

CAUSES AND EFFECTS OF TEACHERS' JOB  
SATISFACTION OR DISSATISFACTION AND THEIR  
IMPACT ON LEARNER PERFORMANCE: A CASE STUDY OF  
TWO SCHOOLS IN THE NGQELENI AREA OF THE LIBODE  
MEGA-DISTRICT, EASTERN CAPE PROVINCE OF SOUTH  
AFRICA

by

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A mini-dissertation submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION (M.Ed)  
(Educational Management and Policy)

at

WALTER SISULU UNIVERSITY

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SEPTEMBER 2012

## **ABSTRACT**

*The study investigated the relationship between teachers' job satisfaction-or dissatisfaction-and learner performance in two schools (one Junior Secondary School and one Senior Secondary School) in the Libode Mega-district, Eastern Cape Province, South Africa. The study is qualitative in nature; the interview was used as the method of collecting data. Six School Management Team (SMT) members and ten teachers were purposively selected from the two schools in the Libode Mega-district. The researcher administered the interview and interviewed the selected SMT members and teachers. The researcher used the video/sound/audio recorder as the research instrument to collect data. To analyze data, the researcher transcribed the recorded interview responses, presented the responses without editing them, interpreted the responses and themes. The findings were derived from the themes. The main findings of the study revealed that there was low morale and job dissatisfaction among teachers. The study's finding of "low morale and job dissatisfaction among teachers" could be regarded as the reference of the general situation ("picture") of the relationship between teachers' job dissatisfaction and learner performance in the schools of the Libode Mega Education District. The findings have also revealed that there is a proportional relationship between teachers' job satisfaction and learner performance, i.e. the more satisfied teachers are with their jobs the more likely they perform better on their tasks, this results in good learner performance, while low the levels of job satisfaction among teachers result in poor learner performance. The study recommends that the website- based, electronic information systems should be developed by the National Department of Education in order to grant teachers, or any school stakeholder, absolute anonymity to log or report complaints, dissatisfaction, suggestions, disapproval, appraisals and opinions on matters that concern the education system in South Africa. The study recommends that pupil-teacher ratio policy, and policies on working conditions in schools should be constantly reviewed. The introduction of change- management workshops for teachers to adapt to innovations in the education curriculum is also recommended.*

*Key words: Relationship, satisfaction, dissatisfaction, performance, morale, job, teacher.*

## **DECLARATION**

I, MZAMO JEFFREY DUKWANA, of the FACULTY OF EDUCATION, WALTER SISULU UNIVERSITY, solemnly declare that this mini-dissertation entitled "Relationship between Teachers' Job Satisfaction or Dissatisfaction and Learner Performance: A Case Study of Two Schools in the Ngqeleni Area of the Libode Mega-District, Eastern Cape Province" is original and is not the work of anyone else. This work is the result of my efforts through the professional guidance of my supervisors whose names and signatures appear below.

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## **ACKNOWLEDGEMENTS**

This study could not have been a success without the guidance, opinions, suggestions, encouragement, assistance, contribution and prayers from the following people:

- God, as the provider of everything: I thank the Almighty, Omniscient Lord for the strength that He has given me to complete this study.
- Dr. M. Molepo: I thank him for his tireless and dedicated supervision, professionalism, support and guidance towards the completion of this study. Thank very much, "You have done the best, you deserve the best and you are the best."
- Dr. D. Gumbi: I thank her for her encouraging spirit throughout this study.
- My friends: G. Z. Maqokolo, L. Mjali, T. Maqoqa and V. Maqhubela for their continued support and encouragement throughout this study.
- My wife, NoSunday Dukwana for her motivating and inspiring words.
- My children, Elethu, Esethu and Kwanele, who had to wait up for the return of their father at night.
- Mr. M. Mzingelwa, the research assistant at the Directorate of Postgraduate Studies, Walter Sisulu University (WSU), for his assistance in arranging, formatting and aligning this document according to WSU requirements.
- The staff at the Directorate of Research Development, WSU, for processing the funding for this study.

## **DEDICATION**

I dedicate this piece of work to my two sons, Esethu and Elethu, and my only daughter, Kwanele. I also dedicate this study to my lovely wife, NoSunday Dukwana, and my late parents.

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## **ACRONYMS AND ABBREVIATIONS**

4H- HANDS  
HEAD  
HEALTH  
HEART

ANC - AFRICAN NATIONAL CONGRESS

DOE-DEPARTMENT OF EDUCATION

EC - Eastern Cape

HAC-Health Advisory Committee

HR - Human Resource

JSS - Junior Secondary School

LMD - Libode Mega District

MCEETYA-Ministerial Council on Education, Employment, Training and Youth Affairs

NUT - Nigerian Union of Teachers

OBE - Outcome Based Education

OSHA - Occupational Safety and HEALTH ADMINISTRATOR

PD-Professional Development

PWC - Provincial Working Committee

RAU - Rand Afrikaans University

SADTU -South African Democratic Teachers Union

SASA - South African Schools Act

SG - Superintended General

SMT - School Management Team

TCE - Teacher's Collective Efficacy

UNESCO – United Nations Educational Scientific and Cultural Organization

WSU - WALTER SISULU UNIVERSITY

## **LIST OF APPENDICES**

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## **CHAPTER ONE:**

### **INTRODUCTION AND CONCEPTUAL ORIENTATION**

#### **1.1 Introduction**

This chapter will focus on the background of the study, statement of the problem, research questions, objectives, rationale for the study, significance of the study, limitations and delimitations of the study and definition of terms used in the context of the study.

Job satisfaction can be described as favourable or positive feelings about one's work environment. Greenberg and Baron (1995, p.169) define job satisfaction as individual's cognitive, effective and evaluative reaction to their jobs. It is generally agreed that job satisfaction influences absenteeism, labour turnover, commitment and organizational citizenship. Job satisfaction of teachers has been the focal point of consideration in recent years (De Nobile, 2003, Dinham & Scott, 1998). Given the links that have been established between job satisfaction and employee commitment, turnover, absenteeism, productivity and occupational stress (De Nobile & McCormick, 2005, Luthans, 2002; Singh & Billingsley, 1996, Spector, 2000) such interest is perhaps not surprising.

#### **1.2 Background to the study**

The recognition and acceptance of the role of the teacher in any country is arguably an important one (Beer & Beer, 1992). The teaching profession is one of the most important professions, in that, it is the one on which all the other professions are built. There is no doubt that even the Eastern Cape regards the duty of the teacher in the same way. A very heavy burden is placed on the shoulders of the teacher who is regarded in educational circles, as the operator of the system; the future of a child is in the hands of the teacher whose duty is to go the extra mile, and beyond the didactic situation, to influence the child in most spheres of life and, as such, teachers are not only concerned with the intellectual aspects of a child but also with his or her physical, spiritual and emotional well-being (Dinham & Scott, 2000).

Job stress and the cultural dimension of collectivism are associated with job satisfaction for 500 teachers from Canada, Korea (South Korea or Republic of Korea) and the United States. Multi-group path analysis revealed that TCE predicted job satisfaction across settings. Job stress was negatively related to job satisfaction for North American teachers i.e. teachers from Canada and the United States, whereas the cultural dimension of collectivism was significantly related to job satisfaction for the Korean, but not for the North American teachers. For educators, this study underlines the importance of collective motivation as a source of individual job satisfaction (Klassen 2010, pp. 464 – 486).

In his study of teacher job satisfaction and motivation for school effectiveness, Nwachukwu Prince Ololube of The University of Helsinki, Finland, states that, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. The government in Nigeria and the Nigerian Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits and improvements in working conditions of teachers. The federal and state governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits and improvements in working conditions (Brouwers & Tomic, 2000; Caprara, Barbaranelli, Borgogni & Steca, 2003, Greenglass & Burke, 2003).

Bandura (1997, p.477) asserts that the personal efficacy beliefs people hold play an important role in their functioning. He also recognizes that individuals do not work as social isolates and therefore people form beliefs about the collective capabilities of the groups to which they belong. He contends that, similar to self-efficacy, In his study, Klassen, of the University of Albertina, examines how teachers' collective efficacy (TCE), beliefs affect group performance in diverse fields of functioning such as business, sports, politics and education.

Teacher stress, defined as the experience of negative emotions resulting from a teacher's work (Kyriacou, 2001), is inversely related to teacher self-efficacy (Betoret, 2006; Skaalvik & Skaalvik, 2007; Yoon, 2002) and positively related to poor teacher-pupil rapport and low levels of teacher motivation. In the Daily Dispatch dated, Friday March 18, 2011, there was a headline that stated, "Court scraps school stationery tender". Under this headline, it was clearly stated that about 2, 400 Eastern Cape schools would be left without stationery for the

remainder of the school term after a tender awarded by the provincial Department of Education to deliver writing materials to Section 20 schools was scrapped by the Bisho High Court. This clearly shows that learner performance would drop. During this period, most of the schools which included almost 700 000 pupils were making do with writing material left over from previous year.

An article in the Daily Dispatch, dated 29 September 2010, (page 1), had a headline that said, "Unions down tools again". This clearly shows that if union members did not go to work, learners would suffer (Abel & Sewell, 1999; Kokkinos, 2007). The outcomes of teachers' work-related stress are serious and may include burnout, depression, poor performance, absenteeism, low levels of job satisfaction and, eventually, the decision to leave the profession (Betoret, 2006; Jepson & Forrest, 2006). Teachers' stress however is not inevitable in challenging conditions; teachers in schools in which there is good communication among staff and a strong sense of collegiality express lower levels of stress and high levels of commitment and job satisfaction (Kyriakon, 2001).

### **1.3 Statement of the problem**

Ngqeleni is a small village in the Libode Mega District of the Eastern Cape Province of South Africa. It appears that teachers are not satisfied in their job. The researcher (a teacher himself) often hears them complain of the conditions under which they work. The secretariat report on the 28 September 2011 to 01 October 2011 states that members of SADTU came out in large numbers to support the march which was held on 03 June 2010. Teachers demanded 8.6% salary increase in that march. The report clearly indicates that the march made its mark throughout the Province. It further indicates that the support shown by members during that time needs to be applauded because of the commitment they displayed to their cause and loyalty to the organization.

