale is low and poor as there is nothing that motivates teachers to attend school regularly and therefore, they are pre-occupied with other issues not pertaining to teaching and learning. One respondent had this to say:

"I am a part- time lecturer with Nelson Mandela Metropolitan University to augment my salary and as such I am not as productive as I would love to because I have to catch up with my second job. I am furthering my studies in order to quit the teaching profession" (Interview 2).

This view was supported by interview 1 *who said, "I do not want to deceive you Madam, teachers are very frustrated with the salary they are earning, their morale is very low hence, they participated in protected industrial strike in July 2007 and August 2010 despite pressures from National government as well as communities not to participate in the strike"*.

Interviewee 3 concurred by saying *"We are working very hard at school but there are no rewards as a result we end up being naughty and not attending school without a reason. We have no classrooms, our classes are overcrowded"*

Interviewee 4 supported by saying " *I am afraid of what will happen in five years to come as we are not considering teaching career as a best option*".

4.7.2.2 The effect of promotion to the level of job satisfaction

With regard to the question of the effect of promotion to the level of job satisfaction, the findings proved that the respondents were not satisfied with the tactics used by the Department when promoting teachers. An upward mobility is a rare occurrence, and teachers remain in post level 1 for many years. Teachers remain assistant teachers until they retire.

As far as the promotion is concerned interviewee 3 said:

"I am no longer interested in any promotion as I intend to leave the profession as soon as circumstances permit. Long ago teachers were not forced to further their studies to be promoted. Even now, teachers are not forced but in order for them to earn better salaries, they have to study due to lack of promotion opportunities."

Another teacher put it this way "Long ago the Department was looking at the tenure of work, experience in the position you held, good results of your school and good service records in order to obtain a chance of being promoted" (Interviewee2).

One teacher had this to say, "We need government that will make new rules that recognize that there is no upward mobility in the teaching profession that is why more teachers are leaving teaching profession" (Interviewee 4).

4.7.2.3 Plans to remain in the teaching profession

When the respondents were responding to how long they planned to remain in the profession, they showed that they were no longer interested to remain in the teaching

profession. Some were so thrilled to know that the researcher was from the Department of Education because they wanted their complaints to be addressed immediately.

All the interviewees echoed in the same manner.

"The Department of Education had closed the colleges of education few years back. This had posed to be a serious threat to teaching profession as only people with university degree/ Diplomas and Technikon Diplomas/ Degree are in a better position to qualify as teachers (Interviewee 2). Interviewee 4 was of the same view and said "I do not intend to stay in the teaching profession for a long time. Learners are unruly nowadays and therefore I do not foresee any future in the profession that seems to be characterized by many mass actions and no incentives at all".

Overall responses to this question suggested that indiscipline of learners negatively impacted on teacher's job satisfaction. Lack of discipline was associated with lack of respect. One teacher said,

"Educators are unable to teach in a manner they are supposed to do if there is no discipline. How can one remain in this profession because almost daily learners sneak out during school hours? They do what they want because they know that corporal punishment has been abolished (Interviewee 2).

4.7.2.4 Views of teachers on changes in the education system

The respondents were a bit disturbed they were responding to this question. They pointed out clearly that they were not pleased with the changes in the Department Policies on Curriculum and other issues.

"I hate this National Curriculum Statement it is so confusing. I cannot cope even if I attend workshops for the new curriculum. In the workshops, teachers are

not provided with enough resources for appropriate implementation and execution of the curriculum (Interviewee 2).

"Learners are very unruly since the abolition of corporal punishment. You give them work to do they do not do it and you have to punish him/her in an appropriate manner. At the end, he/she expects to be promoted to the next grade forgetting that they were not doing their work appropriately. (Interviewee 4)

There is lot of work that has to be done by learners yet the NCS is promoting learners to learn according to their pace. There is a lot of administrative work that has to be done by principals and a lot of planning that needs to be done by teachers e.g. learning programs, work schedules lesson plans We have to manage finances, nutrition, scholar transport, discipline, and the core business, which is teaching and learning. Some schools are not well built, classes are overcrowded the teaching and learning cannot take place effectively. Working conditions at school have to be improved (Interviewees 1 &3).