The report further says that it was regrettable to note that, despite this successful march, teachers were still not taken seriously by the Department. The Department did not consider responding to the memorandum from SADTU. The secretary of SADTU further indicated that a provincial working committee (PWC) should come up with clear guidelines on how to take the process forward. Although some officials were suspended, the suspended number was a drop

in the ocean as the superintendent general (SG) indicated that certain officials should be suspended "This PWC should guide us on how best we ensure that the Eastern Cape Department of Education takes us seriously, the secretary concluded. The secretary further quoted what was said by ANC stalwart, Goven, when he said, "Oppression and exploitation are man made by minority interests. What then must the oppressed and the exploited majority does to turn things in their favour? Go to the masses of the oppressed and exploited people of our land, work among them, and work with them to prepare the way for a takeover of power."

Eastern Cape pupils put 'strain' on Western Cape schools was a head-line on the Daily Dispatch dated March, 24 2012. The Western Cape premier, Helen Zille, referred to the Eastern Cape learners in that province as 'refugees'. School crams 162 in a class, was another head-line in the same paper where it indicated that some teachers could not move around their classroom.

There are numerous complaints about schools in the Eastern Cape, most of them about infrastructure, books, working conditions etc. The Department of Education is often taken to court because of these issues. In another Daily Dispatch article dated Saturday, March 17, 2012 the reporter said that a school was ready to sue for infrastructure where pupils, parents and teachers of a severely damaged Transkei school had come out in full support of court action against government. "We have been asking for proper school infrastructure for a long time. We have explained our situation to the Department of Education several times and up until today there has been no response," said the principal of this school.

In the City Press dated 23 October 2011, on page 1 of the careers page, Rachel Zupek had this to say: "We have all pondered quitting our jobs. But unfortunately, for many people the choice is not that easy, after all, having a job means earning a salary. But what if that salary barely pays enough to cover your bills and expenses? It is common for workers to think they are not paid enough and for various reasons, according to Erica Moore-Burton, the author of the Little Professional P.I.N.K. Book of Success." Furthermore, Zupek says, "Sometimes it is because of the number of hours, how they (employees) work or it may relate to their job duties. It could be that associated job duties are complex in nature or it could be just simply



that the duties that they are charged with would typically be assigned to someone in a more senior role at another company.”

Moore-Burton says, “Whether you are truly underpaid or not, if you are barely earning enough money to pay the bills, your choices of what to do are limited. But continuing to work in a job where you are barely making ends meet can cause burnout, among other issues. Moore-Burton continues by saying, “if you are just scraping by, it can have a negative effect on your work product, attitude and general level of competency. Your level of concentration and focus can be affected because you are thinking about other personal issues. A negative home-life environment, because of financial pressure and work environment, together, can be a recipe for disaster and can cause problems on both fronts”

The researcher developed an interest in this study because of numerous complaints and problems that beset teachers. The changing education system, for example, Outcomes Based Education(OBE) brought about a great deal of frustration to the teachers. They did not understand the new policies aligned with the present education system. The working conditions were not conducive to learning and training, for example, mud-structured schools, more and new roles with new challenges involving violence in schools, gangsterism, teenage pregnancy and many more.

In order to understand the relationship between teachers’ job satisfaction and learner performance, the study will attempt to answer the following main research question.

#### **1.4 Main research questions**

Is there any relationship between teachers’ job satisfaction (or dissatisfaction) and learner performance in the schools in the Libode Mega-district?

##### **1.4. 1. Research questions**

The study sought to answer the following research questions:

1. What are the causes of teacher job satisfaction or dissatisfaction?
2. To what extent does teachers job satisfaction affect teaching and learning?

3. What role can stakeholders play in ensuring that teachers' job satisfaction does not affect learner performance?
4. How can job satisfaction or dissatisfaction be addressed to ensure adequate learner performance?

### **1.5 Objectives**

The objectives of this study are:

1. To find out how teachers' job satisfaction affects teaching and learning in the classroom.
2. To find out what role can be played by stakeholders in ensuring that teachers' job satisfaction does not affect learner performance.
3. To address teacher job satisfaction in schools to ensure a stable learning and teaching environment.

### **1.6 Rationale for the study**

The researcher developed an interest in this study because of numerous complaints and problems that beset teachers. The changing education system, for example, Outcomes Based Education (OBE) brought about a great deal of frustration to the teachers. They did not understand the new policies aligned with the present education system. The working conditions were not conducive to learning and training, for example, mud-structured schools, more and new roles with new challenges involving violence in schools, gangsterism, teenage pregnancy and many more.

Masitsa (2003: p.223) argues that a normal school classroom is designed to take 35 learners, which means that any classroom accommodating more than 40 learners is overcrowded.

Hartshorne (1991: 42) states that the immediate effects of the growth in learners were a serious shortage of classrooms, the near-absence of laboratories and libraries, overcrowded classes, a high teacher/pupil ratio and a high drop-out rate, which is a serious indicator of underachievement. This implies that learners will perform poorly in an overcrowded classroom.

## **1.7 Significance of the study**

Once the study has been successfully completed and a report compiled, the major findings and recommendations will be combined and forwarded to the Department of Education in the Libode Mega District to note, and share experiences the report unveiled. Teachers will become informed on matters that affect them and they will be provided with motivational strategies to assist them to become better satisfied with their jobs as careers. Through this study, there will be an improvement on the side of learners, and teaching and learning will become more stable. School managers may try to adjust and improve their management style through what they have learnt from this study.

## **1.8 Theoretical framework**

### **Maslow's Hierarchy of needs.**

The theory related to this study is that of Maslow which is based on needs in relation to motivation. According to this theory, a person has five fundamental needs. These are the physiological, security, affiliation, esteem and actualization. Physiological needs include pay, food, shelter and clothing, good (and comfortable) working conditions. Security needs include the need for safety, fair treatment, protection against threats, and job security. Affiliation needs include the needs of being loved, accepted by the group, being part of the group etc. Esteem needs include the need for recognition, respect, achievement, autonomy and independence.

Self-actualization needs are the highest in the level of Maslow's needs theory and they include realizing one's full potential or self development called the pinnacle of one's calling. The framework of this study is built around the needs that teachers have in their work. The reason for adopting Maslow's needs theory as a framework of this study is that the researcher wants these needs fulfilled. An organization's liveliness, whether public or private stems from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance and motivation (Lewis, Goodman & Faudt, 1995). For Kelly (1974, p.279) motivation has to do with the forces that maintain and alter direction, quality and

intensity of behaviour. In short, Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity.

According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy, however, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Moreover studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy model (Naylor, 1999).

### **1.9 Limitation of the study**

The limitations of a study refer to the weaknesses or lack of ability which set a limit on what can be achieved in a research study (Robinson, 1996). There are a number of limitations that the researcher encountered during the course of the study. The study was conducted in only two schools in the Libode Mega District. They were one Junior Secondary School and one Senior Secondary School. As a result of this, the researcher will not be in a position to generalize the results of the study to other schools within the Libode Mega District and schools in other districts.

The schools from which data was to be collected were far apart from each other so travelling between these schools and the venue where the researcher was working was costly, so the finances were therefore a limiting factor. Some of the teachers and principals did not feel free to take part in the research and that limited the study as well.

### **1.9 Scope of the study**

The study was conducted amongst the teachers of the two schools selected within the Libode Mega District to establish the relationship between teacher job satisfaction and learner performance which may have a bearing on the smooth running of the education system. The researcher specifically studied the factors contributing to teacher job satisfaction in relation to learner performance.

### **1.10 Definition of terms**

**Job:** In this case study, a job is a set of tasks one accomplishes as one works. One may have a part-time job that is important because it provides spending money and work experience. If one does not intend to stay in the employment field for a large part of one's life, then it is a job not a career (Nal et al, 2004). Mathis and Jackson (2004) define job satisfaction as a grouping of tasks, duties and responsibilities that constitute the total work assignment for employees. The term, job, was utilized in this study so as to see if employees were satisfied or not with their employment.

**Satisfaction:** This is an individual's cognitive, effective and evaluative reaction to his or her job (Greenberg & Basson, 1995, p.169). Satisfaction is an attitude determined by the difference between the rewards that employees receive and the rewards that they believe they should receive, the smaller the difference, the greater is the employee's satisfaction (Slocum, 1995). The term, "Satisfaction", was used in this study to ascertain employees' attitudes towards their jobs (Kleinan, 1997).

**School:** This is an institution designed for the teaching of students under the supervision of teachers (South African Schools Act No. 84 of 1996).

**Learner:** This means any person receiving education or obliged to receive education (South African Schools Act No. 84 of 1996).

**Relationship:** This refers to an association between two or more people. Management generally seeks to establish a better relationship with the trade unions and clarify the role and power of the shop stewards. Improved

relationship leads to the removal of the barriers inhibiting the success of the organization (Finnemore, 2006 p.204).

## **1.11 STRUCTURE OF THE STUDY**

This study is as follows:

### **CHAPTER 1**

Chapter 1 focuses on the background of the study, the statement of the problem, the rationale, the significance of the study on job satisfaction and learner performance, objectives and research questions. A brief research design is also given.

### **CHAPTER 2**

The focus of this chapter is on the review of available literature on job satisfaction and learner performance.

### **CHAPTER 3**

This chapter deals with research methodology, the research methods, the process of sampling and the research instruments.

### **CHAPTER 4**

This chapter comprises of data presentation and discussions relating to job satisfaction and learner performance.

### **CHAPTER 5**

This chapter deals with the summary of findings and recommendations. Chapter 5 is followed by the list of references.

## **1.12 Conclusion**

This part of the study presented the introduction to the study. It covered the research problem, main questions and sub-research questions. Objectives were stated, including the

rationale for the study, significance of the study and delimitation and limitations of the study. Terms and concepts that would be contextually significant were defined under the definition of terms. The next part of this study will focus on the literature review.

## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter of the study covers the review of the related literature upon which the study is anchored based on the different forms of research which may already have been conducted, this is in order to understand how other researchers have pursued similar studies. A literature review helps the researcher to understand the gaps in the field within which the topic is located (Maree, 2007, p.26). The review includes, and covers issues, raised in the research questions and related matters as listed below:

- Causes of teacher job satisfaction or dissatisfaction.
- The way teacher job satisfaction affects teaching and learning in the classroom situation.
- The role that can be played by stakeholders in ensuring that teachers' job satisfaction does not affect learner performance.
- Ways of monitoring teacher job satisfaction, or dissatisfaction, to ensure adequate learner performance.

#### **2.2 Job satisfaction**

Job satisfaction is an employee's general attitude towards the job. Teachers do not teach in a vacuum; their own understanding of what teaching is, their reasons for becoming teachers, the circumstances under which they teach, are all factors that affect their teaching. These contexts will naturally bring to light the various problems and challenges that teachers face. It is evident that levels of job satisfaction felt by teachers in similar work environments can vary from one individual to another. According to Crossman and Harris(2006), demographic factors may play a role in the level of job satisfaction perceived by teachers.

In the paper presented at the Annual Conference of the Australian Association for research in education (Adelaide, November 26 – 30, 2006; Dinham & Scott, 1996), it is suggested that four variables may have significant implications for teacher job satisfaction, namely: gender, age, experience and position.

### **2.3 Gender and job satisfaction**

Hua and Luo (1992) argue that gender makes no significant difference in most dimensions of job satisfaction among journalists and a difference exists only on promotion. Even though there are contradictory findings in the age factor, the studies cited above have largely concluded that the degree of job satisfaction increases with age.

Crossman and Harris (2006) argue that gender is frequently investigated as a biographical variable in studies of job satisfaction. The literature is far from conclusive about the nature of the relationship between gender and job satisfaction. Females are more satisfied with a range of job dimensions (Bedeian et al., 1992 & Klecker, 1997). Koustelios (2001) reported that female teachers, both primary and secondary, were more satisfied with working conditions than males.

### **2.4 Experience and job satisfaction**

The study of teachers by Koustelios (2001) found years of experience as a predictor of satisfaction with supervision and promotion, but the nature of the relationship was unclear. The most- experienced teachers were more satisfied than the least experienced. Crossman & Harris (2006), in their recent study, reported similar findings, with satisfaction high for early career teachers, but steadily lower for those with six to twenty years' experience, and rising for teachers with more than 20 years of experience. Teachers in the- most experienced age group were more satisfied than the least experienced.

### **2.5 Working conditions**

According to Wiley (2008 p.233), the cornerstone of a great place at which to work is trust built on open, engaged relationships between management and employees. He further argues



that, job satisfaction, or how content an individual is with his or her job, is an important consideration in an employee-relations programme. John Wiley (2008, p.233) states that employees should be treated as assets. He explains that companies known for their "people-friendly HR policies have adopted the notion that employees are a cherished asset and need to be treated accordingly."

Wiley (2008 p.233), further stated that the Occupational Safety and Health Administration (OSHA) have established protective workplace standards and they enforce those standards. In his study of teacher's job satisfaction and motivation for school effectiveness, Ololube (2005) argues that teachers are expected to render very high job performance and the Ministry of Education is always vigilant regarding the job performance of its teachers.

## **2.6 Remuneration for teachers**

Numerous studies have examined job satisfaction among college and university faculties (August & Waltman, 2004; Hagedorn & Sax 2004; Johnsrud & Rosser 2002; Reybold, 2005; Rosser, 2004, 2005). Rosser (2005) identifies four significant areas in the literature on faculty satisfaction: rewards and salary, work and career satisfaction, relationship with students, colleagues and administrators, benefits and job security. Faculty satisfaction has also been shown to have an impact on the turnover of faculty members (Johnsrud & Rosser 2002; Rosser, 2004).

## **2.7 Studies and findings on teachers' job satisfaction**

A paper presented at the Annual Conference of the Australian Association for Research in Education, Adelaide, November 26 – 30, 2006 on Biographical Differences and Job Satisfaction of Catholic Primary School Staff, indicated that demographic factors may play a role in the level of job satisfaction perceived by teachers (Bedeian; Ferris & Kacmar, 1992; Bogler, 2002; Crossman & Harris, 2006; Niehoff, 1997). In his recent study of teachers, Harris (2006) reported males were slightly more satisfied than females. Bedeian et al (1992) & Klecker (1997) found females were more satisfied with a range of job dimensions. Crossman and Harris (2006) identified significant differences in job satisfaction between age groups, but the levels fluctuated from highest among teachers aged 22 – 30, lowest among the 31 – 40 age group and higher again (but not as high as the 22 – 30 age group for the 41 – 50 age

group). Mertler (2002) reported similar fluctuations. The study by Bedeian et al, 1992; suggests that years of experience in the job may be a better predictor of job satisfaction than age. Years of experience has also been described as tenure, number of years teaching or length of service (Bedeian et al, 1992; Crossman & Harris, 2006; Klecker, 1997).

For the purposes of the study, years of experience was deemed the most appropriate term for the biographical variable describing groups categorized by experience. As with age and gender, results of previous literature regarding teachers are not conclusive.

Nwachukwu Prince Ololube of the University of Helsinki, Finland, on his study based on teachers' job satisfaction and motivation for school effectiveness explored the conflicting approaches to the theories of motivation. The research strategy and design were much in line with the need-based content theories of motivation. The study supported the theory that the satisfaction, or work-related needs of employees, regardless of national background, can be grouped according to need theories of motivation (Ifinedo, 2004). The results of this study did not depart significantly from previous works and literature reviews of job satisfaction and motivation of employees in general. This study's results agreed with most of the findings regarding the relationship between job satisfaction need satisfaction, motivation and job performance (Ifinedo, 2004; Ladebo, 2005; Ubom & Joshua, 2004; Ubom, 2001). The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance in Nigerian teachers.

Daily Dispatch dated 30 April 2012, it was stated that the study found that 10.5% of teachers-one in 10-were absent at Eastern Cape schools annually. The province was followed by KwaZulu-Natal, Gauteng and North West. Education expert Graeme Bloch said this affected the quality of teaching at schools. Bloch said a lack of resources such as toilets and staff rooms had created an impression schools were "not a nice place." East London-based education expert, Dr Ken Alston, said the problem could be worse than reported and blamed school principals for refusing to comply with legislation. Alston said principals were not reporting teacher-absenteeism at schools especially on Fridays and pay days.

"The department knows there is high absenteeism and should be running spot checks on schools in the early morning and just before school ends and checking the sign-in and sign-

out registers,” he said. Alston said the lack of action from the department assisted teachers in getting away with the “corrupt” practice. He also questioned the role played by unions in ensuring their members were at school. “The department needs to take charge instead of having unions dictating the terms. There will be no return to normality until that happens. No decent, well-managed business would tolerate this kind of absenteeism and non-performance. The tragedy of this entire issue is that the school children are the victims of self-centred adults who claim to be teachers but who fail to understand their professional responsibilities and accountability.”

Public Service Accountability Monitor Education Researcher, Zukiswa Kota, said a number of factors contributed to absenteeism.

These included:

- A high number of activities such as workshops;
- Poor management and accountability at schools;
- Inadequate sanctions or consequences for absenteeism;
- Insufficient incentives for teachers; and
- Constant upheaval within the education system and poor support for teachers.

Kota 2012 said that, allowing staff or union meetings and workshops to be held during school hours encouraged absenteeism. “It is no coincidence that two of the provinces with the highest levels of teacher absenteeism were also among the worst performing in the National Senior Certificate results in 2011,” said Kota.

### **Pressure was needed on managers to follow legislation.**

“Districts must ensure every single principal and head of department in every single school is monitored and provided with the necessary training and support to effect meaningful change. Teacher morale is an important aspect of job satisfaction which ultimately has an influence on attendance. Teacher absenteeism affects more than learners’ instruction time. Learners themselves are influenced by their teachers’ behaviour, attendance and punctuality. The necessary change will only come once the interests of learners and the education system as a whole are prioritized by all stakeholders,” Kota said.

In this paper, Walter Sisulu University’s Faculty of Education’s Professor Jay Jadezweni says that some of the contributory factors to absenteeism were financial constraints, HIV/Aids-

related issues, long travelling distances, low morale and poor prospects for promotion. Jadezweni also says, a wrong career choice, a poor work environment, bad staff relations, learner ill-discipline, lack of support, huge work overload and overcrowded classrooms were other factors.

## **2.8 The causes of teachers' job satisfaction or dissatisfaction**

Godlwana (2006) describes job satisfaction as a specific subset of attitudes held by organization members; it is the attitude towards the teacher's job. She further describes job satisfaction as one's affective response to the job.

Steyn and Van Nierkerk (2000), on professional development of teachers, it is indicated that it is necessary to explain why some professional development programmes have been unsuccessful; there is a need to outline the factors that may influence the effective implementation of professional development and to explain the importance of contextual factors like environment, internal conditions and individual considerations as major sources of momentum for professional development in schools.

Unless schools become places for teachers to learn, they cannot be places for student learning (Bernauer, 2002:91). Professional development of educators is seen as an essential ingredient for creating effective schools and improving learners' performance (Rhodes & Houghton-Hill, 2004:424, Wood & Millichamp, 2000:513, Birman, 2000:32) Despite research findings, many professional development programmes are developed on faulty assumptions of such research, or even no research at all (Burke, 1997:299). Since educators have the most direct contact with learners as well as a considerable control over what is taught at school and how is it taught, it can be assumed that to enhance educators' knowledge, skills and attitudes are critical in improving learner performance (King & Neumann, 2001:87, Robisch, 1999:121, Anon, 2002: 17). There should be realization that professional development is not simply about "doing the right things" or "doing things right" but also about understanding what it means to be a teacher – being teacher – and understanding the needs of teachers.