4.7.2.5 Suggestions in the participation of formulation of education policies

All the interviewees suggested almost the same thing, Department of Education officers should come and visit schools and observe the adverse conditions the teachers are working under. The Department of education should eradicate mud structures and build appropriate schools with modern teaching amenities. Interviewee 4 suggested of abolishing the national curriculum statement citing that learners are unable to read and write. They also complained of too much paperwork and the educators must also be involved and consulted in the formulation of policies.

4.8 SUMMARY

In this chapter the quantitative results were presented in graphs and tables. The qualitative data were also discussed. This chapter has presented and analyzed the results based on the data collected through quantitative and qualitative research. Chapter 5 provides a discussion of the findings and contextualizes the research findings based on the previous research on teacher's job satisfaction/dissatisfaction. The researcher will draw conclusion relating to the whole study and recommendations will be presented.

CHAPTER 5

SYNTHESIS OF FINDINGS, RECOMMENDATIONS, SUMMARY AND CONCLUSION

5.1 INTRODUCTION

The study focused on various factors that contribute to job satisfaction/dissatisfaction in senior secondary schools in Libode District. The previous chapter presented and analyzed the findings of the empirical study. The aim of this chapter is to present a summary of the study, conclusions will also be drawn based on the findings in the literature and those in the research based on these findings a discussion was done and recommendations were made. This chapter will outline the various components that are concerned with job satisfaction and discuss them briefly. These components are important since they influence the way a person feels about his/ her job. These include remuneration (salaries), working conditions, co-worker relationship, promotion opportunities, and the job itself.

5.2 SYNTHESIS OF FINDINGS AND DISCUSSIONS

5.2.1 Remuneration/ Salaries

The findings that remuneration contributes to teacher job satisfaction in the sampled school concur with the findings in literature reviewed, that remuneration and earnings are a complex and multidimensional factor in job satisfaction. If the salary is satisfactory, the physiological needs such as safety and security as espoused by Maslow will be satisfied. In this study, the majority of teachers indicated that, they are not satisfied with their salaries and there is no correlation between salaries and workload.

The findings of this study are similar to the findings of other researchers who found that pay levels affect job satisfaction. Teachers argued that public sector salaries were too far behind as compared to salaries in the private sector, therefore most experienced teachers leave the public sector and join the private sector because they perceive better salaries and fringe benefits as a base for job satisfaction.

5.2.2 Working conditions

The responses from both interviews and questionnaires, participants unanimously agreed that working conditions of teachers greatly contribute to teacher satisfaction and dissatisfaction. Despite the absence of literature specifically pointing to working conditions components, the researcher identified management style, organization culture, low salaries and conditions of building as forming working conditions, literature on these aspects, which constitute working conditions, confirm that they always affect job satisfaction negatively.

The results of the data analysis depicted that conditions under which teachers work in these two schools in the Libode Education District were not conducive enough to bring job satisfaction. The high percentage of teachers purported that they were engaged in National strike in July 2007 and August/September 2010 because of poor working conditions and pay. Both schools experienced the same problems regarding working conditions. Respondents complained about lack of accommodation, laboratories, and libraries besides these resources having been supplied, they are either vandalized or stolen at night, as there is no adequate security at the schools. The findings of this study, which articulates that working conditions contributed to job satisfaction/dissatisfaction, correspond with the findings of Luthans (1995). Working conditions are an extrinsic factor that has a moderate impact on an employee's job satisfaction.

5.2.3 Promotion opportunities

The findings of this study indicate that promotion opportunities are very limited. Teachers have to further their studies if they want to get better salaries. The findings of this study are similar with findings of other researchers that declared, if employees perceive that promotional decisions were made in an unfair manner, then they are most likely to experience job dissatisfaction. Many teachers express their negative feeling about the lack of justice and fairness in promotions.

The researcher found out that promotion opportunities contribute to teachers job satisfaction, this is in support of other research statements which stipulates that employees seek promotion policies and practices that they perceive to be fair and unambiguous and in line with their expectations (Vokwana 2009). Among the respondents in this question were teachers whose experience was above twenty years with good service records and good results as well as reasonable qualifications but still they are assistant teachers. The question of which criterion does the Education Department use to promote teachers was posed by the respondents.