## **2.9 Theories of job satisfaction**

### **Content Theories: Hertzberg and Maslow**

Hertzberg et al (1959) conducted research to test the relationship between satisfaction and performance and formalized a theory based on the results. According to the theory, people have two major types of needs. He called the first category hygiene needs; these are influenced by the physical and psychological conditions in which people work.

The second category, according to Hertzberg, is called motivator needs. Hertzberg describes these as being equivalent to the higher level needs in Maslow's hierarchy of needs.

Maslow's theory is based on needs in relation to motivation. According to this theory, a person has five fundamental needs. These are the physiological, security, affiliation, esteem and actualization. Physiological needs include pay, food, shelter and clothing, good (and comfortable) working conditions. Security needs include the need for safety, fair treatment, protection against threats, and job security. Affiliation needs include the needs of being loved, accepted by the group, being part of the group etc. Esteem needs include the need for recognition, respect, achievement, autonomy and independence.

According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy, however, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Moreover studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy model (Naylor, 1999).

### **2.9.1 Reinforcement Theories**

Reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behaviour and consequences. In a variety of studies carried out by Skinner (1999 p.67), he devised a conditioning model which proposes that if pleasant consequences follow behavior, the behaviour will tend to continue whereas unpleasant consequences will tend to stop the behaviour. This theory of motivation suggests that the internal state of mind comprising of needs is misleading scientifically, is immeasurable and, in any case, is hypothetical. This suggests therefore that reinforcement theory rests on two underlying assumptions: the first being that human behaviour is determined by the environment and the second one is that human behaviour is subject to observable laws and

can be predicted and changed. Lewis et al (2005) state that, hence, the foundation of the reinforcement theory is the "law of effect", which states that behaviour will be repeated (or not repeated depending on whether the consequences are positive or negative.

### **2.9.2 Process Theories**

Equity theory matches the notions of a fair day's work for a fair day's pay. It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factor of Hertzberg et al. Equity and fairness in the workplace have been found to be major factors in determining employee motivation and job satisfaction (Lewis et al, 1995 p.502). Equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social-comparison process is driven by the concern for fairness and equity. According to McKenna (2000 p.112) & Sweeney( 2000), research confirms, the equity theory as one of the most useful frameworks for understanding the issue and it has a role to play in the study of work motivation.

### **2.9.3 Expectancy Theory**

According to Lewis et al (2005), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: the relationship between effort and performance and the desirability of various work outcomes that are associated with different performance levels. This theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance and desirability of consequences associated with job performance. Employees are therefore influenced by the expected outcomes of their behaviours and motivation at work, or the perceptible link between effort and reward. It suggests that education administrators and policy makers need to pay attention to the expectancy value that is the link between effort and teachers' needs satisfaction and performance; these determine what outcome teachers value about their job performance. It is important to ensure that teachers' wages and salary rates are therefore not perceived as unfair.

## **2.10 How teachers' job satisfaction affect teaching and learning in the classroom?**

### **2.10.1 Working conditions**

According to John Wiley (2008 p.233), the cornerstone of a great place at which to work is trust built on open, engaged relationships between management and employees. He further argues that job satisfaction, or how content an individual is with his or her job, is an important consideration in an employee relations programme. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's effort. The factors that affect job satisfaction vary from one worker to another and from day to day but include the following:

- The nature of work (tasks involved, the interest and challenge the job generates).
- The level of compensation.
- The perceived fairness of the promotion system within a company.
- The equality of the working conditions.
- Management style.
- Social relationships in the workplace.

Along with contributing to a general sense of personal wellbeing, job satisfaction is perceived to be linked to a positive work attitude and increased productivity. John Wiley (2008 p.233) states that employees should be treated as assets. He explains that companies known for their "people-friendly HR policies" have adopted the notion that employees are a cherished asset and need to be treated accordingly. The steps that organizations actually take to integrate this value into their day-to-day business practices vary from one company to another. The existence of this value does not mean that human concerns always take precedence over fundamental principles. It simply means that the welfare of employees is routinely taken into consideration when companies are making bottom-line decisions. At minimum, a business must follow operational and physical standards if it expects employees to be productive, loyal and satisfied.

John Wiley (2008 p.233), further stated that the Occupational Safety and Health Administration (OSHA) have established protective workplace standards and they enforce

those standards. Job enrichment is concerned with designing jobs that include a greater variety of work content, require a higher level of knowledge and skill, give the worker more autonomy and responsibility for planning, directing and controlling his or her own performance and provide the opportunity for personal growth and meaningful work experience.

Teachers are human beings with various needs to be satisfied and failure to have such needs satisfied leads to frustration, a nonchalant attitude towards work, and rebellion (Ubom & Joshua, 2004). In his study of teachers' job satisfaction and motivation for school effectiveness, Ololube (2005), argues that teachers are expected to render very high job performance and the Ministry of Education is always "curious" regarding job performance of its teachers. In their study Marston & Brunetti emphasize the complexity of faculty satisfaction. Hagedorn (2000) proposes a conceptual framework for studying the phenomenon based on two types of constructs that interact and affect job satisfaction.

### **2.11 The role of stakeholders in ensuring that teachers' job satisfaction does not affect learner performance**

In their study of teachers' experience of their school environment, Myburgh and Poggenpoel (2006) indicated that since 1994, there have been political changes in South Africa that have had implications for almost every sphere of the society. They found that this is especially true for education, the school and classroom environment. The transformation in the education system and school seems to have confused teachers as to their roles and even their own identities.

Teachers are experiencing stress-related problems. These problems are manifested in various forms of destructive behaviour such as alcohol abuse, absenteeism and destructive relations between teachers and learners, teachers and colleagues and teachers and their families. These problems are usually indicators of personal health being at risk and this might lead to stress-related diseases.

Change may lead to uncertainty, stress and stress-related diseases. It is essential that the principal should try to understand change and the people who are affected by change-in this



case, the teachers. Some of these changes are, for instance, the move from 19 Departments of Education to one national department and nine Provincial Departments of Education and mono-cultural schools which changed to multi-cultural schools.

Along with this process, rationalization, retrenchment and redeployment of teachers also took place as the new government established its own policies. News reports reflect that these changes in the educational system have placed a great deal of pressure on teachers.

### **2.11.1 Remuneration for teachers**

Satisfaction with pay has proved to be the most important aspect for job satisfaction. According to Godlwana (2006, p.45) Olsen (1993), in her study of work, satisfaction and stress reported that salary had become a very significant issue because academic incomes had failed to keep pace with increases in the cost of living and levels of compensation in other professional domains.

In the same study by Godlwana (2006, p.49) Fuzile (1991) noted that teacher incentives such as increase in salaries, bonuses and back pay should be made available so as to maintain high job satisfaction. This view is supported by Gegana (1991) who observes that there is a great need to increase teachers' salaries so that teachers should be able to do their work enthusiastically. If teachers are paid less, they end up being "job hoppers" who will stay just long enough to improve their skills before they are off to greener pastures. Moreover teachers ought to be able to make a living out of their profession without having to moonlight at part-time jobs.

The Department of Education is an important employer and numerous studies have examined job satisfaction among college and university faculties (August & Waltman, 2004, Hagedorn & Sax, 2004, Johnsrud & Rosser, 2002, Reybold, 2005, Rosser, 2005).

Rosser (2005) identifies four significant areas in the literature on faculty satisfaction: These are rewards and salary, work and career satisfaction, relationship with students, colleagues and administrators, benefits and job security. Faculty satisfaction has also been shown to have an impact on the turnover of faculty members (Johnsrud & Rosser, 2002, Rosser 2004). It is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and

meet the relevant educational goals (Ukeye et al, 1992 p.269).Senior stakeholders must see to it that teachers' salaries are improved so to retain most of the teachers in the profession. In a memorandum issued by the South African Democratic Teachers' Union, in the former Transkei region (1990) to the Department of Education, teachers demanded the immediate revision of scales for all teachers. Teachers also demanded that parity between sexes be observed in all categories. The Department seems to have made promises in this regard but to date has not met teachers' expectations.

### **2.11.2 Lack of promotion**

Lack of promotion seems to be another significant issue affecting job satisfaction among teachers in the Eastern Cape. Promotion helps to boost the morale of teachers and motivates them to work harder in their jobs whereas lack of promotion leads to low morale and results in frustration, resignation and, at times, early retirement. Usually promotion is based on competence, qualifications or seniority. Gruneberg (2005) contends that promotion does not, however, universally signal recognition, as in some organizations promotion may result from seniority or length of stay in the organization rather than achievement in a job.

The job satisfaction levels of women and minorities are often lower for female and minority employees in that they lack career growth opportunities. This perception is that their upward mobility is what is called the "glass ceiling", an intangible barrier within the hierarchy of the organization that prevents them from rising to any higher positions. Lower job satisfaction also translates into higher resignation rates, with a resulting loss of valuable talent and greater training costs because of high turnover.

### **2.12 Monitoring of teachers' job satisfaction or dissatisfaction to ensure adequate learner performance**

High absenteeism and labour turnover figures might be an indication of dissatisfaction in the organization. Greenberg & Bason (2000 p.169) define job satisfaction as individuals' cognitive, affective and evaluative reaction to their jobs. Although a direct relationship has not been found between job dissatisfaction and performance, it is generally agreed that job satisfaction influences absenteeism, turnover, commitment and organizational citizenship.

### **2.13 Pupil-teacher ratio**

In the Daily Dispatch dated 30 April 2012, Walter Sisulu University's Faculty of Education's Professor Jay Jadezweni says the problem of the overcrowded classrooms in the Eastern Cape, especially in the former Transkei area, has contributed greatly towards the dissatisfaction of teachers in their jobs. This problem seems to be critical, especially in the primary sections where one teacher has about sixty to sixty-five students in one class.

### **2.14 Conclusion**

The researcher has reviewed the related literature in this part of the study and various issues related to the relationship between teacher job satisfaction and learner performance have been covered. The issue of job dissatisfaction of staff members needs to be addressed. The literature suggests that classroom teachers may be vulnerable to job dissatisfaction and subsequent intention to leave the profession (Mceetya, 2003; Ramsey, 2000; Singh & Billingsley, 1996). Teachers will often face more challenges in their role due to limited experience and the fact that teaching skills develop overtime (Marsh, 2004), this will challenge their self confidence and influence their attitudes to the job.

There is a lack of consistency of findings with regard to biographical variables and job satisfaction. The amount of research systematically investigating the relationship is rather limited. There exists, therefore, a need to investigate how biological differences are related to job satisfaction of primary school staff. In another study by Myburgh & Poggenpoel in South Africa, 2006, the researchers state that since 1994 there have been political changes in South Africa that have had implications for almost every sphere of the society. This is especially true for education, particularly for the school and classroom environment. The transformation in the education system and schools seems to have confused teachers as to their roles and even their own identities. Teachers are, consequently, experiencing stress-related problems.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter of the study deals with the choice of suitable methodology for the study. In the structure of the methodology, the researcher discusses the research method and the research design used. The population of the study, the sample, and the sampling strategy followed in order to select the participants of the study, are discussed. The researcher also discusses the instrument for data collection and the procedure for collecting it. Ethical considerations to be observed and respected are also discussed including the analytical framework utilized to analyze and interpret the data, and the time frame adhered to.

#### **3.2 Research paradigm**

In this study, the researcher used the qualitative method because it is generally used in a study in an open-ended way without prior expectations. Qualitative researchers develop a hypothesis and theoretical expectations that are based on their interpretations of what they observe (Johnson & Christensen; 2008 p.388). The researcher used this method of research as he was very interested in obtaining a deep understanding of the relationship between teacher job satisfaction and learner performance in selected schools of the Libode Mega District. The method was suitable for this purpose as it is based on verbal communication and observations rather than numbers (McMillan, 2008 p.11).

There are three different major research methods. These are the qualitative method, quantitative method and mixed method. The qualitative method relies on the use of words or narratives; the quantitative relies on the use of numbers whilst the mixed method combines both qualitative and quantitative methods. Babbie (2007, p.31) defines a research method or paradigm as the fundamental mode or frame of reference researchers use to organize observations and reasoning.

### **3.3 Research design**

A research design is a plan or strategy which underlines philosophical assumptions in specifying the selection of respondents to be used by the researcher during the study in order to develop instruments and procedures that will help in the collection of data by the researcher (Maree, 2007 p.70). Currently, there is a very wide range of research designs from which to choose. A researcher may select one that is congruent with his or her philosophical assumptions and the most appropriate for generating the kind of data required to answer the research questions posed (Maree, 2007 p.70).

The researcher used a case study design because it is the one that emphasizes a detailed contextual analysis of a limited number of events or conditions and their relationship (Soy, 1997), a case study was seen in this study as being suitable. Leedy and Ormrod (2001 p.149) explain that in a case study, the researcher selects extensive data on the individuals, programmes or events on which the intervention is focused. These data often include observations, interviews, documents (e.g. newspaper articles), past records and audio materials.

In the research literature, six types of qualitative research designs are often discussed; these are conceptual studies, historical research, action research, case study research, ethnography and grounded theory.

### **3.4 Research site**

A research site is a place where the research will be conducted. According to McMillan and Schumacher (2001) in Maree (2008, p.34), it is important to select research sites that are essential and accessible. McMillan and Schumacher (2006, p.319) emphasize the importance of a clear definition of the criteria for site selection; the criteria must be related to the research problem and purpose.

The selected research sites are one Junior Secondary School and one Senior Secondary School. The researcher collaborated with five post-level-one teachers and three school

management team (SMT) members in each school. Both schools are situated in the Libode Mega District which includes four small rural towns (Libode, Port St Johns, Lusikisiki and Ngqeleni), and their many surrounding villages, found in the Eastern Cape Province of South Africa. The centre of the district is Libode and it is about 50kms from Mthatha. This study focuses on the schools within the Ngqeleni sub-district of the Libode-Mega District.

Both schools are situated a distance away from the town. Libode Mega District is a vast district with poorly-constructed roads.

### **3.5 Population**

McMillan and Schumacher (2006) define population as a group of elements or cases whether individuals, objects or events, that conform to specific criteria and to which one intends to get the results of one's research, it is also referred to as the target group.

In this study, population comprised of teachers from all primary and secondary schools in the Libode Mega District. This is the district where the researcher was born and resides. To date there have been many comments stating that this district was underperforming in terms of results. This is supported by (2012) analysis of results: this District attained the last position in the province and the last in the whole country. South Africa (Department of Education).

### **3.6 Sample and sampling procedures**

A sample is a set of elements or cases taken from a population (Christensen & Johnson; 2008, p.600). Researchers need a sample so that they can make a decision about a certain population as they will not be able to use the whole population. Moughton (1999) regards the process of sampling as equivalent to selection. A sample represents the population from which it is selected. The SMT members were: HOD, Deputy Principal and the Principal from each school.

The sample in this study consisted of five post-level 1 teachers and three SMT members from each school of the two selected within the Libode Mega District. The schools from which the sample was derived were selected purposively from the population of schools in the sub-district mentioned above. According to McMillan and Schumacher (2006, p.126), the

researcher selects particular elements from the population that will be representative or informative about the phenomenon or topic of interest. This is done in order to provide the best information regarding the purpose of the research.

### **3.7 Data collection instrument**

In this study, focus-group interviews were used to collect data from participants. The researcher felt that interviews were suitable for this study as he was seeking in-depth information from the participants. An interview is a two-way conversation in which the interviewer asks the participant questions in order to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant (Maree, 2007 p.87). It helps the interviewer to get into the inner world of an interviewee and to gain and understand his or her perspective (Johnson & Christensen, 2008 p.207).

In this situation, there was direct verbal interaction between the interviewer and the interviewee, the main purpose being that of getting first-hand information. Another reason was that the information would be recorded for analysis purposes. Interviews allow for greater depth and richness of information. According to Leedy & Ormrod (2001 p.199), interviewing involves much more than just asking questions. The questions for interviews should be carefully planned and precisely worded to yield the kinds of data the researcher needs in order to answer his or her research question.

There are several types of interviews such as personal interviews, focus-group interviews, structured interviews, semi-structured interviews and unstructured interviews. The focus-group interview strategy is based on the assumption that group interaction will widen the range of responses, actuating forgotten details of experience and releasing inhibitions that may otherwise discourage participants from disclosing information (Maree, 2007 p.90). Focus-group interviews are used to collect qualitative data provided in the words of the group participants.

### **3.8 Data collection procedure**

The researcher went to each of the schools involved and met the principal of each to secure and schedule time for an appointment at that particular school. The researcher came back on the set date and met all the participants together for interview sessions. The first formality

was the introduction; the researcher introduced himself then participants, followed by telling the participants why the study was being conducted.

Participants were also made aware of their rights before the interviews started. Informed consent forms were signed by the participants before the interviews started.

A semi-structure interview schedule was utilized when asking questions. A tape recorder was used to keep/record responses without interrupting interviews. It was of great importance to make respondents aware of the reasons why their responses were recorded i.e. the researcher did not have enough time to jot down the responses from the participants. Each question was directed to all members and they were asked to respond individually. Probing questions were asked by the researcher when there was a need.

### **3.9 Data analysis**

According to White (2005), qualitative data analysis involves becoming familiar with the data in-depth to provide detailed descriptions of the setting, participants and activities and then categorizing, coding pieces of data, grouping them into themes, interpreting and synthesizing the organized data into general conclusions.

Interim analysis and identification of patterns formed the basis of data analysis (McMillan & Schumacher, 2006). The researcher used qualitative data analysis strategies in order to make sense of the data. Data analysis requires the reduction and interpretation of the large amount of information of data collected. In order to achieve this, the researcher used coding and searched for similarities and patterns in order to develop a holistic picture (Johnson & Christensen, 2008).

As the researcher wanted a thorough reflection of the school and wanted to ensure the trustworthiness, he separated the stakeholders (participants) to give them a chance to deliberate freely. He told both parties that what they were saying was confidential.

### **3.10 Ethical considerations**

Strydom (2002 p.63) refers to the work of Babbie and adds that; "Anyone involved in research needs to be aware of the general agreements about what is proper, and the researcher follows and is bound by ethical considerations". In this study, all ethical issues were



considered in order to ensure the appropriate relationship amongst all participants and the relevant authorities. According to the South African Constitution, Act No. 108 of 1996, as amended, the dignity of a person must be respected.

The researcher made every effort to protect the welfare of participants. This basic requirement for every research study includes obtaining letters of consent, obtaining letters of permission from the participants to be interviewed, undertaking to destroy audiotapes and so on (Maree, 2007, p.42). The following are some of the ethical considerations that were taken into account during the research project:

- **Permission**

All the necessary steps were taken to ensure that permission to conduct research in the participating schools was obtained. The researcher first wrote a letter to the Libode Mega District Director asking permission to conduct the study in the two selected schools, one Junior Secondary School and one Senior Secondary School. The researcher also wrote a letter to the selected schools asking for permission; the intention behind the study was also clearly indicated.

- **Informed consent**

White (2005), states that respondents in a research project should be allowed to exercise their right. They must be told that they can take part in the research study voluntarily and can withdraw at any time if they feel like doing so without any discrimination. The researcher visited the participants at their respective sites and told them that their participation was free, fair and voluntary. The participants received a thorough explanation of the benefits, rights, risks and dangers involved as the consequences of participation in the research project. Respondents were informed about the purpose of the study and were given a chance to agree on whether to participate or not. If the participants had not agreed to be participants, the researcher was to select others. The researcher then gave them informed consent forms to sign, as agreed.

- **Confidentiality**

According to Burns (2000), both the researcher and the respondent must have a clear understanding of the confidentiality of the results and findings of the study. The researcher

observed confidentiality, non-identifiability and anonymity of the participants' information by not disclosing any personal information and names.

Description of residential places of participants was not disclosed to anyone without the participants' informed consent. The researcher used codes or numbers to describe the participants.