5.2.4. Co-Workers

The findings of this study are consistent with previous research which states that another dimension, which influences job satisfaction, is the extent to which co-workers are competent, friendly, and supportive. Unity at work contributes to teacher development. When an individual experience a problem and then discuss it with co-workers, it is easy to get a solution. One can share the different techniques used by co-workers to solve a problem.

5.2.5 The Job Itself.

The literature reviewed from previous studies pointed out that, the teaching profession itself is complex, therefore demands committed individuals with a positive attitude towards the job, who can balance personal life with work. In such a case it will be easier for the teacher to be satisfied by the job itself apart from other factors. This notion was supported by the findings of this particular research which revealed that some very few teachers were satisfied with their job regardless of so many negative factors surrounding their work.

5.3 RECOMMENDATIONS

The researcher has come up with recommendations after conducting the study that might assist the Department of Education in understanding, addressing and improving the needs of the teachers. Department of Education must improve working conditions by providing more classrooms and employing more teachers in school. This should be done as they are major contributors to teachers' job dissatisfaction.

The Department of Education should provide incentives to deserving teachers such as good service awards, long-term service awards in recognition of teaching experience, as a substitute to promotion as; it is a well-known fact that teachers cannot all be promoted at the same time. The Department of education needs to develop strategies to deal with the teachers who experience job dissatisfaction. Review of salary increment, bonuses, rural allowances and back pays should be put into practice. These can increase morale and enable teachers to perform their job well. The Department of Education should also try to address teacher's needs especially on transport, medical aid and housing subsidy.

The government through the Department of Education should launch committees that will spearhead the formation of research institute to provide more empirical results in this area of teachers' job satisfaction/dissatisfaction throughout the country.

The DoE officials should visit schools regularly, support schools and motivate teachers and learners at their various schools as well as employing qualified educators, administration clerks as well as security guards to prevent schools from being vandalized and to monitor movement of unauthorized persons on the school premises.

5.4. RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher recommends that the research be extended to other districts because the extent of the problem as well as different circumstances and contexts of the different districts.

It should be noted that this study does not encompass every aspect of teachers' job satisfaction/dissatisfaction. This study has however attempted to respond to some of major concern that may be problematic in as far as job satisfaction/dissatisfaction is concerned.

5.5 SUMMARY

The purpose of this study was to investigate factors that contribute to teachers' job satisfaction/dissatisfaction as perceived by teachers in a case study of two schools in the Libode Mega Education District. The dissatisfaction of teachers is a global problem that is negatively affecting the quality of education. The main focus of the study was to: establish major factors that contribute to teacher satisfaction or dissatisfaction, identify problems that associated to teacher dissatisfaction, suggest guidelines to reduce and manage the aforementioned problem. To collect the data for the study, both qualitative and quantitative investigation methods were employed.

Data is derived from responses the researcher collected from, designed questionnaire administered to thirty-five (35) respondents who participated in the research from two selected schools as well as four (4) participants in the interviews.

The main findings of the study were that: poor remuneration and poor working conditions are serious problems and major factors which contribute to teacher's job dissatisfaction. In addition there are also other factors such as co-worker relationships, promotion opportunities, and the job itself, personal attitude and institutional environment, teacher absenteeism, stress and illness. The research demonstrates an inverse relationship between low levels of these factors and job satisfaction.

The major recommendations were: the Department of Education must conduct capacity building programs for teachers, review teachers working conditions constantly, as well as their remuneration scales, long service and good service profiles must be recognized through incentives and awards, review norms and standards of the organization and improve communication and infrastructure.

The suggested problems requiring **further investigation include:** for example, ways of improving teacher job satisfaction, the impact of teachers dissatisfaction on learner performance, impact of remuneration on teachers satisfaction or dissatisfaction, and the relationship between job satisfaction and absenteeism.

5.6 CONCLUSION

In general, teachers with higher job satisfaction are those in better working conditions, and those in bad working conditions especially in rural schools where the condition of buildings and road network is poor, are more likely to be dissatisfied. Teacher dissatisfaction and satisfaction cannot be attributed to a single factor but to a multitude

of factors and does vary from individual to another, making the problem to be complex and severe as a teachers dissatisfaction or satisfaction can result in multiple problems that can destroy the whole educations system if it is not addressed.