- **Anonymity**

According to White (2003), a respondent is considered anonymous when the researcher cannot identify a given response with any respondent thus interview schedules had no name tags and the data collected were used only for educational purposes. Participants were made aware of the fact that all the information collected from them was confidentially treated and the participant's identity was not to be revealed.

- **Harm to participants**

Participants should be aware of the right of the individual to self determination, privacy and dignity. Respondents in any research study should be assured of their protection from harm emanating from the responses (White, 2005). The respondents were assured by the researcher that no harm would be inflicted during the study and their dignity could be highly respected.

### **3.10 Conclusion**

In this part of the study the researcher discussed the research methodology used, the research design followed when collecting data, data collection instruments used for collecting data and procedure followed during data collection. Population from which the sample was selected as well as the sample to be used in the study was also discussed in this chapter. The researcher also described ethical considerations observed before, during and after data collection. Furthermore the researcher outlined the structure of the dissertation.

## **CHAPTER FOUR:**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

In chapter four the researcher deals with data analysis, interpretation and findings. In this chapter the researcher will analyze the data (interview responses from the interviewees) and describes the findings. Data analysis is important because it allows the researcher to inspect, clean, transform and model data with the aim of highlighting useful information in order to make meaning out of data while also suggesting inferences and recommendations (Wikipedia, January 2011). The researcher used the interview schedule and audio/voice recorder to collect data, as already described in chapter three. The researcher transcribed the voice-recorded responses of the interviewees into writing and now presents the interview questions that were posed to the respondents, analyzes the transcribed interview responses and finally derives the findings from the analysis. To do this, the researcher did sentence analysis of each response in order to identify themes. Themes will then lead to findings of the study. This chapter is divided into four sections, as follows:

#### **4.2 Data Presentation**

This section presents the biographical information of SMT members and teachers who participated in the research study. Table 1 below shows the number of respondents per school, gender and age groups.

Table 1: Biographical information of respondents

| Schools  | SMT respondents |        | Teacher respondents |        | Age groups of respondents |
|----------|-----------------|--------|---------------------|--------|---------------------------|
|          | Male            | Female | Male                | Female |                           |
| School A | 1               | 2      | 0                   | 5      | 40 – 45                   |
| School B | 2               | 1      | 1                   | 4      | 40 – 45                   |

|       |   |    |    |
|-------|---|----|----|
| Total | 6 | 10 | 16 |
|-------|---|----|----|

The researcher used two schools for his research study that is, one Junior Secondary School and one Senior Secondary School; both are rural schools in the Libode Mega district in the Ngqeleni area. Three SMT members and five post level 1 teachers were interviewed in each school.

In school A there was only one male teacher and two female teachers in the SMT. There were five post-level one teachers (all females); this means, therefore, that there were eight participants for school A.

In school B, there were two male teachers and one female representing SMT members, and one male and four females for post-level one teachers. The total number of participants was sixteen, all ranging between 40 and 45 years of age.

### **4.3 Transcription process**

The researcher recorded the interview responses from respondents. All the information about the relationship between teacher job satisfaction and learner performance was transcribed.

### **4.4 Data analysis and interpretation**

This section focuses on the presentation, analysis and interpretation of the interview responses from the SMT members and teachers.

#### **4.4.1 Interview Questions posed to, and Responses from, the SMT Members**

**Question 1: What type of relationship do you have with teachers? Is it good or bad? Briefly substantiate your answer.**

All six respondents indicated that SMT members had a good relationship with the teachers. This good relationship is substantiated by the fact that teachers were obedient, transparent, and displayed positive attitude towards SMT members.

This was confirmed by respondent 1 in school A when he said: *"It is good. Relationship with teachers is good, they are obedient and transparent and they can tell if management is not doing well"*.

Two respondents further stated that teachers' ideas are welcomed and they worked as a team at school. In general, there was good communication, interaction and a positive relationship between SMT and the teachers, as summarized in the words of respondent 3 in school B when she pointed out that: *"We have a good relationship with the teachers. If a teacher comes up with an idea, we interact with that as a team"*.

**Question 2: Do you think job satisfaction can affect learner performance? If yes, substantiate your answer.**

All the respondents agreed that job satisfaction affected learner performance. To substantiate their agreement they further pointed out various reasons/views/explanations such as the fact that when one is not satisfied with his/her jobs he/she becomes unhappy at work and as a result he/she become unproductive. Three respondents stated that dissatisfied teachers tended to neglect their learners, and they sometimes did not care about them, and this thus led to poor learner performance. This is illustrated by one of the respondents from school B who said, *"Yes, job satisfaction can affect learner performance because teachers will not care much about learners and that will lead to poor performance by learners"*. Her utterances were further supported by one of the teachers from school A who said, *"Most of the time is spent at work, so a teacher must be comfortable so as to produce good results"*.

This seems to suggest that when a person is not happy, his/her self-esteem drops, he/she develops an unhappiness attitude and anger, which in turn, leads to poor productivity at work. According to the respondents' views, in most cases, if a person felt unappreciated at work it could result in poor performance. In short, job satisfaction ultimately affected learner performance; if teachers were unhappy/dissatisfied at work then their productivity decreased resulting in poor learner performance.

**Question 3: Can the morale of teachers affect learner performance?**

All the above respondents agreed that the morale of teachers could affect learner performance; for example, if teachers were rude then learners would tend to dislike those particular teachers, which, in turn, psychologically affected learners thus resulting in poor

learner performance. Another practical example is when teachers tended to gossip about learners in the staffroom; gossip spreads and these particular learners may be psychologically affected and as a result they may lose confidence which, in turn, affects their academic performance.

In the view of the respondents, when teachers were not motivated and not praised for their good work, their morale would be low, and they may even tend to come late to school; this would affect learner performance. The respondents agreed that the morale of teachers was directly proportional to the learner performance; when there was low morale or negative morale of teachers, there invariably was low performance of learners, while high morale or positive morale favoured good learner performance. This is confirmed by respondent from School A, who stated, *"Yes, the morale of teachers can affect learner performance. If the morale of teachers is low, they will not be motivated to go to class and the performance of learners will be low. If the morale of teachers is high, then the learner performance will be boosted and be well"*.

**Question 4: In your observation, do you think teachers are interested in their jobs? Briefly elaborate on that.**

**Respondent 1 (School A):** *"All teachers are interested in the work. Having chosen your career, it means you are interested"*.

**Respondent 2 (School A):** *"They are not interested. Changing curriculum, leads to no confidence. You do not consult in whatever is done. Teachers are blamed for poor results because of the government's attitude or way of doing things"*.

**Respondents 3 (School A):** *"They are interested but demoralized by the government's way of doing things. Facilitation is not clear. Workshops are taken for few days"*.

**Respondent 1 (School B):** *"Yes, teachers are interested in their work because most of them indicated that they are upgrading their qualifications so to find new innovations in their profession".*

**Respondent 2 (School B):** *"Teachers are not interested in their work. You will find that they demonstrate unprofessional behaviours."*

**Respondent 3 (School B):** *"Yes, teachers are very much interested in their work though they are demoralized by the conditions under which they work".*

Two respondents reported that teachers were not interested in their jobs, while four respondents indicated that teachers were interested but demoralised by government`s way of doing things. The loss of interest is influenced by various factors, such as government`s ever-changing policies and procedures as observed in the changing curriculum. One respondent stated that the lack of interest of teachers in their jobs is also shown by the fact that some teachers did not even attend workshops (*"One would find that if there is a workshop, some teachers do not go to school and/or come late to the workshop".*) One respondent further stated that teachers were sometimes not consulted by government when changes in the curriculum were made; ultimately teachers were the ones being blamed for poor results. Another respondent indicated that in the context of a career, the mere fact that one chooses teaching as a career means he/she is interested in teaching. In short, it can be inferred that not all teachers were interested in their jobs: two teacher respondents indicated that teachers were not interested in their jobs while three teacher respondents stated that teachers were interested in teaching as a job.

**Question 5: Are teachers involved in decision making on matters that affect them? Give a reason for your answer.**

All the respondents indicated that teachers were involved in decision making in matters that affected teachers. One respondent further stated that there was transparency between teachers and school administrators. Involving teachers in decision-making processes helped to play a positive role in terms of maintaining the good relationship among school stakeholders; for example when DoE officials visited schools and asked questions of teachers, teachers needed to know what happening in their schools. One respondent further stated that delegation and distribution of work was also encouraged as a form of involving teachers in the

decision-making process. It can be inferred that in some or many instances, in some, or most schools, teachers were involved in decision making on matters that affect them.

This is a good indication of teacher engagement by the school community, as teachers are one of the key school stakeholders. This is confirmed by a respondent from School B, who said, "Yes, teachers are involved in decision making in matters that affect them, for example if the teacher has to be changed from one phase to another".

**Question 6: According to your observations, how do you rate the morale of teachers? Is it low or high? Support your answer.**

Almost all the above responses referred to low morale of teachers. The low morale of teachers was influenced by various factors, such as government changing the curriculum, and not doing any follow-up on its programmes; teachers not being appreciated by government, government laws favouring children's rights. These factors led to serious consequences, such as learners not knowing their responsibilities, bad learner behaviour at school like disrespecting teachers, learners being absent from school (Lumsden, Linda in Teacher Morale, 1998). Two respondents further stated that the low morale of teachers was caused by the frustration of the situation and conditions under which they worked, though it may be that some teachers did not have a passion for teaching as they might have chosen the wrong career. Sometimes the morale of teachers was manifested in their absence from school and sometimes coming late.

In short, the above analysis of the responses from the respondents indicates that the morale of some teachers in the selected schools for the research study was low; however, this cannot be generalized to all the teachers in the selected schools nor all the schools in the Ngqeleni village. The inference about the low morale among teachers is illustrated by a respondent from School A, who stated that "Morale is low. Teachers are not appreciated by government. Best-performing teachers are not given incentives. As a result there are a lot of drunkards".

**Question 7: What is the response of parents to the poor performance of learners?**

According to the above responses, the response/reaction of parents to the poor performance of learners can be classified as either negative or positive. Five respondents' referred to the negative response/reaction by parents towards their children's academic performance.