Conclusively, the research has met its objective of adding more valid literature to the debate of teacher satisfaction/dissatisfaction and will help in policy formulation and review. Its results corresponded with the results of previous researches proving that the research was not an alien, in this field rather it has contributed significantly in the area by adding more literature on the debate of job satisfaction/dissatisfaction.

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APPENDIX A: LETTER TO THE DEPARTMENT OF EDUCATION

10 Durow Street
Fort Gale
Mthatha
12 April 2010

The District Director
Libode Mega District
Libode

Dear Sir

**REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN LIBODE SCHOOLS:
MED.WALTER SISULU UNIVERSITY**

I wish to undertake research in two schools in your district. The research is in accordance with the requirements for the Masters degree in Education that I am undertaking at Walter Sisulu University.

The purpose of the study is to investigate the in- depth factors that contribute to job satisfaction/dissatisfaction of teachers in Libode Mega District. It is envisaged that this investigation will build up a body of knowledge that will assist the managers, teachers, and the Department of Education to expose the shortcomings regarding teacher satisfaction/dissatisfaction.

I therefore request permission to conduct this study. I rely on your support for the success of the research.

Thanking you in anticipation.

Yours faithfully

.....
N.E. Mvo (Miss)

APPENDIX B: LETTER OF PERMISSION FROM THE DEPARTMENT



**Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION**

**K.D.Matanzima Building * Owen Street * MTHATHA * P.O Box 218 * LIBODE*
5160 * REPUBLIC OF SOUTH AFRICA * Tel: +27 (0)47 5027 401 Fax: 047
5323505 * DATE 15 April 2010 Eng. A.M. Mkentane**

MISS N. E. Mvo
10 Durow Street
Fort Gale
Mthatha
5099

REQUEST FOR PERMISSION TO CARRY OUT RESEARCH.

1. Your correspondence dated 12 April has reference:
2. Kindly be informed that consent is hereby given for you to conduct research in Libode Mega Schools.
3. It is hoped that the district will benefit from the product of your study.

.....
A.M. Mkentane
District Director

APPENDIX C. INFORMED CONSENT FORM

**WALTER SISULU UNIVERSITY
FACULTY OF EDUCATION
RESEARCH AND HIGHER DEGREE COMMITTEE (FERHDC)
INFORMED CONSENT**

Title of the Study

.....
.....

Conducted by.....

Name of the Supervisor.....

The purpose of the study and the extent to which I will be involved was explained to me in a language, which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily.

I understand I am free to withdraw from my study at any time at any stage at my own will. I have explained to my parent/ guardian that I am willing to be part of the study and they too have agreed to it.

Signed at (place)

By (Full name)

Of (Address)

.....
.....
.....

Witness (Name) Signature.....

Date

In case of minors or student/learners the parent/guardian, teacher principal/ lecturer/ supervisor needs to sign below.

Iam the
father/mother/guardian/teacher/principal/lecturer/supervisor of the
minor/learner/student.

The purpose of the study and the extent to which the minor/learner/student under my care will be involved was explained to me in a language I understood. I unreservedly agree for him/her/them to take part in it if he/she/ they have no personal objection. I understand that I am free to withdraw my consent of study at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too agreed to it.

Signed at (place)on (date)

By (full name) Signature.....

Of (address)

Witness: NameSignature..... Date

Principal NameSignatureDate

School Stamp

APPENDIX D: COVERING LETTER TO THE RESPONDENTS

Dear Respondent

I am pleased to inform you that your school has been selected to participate in this study, which is designed to investigate factors contributing to teacher job satisfaction in Libode District

In answering questions, kindly make sure that you answer per instruction in each question. You are requested not to write your name in any part of the questionnaire. I wish to assure you about confidentiality of your responses. They will be used only for the purpose of this study.

The questionnaire attached herewith is divided into three sections i.e. A, B, C. and D. Section A requires only your biographical data, Section B is about working conditions in your school, Section C requires you to comment about salaries and Section D deals with the promotion of teachers by the government.

Thanking you in anticipation.

Yours faithfully

.....

N.E. Mvo (Miss)

INSTRUMENTS FOR THE RESEARCH

TEACHER QUESTIONNAIRE

You are kindly requested to complete the questionnaire. The information you have given will be used in a research study supervised by the Walter Sisulu University. The purpose of this questionnaire is to find your views on the problems you experience in the field which affect your teaching, competence, and job satisfaction. The information you have given will be kept confidential. You need not write your name on the questionnaire.

The questionnaire has four sections, section A, section B, and section C and section D. In section A, you are kindly requested to fill in your personal information in the spaces provided. In section B, you are requested to tick indicating whether you agree or disagree with the statement. In section C, you are requested to write yes or no to the space provided and section D to write true or false next to the statement given.

APPENDIX E: TEACHER QUESTIONNAIRE

SECTION A: DEMOGRAPHIC QUESTIONS

Please answer the following questions by supplying the correct answer that corresponds to the statement give below:

1. Sex

Male

Female

2. Age

20 - 29
30 - 39
40 - 49
50 and over

3. Number of years in teaching

0 - 4
5 - 9
10 - 14
15 - 19
20 and over

4. Community where the school is located

Rural area
Semi urban

5. Rank/ Position held

Post level 1
Head of Department
Deputy Principal
Principal

SECTION B: WORKING CONDITIONS

DIRECTIONS

Indicate in the following statements whether you agree or disagree with each of the statement given below by putting a tick in the appropriate box of each statement

ITEM	STATEMENT	Agree	Disagree
1	My school's working conditions is comfortable		
2	I am satisfied with the fringe benefits of teachers.		
3	The distance from my school affects teaching and learning.		
4	School Management Team is supportive and encouraging		
5	District officials are encouraging and supportive to teachers.		
6	I have control and cope with new changes of curriculum.		

SECTION C: SALARIES

Please indicate your answer by ticking Yes or No after you have read each of the following statements concerning the salaries of teachers.

ITEM	STATEMENT	YES	NO

1	Teachers are satisfied with their salary scale they do not aspire for promotion		
2	Teachers who managed to further their studies are well paid.		
3	Teachers who have more experience in teaching get more salary than teachers do with less experience.		
4	Low salary causes job dissatisfaction.		
5	Teachers' salaries are good compared with other professionals.		
6	The performance of teachers and their morale can be improved if they are well paid		

SECTION D: PROMOTION FOR TEACHERS

Please indicate whether the following statements are true or false.

ITEM	STATEMENT	TRUE	FALSE
1	Promotion helps to improve teacher morale and sense of responsibility.		
2	Lack of promotion enforces teachers to further their studies.		
3	Lack of promotion of experienced teachers causes job dissatisfaction.		
4	Teachers are satisfied with their salaries as a result		

	they do not aspire for job promotion.		
5	Lack of promotion opportunities in most teachers with good results decreases job satisfaction.		

APPENDIX: F INTERVIEW GUIDE

Interviews were conducted with the two principals and two teachers, one from each school

1. How is the morale of teachers in your school? Justify your response with short explanation.
2. What do you think could be the effect of promotion to the level of job description?
3. How long do you plan to remain in the teaching profession?
4. There are many changes in the education system nowadays; do you feel that they are good or bad? Justify your answer.
5. Given a chance to participate in the formulation policies of the Department of Education, what can you suggest so that problems that seem to be a challenge in the teaching profession can be solved?



APPENDIX K

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
MANDATORY CONSENT FORM: ELECTRONIC THESES & DISSERTATIONS (ETD) AND PLAGIARISM
REQUIREMENT (For postgraduate research outputs from 2009 September)

**TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT
ON INTERNET AND WSU INTRANET**

FACULTY:

QUALIFICATION NAME: _____ ABBREVIATION: _____ YEAR: _____

STUDENT'S FULL N _____ STUDENT NUMBER _____

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER/MINI-DISSERTATION/DISSERTATION/THESIS (TICK ONE)
TITLE OF THE RESEARCH OUTPUT:

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SUSULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAIGARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.

SIGNATURE OF STUDENT

DATE

ENDORSEMENTS BY:

SUPERVISOR:

FULL NAME:

SIGNATURE: _____ DATE: _____

CO-SUPERVISOR(S):

1 FULL NAME:

SIGNATURE: _____ DATE: _____

2 FULL NAME:

SIGNATURE: _____ DATE: _____