The positive response is confirmed by a respondent from School A who said, "Parents are positive when told about their learners. They even phone about their learners' performance".

Regarding the negative response/reaction to parents, two respondents pointed out that parents did not care about their children's academic performance and they did not assist or help their children in doing homework. Parents put the blame on teachers when their children performed poorly. One respondent also pointed out that parents tended to be overprotective of their children and failed to encourage them to work hard. Two respondents reported that parents did not come to school to check on their children's performance; they only came when their children had failed. These parents made no efforts to track on their children's progress from the beginning of the year. One respondent however reported that parents' response to the learners' performance was positive because parents were usually keen to know about the learners' performance.

The fact that some parents came to school and track the progress of their children clearly shows that there would be improvement in learner performance. Clearly, parents had challenges in dealing with or addressing learner performance (their children performance). A negative response is illustrated by a respondent from school B when he/she said, "Parents do not care much about the poor performance of learners; they do not come to school to find out more about the progress of their children".

**Question 8: Do you involve the community in your school programmes? If yes mention a few of these programmes.**

All respondents stated that communities were involved in school programmes. Some of the programmes in which communities were involved included: budgeting of school items to be procured, gardening and heritage day activities. Communities, particularly parents, were called upon to respond in poor learner performance. Parents were also involved in the nutrition of the learners, in that they bought food and cooked meals. One respondent further stated that Headman regularly visited the school. The involvement of communities in school programmes is also confirmed by respondents from School A and School B when they stated that, "They are involved in budgeting and in gardening." There is 4 H in our school, which is a project they serve in and is linked to our district agricultural department. This also forms part of the Health Advisory Committee (HAC)". "When going for educational excursions some

parents went on with the trip. On poor performance, parents are called and positively respond. Parents assist in teaching through helping in homework and skill-related work i.e. skill and use of needs”.

**Question 9: Do parents attend open-day sessions in your school?**

**Respondent 1 (School A):** *"Yes. They appreciate the work done at school i.e. teachers and learners. They are part of fundraising”.*

**Respondent 2 (School A):** *"After that they encourage learners from other communities to come to their school”.*

**Respondent 3 (School A):** *"Yes, they see the need of school and give suggestions and assistance”.*

**Respondent 1 (School B):** *"Some of the parents attend open-day sessions and contribute a lot.”*

**Respondent 2 (School B):** *"Yes parents attend open-day sessions and watch the performance of their children.*

**Respondent 3 (School B):** *"Yes, parents come to school when they are informed about the open-day sessions. When parents attend these open- days sessions they encourage their children to work hard in order to achieve. Then, because they know that their work will be seen by their parents they will be motivated to work on their own”.*

The above responses indicate that parents did attend open-day sessions in schools. Two respondents stated that parents contributed to the open-day programme, and they also made suggestions and motivated the learners. One respondent also pointed out that parents appreciated the work done at school.

**Question 10: What are the relations like between you and the community? Give a brief summary of your opinion.**

All the respondents indicated that good relations existed between SMT and the community. One respondent stated that the community came to school and checked the performance of their children. The community was involved in learner discipline and cleaning campaigns at the school. One teacher respondent reported that parents attended school meetings. Two respondents reported that the community was involved in the fundraising activities of the school.

Another practical example of the good relations between the SMT and the community was the fact that if there was bereavement in the community teachers did home visits to the bereaved family. Teachers donated groceries to the bereaved family if poor. They contributed money to the family if there was a shortage of funds in the home. Teachers also assisted in finding bursaries and better schools for the best performing learners. One respondent stated that in some instances the community advised strategies to develop and improve the school. They would put forward some proposals on how the school should be run and what innovations should be brought about.

The above analysis shows that to some degree, there were good relations between teachers and the community because the community was involved and participated in school activities. The respondent from School A confirmed the good relationship between the SMT members and the communities, when he/she stated, "There is a good relationship between the school and the community. When call a meeting, they come in large numbers and contribute a lot".

#### **4.5 Interview Questions Posed to, and Responses from the Teachers**

##### **Question1: At the present moment, are you satisfied with your job as a teacher?**

All the teacher respondents indicated that at that moment they were not satisfied with their jobs as teachers. They raised various reasons for their dissatisfaction which included:

- Too much paper work and clerical work was done by them (teachers) with no remuneration.
- Learners were not disciplined.
- There was not enough furniture in some schools.

- The government did not motivate the best performing teachers.
- Workshops were conducted during awkward times, and sometimes facilitators at workshops were not clear when conducting those workshops.
- Changing the curriculum with randomly-done changes, changes in the education system that occurred often and randomly and with short notices for implementation of them
- There were stressful situations in teaching and as a result there was no satisfaction

The above analysis is confirmed by respondent from School A who said, "Number of reasons for changing curriculum. Randomly-done changes. No assistance with equipment. Facilitators in workshops are not clear. Changes in education system, those occur often, and are randomly done. Short time for implementation of changes."

## **Question 2: How satisfied or dissatisfied are you with your job?**

**Respondent 1 (School A):** *"No payment for extra time. No subsidy in our department. Leave is not the same as other departments".*

**Respondent 2 (School A):** *"No, I am dissatisfied. Lacking skills on performing my job. Lacking of resources".*

**Respondent 4 (School A):** *"We are not protected/safe in skills. Learners come with weapons and drugs".*

**Respondent 5 (School A):** *"There is discrimination in our school".*

**Respondent 1 (School B):** *"I am dissatisfied because most of the time the department ignores some of the teacher's concerns/issues".*

**Respondent 2 (School B):** *"I am satisfied because there are a lot of holidays which I enjoy".*

**Respondent 3 (School B):** *"I am satisfied because I enjoy teaching children, especially the young ones".*

**Respondent 4 (School B):** *"I am satisfied because there is a lot of leisure time when teachers interact with learners during sport and music competitions".*

**Respondent 5 (School B):** *"I am satisfied because I feel happy when learners are equipped with necessary skills like sewing, gardening, bead work etc".*

Teacher respondents had varied responses on how dissatisfied they were with teaching as a career. Their varied responses included:

- Teachers are dissatisfied with their jobs because there are no payments for extra time and there is no subsidy in our department.
- Benefits are not the same as other government departments.
- There is a lack of skills required for performing the job, and resources are insufficient.
- Teachers are not protected at schools; learners come to school with weapons and drugs.
- Most of the time the department ignores some of the teachers' concerns/issues".

It was noted that some teacher respondents indicated reasons for their satisfaction in teaching as a job. Their responses included:

- There are a lot of holidays which teachers enjoy.
- It is enjoyable to teach children especially the young ones.
- There is a lot of leisure time when teachers interact with learners during sport and music competitions.
- It makes some teachers feel happy when learners are equipped with the necessary skills like sewing, gardening, bead work, arts and craft.

**Question 3: Do you think teacher job satisfaction or dissatisfaction can affect learner performance? Briefly substantiate your answer.**

All the teacher respondents agreed that teacher job satisfaction or dissatisfaction could affect learner performance. Two respondents stated that teacher job satisfaction or dissatisfaction could affect learner performance because satisfied teachers worked hard and thus improved learner performance whilst dissatisfied teachers did not care even if learners performed poorly. If teachers are not satisfied with their jobs they tend to miss classes and these

impacts negatively on contact time with learners-an important aspect of teaching and learning, thus learner performance is negatively affected.

Sometimes the poor working conditions in schools lead to job dissatisfaction for teachers; this makes it difficult for teachers to perform well.

One respondent stated that if teachers were not satisfied they may embark on industrial action leaving learners alone; absence results in poor learner performance. Job satisfaction however, is likely to result in high performance by learners because there is no time wasted on fruitless negotiations between teacher unions and the Department of Education. Teachers who are dissatisfied do not cause interruptions by attending meetings about grievances. Stress and frustration may cause teachers ill health leaving learners without teachers since the government may not want to employ relief teachers. Poor performance by learner is likely.

A respondent from School A confirmed the effect of teachers' job dissatisfaction on learner's when he/she said, "Yes, teacher job satisfaction or dissatisfaction can affect learner performance because satisfied teachers will work hard and improve learner performance whilst dissatisfied teachers do not care even if learners are performing poorly."

#### **Question 4: How would you describe your relationship with school management?**

All the responses from the teacher respondents referred to a good relationship between the teachers and management. Respondents reported, by various indicators, on good relationships between teachers and management: four respondents stated that management was transparent and teachers were involved in decision-making processes. One respondent further stated that whenever there were new changes at school, teachers were informed and involved. Two respondents stated that the good relationship between teachers and management in their schools strengthened the development of the school as there were many development programmes taking place in their schools such as gardening, health advisory committee (HAC), and school nutrition programme, to mention the few.

One respondent stated that in his/her school the principal encouraged the teachers to further their studies. The good relationship between SMT members and teachers is supported by a respondent from school B when he/she confirmed that "Relationships with the SMT is good and we are always encouraged to bring about some changes. Our principal always encourages us to further our studies so as to develop ourselves, and participate in programmes that involve us".

**Question 5: In your observation, are you interested in your job? Elaborate.**

**Respondent 1 (Schools A):** *"I am not interested because there is a lot of work with less incentive".*

**Respondent 2 (School A):** *"Yes. I am keen in doing my work. I want to develop future leaders. I want to develop my learners and be role models who lead by example.*

**Respondent 3 (School A):** *"Yes. To develop the future of learners. To have brilliant future. To develop skills e.g. businessman".*

**Respondent 4 (School A):** *"No, I am not interested. Learners misbehave. There is no respect. There is no discipline in our schools".*

**Respondent 5 (School A):** *"There is a lot of unnecessary paper work. Low salaries. There is too much work".*

**Respondent 1 (School B):** *"I am not interested at all; I came to teaching since there is high rate of unemployment in our country and I have no funds to further my studies".*

**Respondent 2 (School B):** *"I am not interested in this job because we have to embark on strike now and again in order to get increment".*

**Respondent 3 (School B):** *"I am very much interested in my job as a teacher. I enjoy working with children or spending most of the time with them".*

**Respondent 4 (School B):** *"My job is very much interesting because it is where all other careers come. I enjoy moulding people for the careers of their interest. Working within the communities with different backgrounds with different cultures and religion is very much interesting."*

**Respondent 5 (School B):** *"I am very much interested in my job i.e. teaching since the situation is very much challenging and makes a person to develop mentally. There are a number of problems which have to be solved by myself and by doing so a person is growing and getting experience".*

Five teacher respondents indicated that they were not interested in their jobs. The reasons from three not being interested were Learners misbehaved in schools, there was no respect, and there was no discipline in schools. One respondent pointed out that he/she came to teaching since there was a high rate of unemployment in South Africa and he/she had no funds to further his/her studies. Another respondent stated that he/she was not interested in the job because teachers had to embark on strikes now and again in order to get increments.

Five teacher respondents indicated that they were interested in their jobs. Their interest was motivated and influenced by various factors: Two respondents reported that they were keen on work because they wanted to develop future leaders and also be role models who led by example. One reported that he/she was very interested in his/her job as a teacher as he/she enjoyed working with children and spending most of the time with them. One respondent also reported that teaching as a job was very interesting because other careers emanated from teaching. He/she further reported that he/she enjoyed moulding people for the careers of their interest. He/she also said that working within the communities with people of different backgrounds and different cultures and religions was very interesting.

**Question 6: Are you involved in decision-making as teachers in some of the decisions that affect you?**

The statements from teacher respondents revealed that teachers were involved in some decision-making, as teachers particularly in decisions that affected them. Their involvement is attributed to the fact that they planned and worked together as a team with the other school stakeholders (the communities, parents, learners and management). One teacher respondent stated that nothing happened at schools without their involvement and contributions; teachers were always engaged and involved in school matters. *The comments of the respondent from School B support the above analysis when she/he said, "When we plan for important dates to be recognized, we do that together as a team, such as youth day celebrations, heritage days, freedom day etc. even when we discuss on how to handle the grade nine farewells".*

**Question 7: What do you think can be the cause of low teacher morale?**

**Respondent 1 (School A):** *"Learner misbehavior. Pregnant learners. Learner rights*



*protected by the law and government”.*

**Respondent 2 (School A):** *“Burglary and crime in residential places. Teachers’ remuneration.”*

**Respondent 3 (School A):** *“No subsidy. No allowances. No incentives”.*

**Respondent 4 (School A):** *“Poor planning by the Dept. No consultation by Dept. Lack of Knowledge of facilitators”.*

**Respondent 5 (School A):** *“Absenteeism of learners. Ill-disciplined learners”.*

**Respondent 1 (School B):** *“Low teacher morale can be caused by lack of the necessary skills in teaching.”*

**Respondent 2 (School B):** *“Non availability of workshops to equip teachers with skills”.*

**Respondent 3 (School B):** *“Overcrowded classrooms may lead to low morale of teachers”.*

**Respondent 4 (School B):** *“If teachers are not involved in decision-making in their schools”.*

**Respondent 5 (School B):** *“If the Department of Education does not fulfil the needs of teachers. If the Department does not assist in the development of teachers. Ill-discipline of learners will lower the morale of teachers”.*

Regarding the cause of low teacher morale, teacher respondents gave various responses. Some of their responses included:

- Learners who misbehaved.
- Pregnant learners.
- Learner rights protected by the law and government.
- Crime such as burglaries at school and in teachers’ residential areas.
- Low teacher remuneration.
- No subsidies, no allowances and no incentives.
- Poor planning by the Department of Education and no consultations with teachers by the Department of Education on matters that affected teachers contributed to low teacher morale.

- Lack of knowledge of facilitators at workshops.
- Learner absenteeism.
- Lack of the necessary skills in teaching”.
- Overcrowded classrooms.
- Not being involved in decision making in their schools.
- The Department of Education not fulfilling the needs of teachers.
- The Department not assisting in the development of teachers.

### **Question 8: Can the low morale of teachers affect learner performance?**

The responses from the following respondents illustrate the view that the morale of teachers affected learner performance:

**Respondent 1 (School A):** *"Yes, workers must be happy in order to be productive".*

**Respondent 2 (School A):** *"Motivated teachers are energetic and work a lot".*

**Respondent 5 (School A):** *"Yes, because if teachers have a low morale, learners will tend to perform poorly and if the morale of teachers is high, learners will be motivated to perform well".*

**Respondent 1 (School B):** *"Low morale of teachers can affect learner performance".*

**Respondent 2 (School B):** *"High morale of teachers may result in high performance of learners."*

The teacher respondents stated that high morale of teachers could result in high learner performance because teachers who had high morale were generally happy, motivated, active and productive in the workplace. Five teacher respondents stated that low morale of teachers could result in poor learner performance.

**Question 9: what is the response of parents to the poor performance of learners?**

The response/reaction of parents to the poor performance of learners can be classified as either negative or positive. This is supported by the following respondents' responses:

**Respondent 1 (School A):** *"Parents are careless. Some don't come when called about the performance of their children. Do not assist in homework".*

**Respondent 2 (School A):** *"Some parents put blame on teachers that teachers don't want to teach."*

**Response 1 (School B):** *"Some do come to school and look at the progress of their children."*

**Respondent 3 (School B):** *"They do come to school on open learning days and see the results of the performance of their children."*

**Respondent 5 (School B):** *"They occasionally come to school and encourage their children".*

Seven respondents gave negative responses about parents' attitudes towards their children's academic performance. Two respondents pointed out that parents did not care about their children's academic performance and they did not assist/help their children in doing homework. Parents put the blame on teachers when their children performed poorly. One respondent also pointed out that parents tended forget to encourage children to work hard.

Two respondents reported that parents did not come to school to check on their children's performance; they only came when their children had failed. These parents did not see the need to track their children's progress from the beginning of the year. Two teacher respondents reported that parents' responses to learner performance were positive because parents were keen to know about their children's performance. To sum up many parents had challenges in dealing or addressing learner performance (their children's performance).

**Question 10: What do you think can be the effect of community involvement on teacher job satisfaction?**

**Respondent 1 (School A):** *"If they come to school, they will see what is happening".*

**Respondent 2 (School A):** *"Learners come to be motivated when they see their parents involved in their education."*

**Respondent 3 (School A):** *"Lessen crime because of the visibility of parents."*

**Respondent 4 (School A):** *"Teachers will be able to report a crisis sooner and attend to it soon."*

**Respondent 5 (School A):** *"It will promote a good school climate. The school will develop and improve its buildings and the entire environment. Learners will work harder since they know their parents are involved."*

**Respondent 1 (School B):** *"Teachers will feel secure when community is involved."*

**Respondent 2 (School B):** *"Teachers will be happy".*

**Respondent 3 (School B):** *"There will be a decrease on illness of learners since they know that their parents will come".*

**Respondent 4 (School B):** *"Learners will most of the time in their books because they know that their parents are involved".*

**Respondent 5 (School B):** *"Learners will tend to work very hard to improve their results".*

Seven teacher respondents suggested the visibility of parents as one aspect of community involvement leading to teacher job satisfaction. The visibility of parents in schools would make them better informed of what was happening at schools, and teachers would be in a position to report school matters to parents immediately. Learners would be motivated to perform well when seeing their parents visiting schools. The visibility of parents in schools would also make teachers feel more secure as sometimes teachers had a fear of crime in some communities. One teacher respondent further stated that the effect of community involvement on teacher

job satisfaction would also promote a good school climate (culture of learning) in schools and this would boost the development of schools. Learners would also be motivated to work harder knowing their parents would be involved in school activities and the betterment of the school.

#### 4.6 Summary of findings

**Table 2: Summary of findings from themes**

| <b>Code</b>                     | <b>Category</b>   | <b>Theme</b>  |
|---------------------------------|---|---|
| <b>Community involvement</b>    | <ul style="list-style-type: none"> <li>- <b>Motivation of learners and teacher</b></li> <li>- <b>Lessening crime</b></li> <li>- <b>Learners work</b></li> </ul>                                 | <b>Parents involvement leading to a better school climate</b> |
| <b>Stakeholder relationship</b> | <ul style="list-style-type: none"> <li>- <b>Working relationship</b></li> <li>- <b>Freedom of expression allowed</b></li> <li>- <b>Communication</b></li> <li>- <b>Team building</b></li> </ul> | <b>Good and conducive relations between all parties</b>       |

#### 4.7 Summary of chapter four

In this chapter the researcher analyzed the data, described the analysis and also summarised the findings. This chapter was an attempt to finding the right method to address the problem statement, research questions and objectives of the study. The next chapter (chapter five) focuses on the discussion of findings, conclusion, the research study and recommendations.

Some responses indicated that some teachers did not enjoy teaching as a career. Others indicated that there was a great deal of paper work which caused them to be dissatisfied with

their job. Too much administrative work led to a lack of attention paid to learners. Workshops were also thought to be causes of dissatisfaction because educators missed classes. There were no financial incentives for extra work/duties or scarce skills.

Co-operation, team work, unity, motivation were discussed. Some participants indicated that they were not interested in their jobs as teachers. Others indicated interest since they wanted to develop the future of learners. They wanted the future citizens of this country to be self-sufficient and skilled businessman; for example becoming businessmen. They said that they were involved in decision making for example on deciding on farewell dates, science festivals etc. If there was misbehaviour involving a learner, all teachers decided on what had to be done concerning such a learner. There was a good relationship between SMT members and teachers. The next chapter deals with discussion of findings, conclusion of the study and recommendations.

## **CHAPTER FIVE:**

### **DISCUSSION OF FINDINGS, CONCLUSION OF THE STUDY AND RECOMMENDATIONS**

#### **5.1 Introduction**

Chapter one dealt with the research questions and objectives of the study. Chapter two focused on the literature review, citing and describing the suggestions, views and findings from various authors and researchers. In chapter three, the appropriate research methodology for this research study was described. Chapter four was an attempt to address the research questions through data presentation, a transcription process, analysis, interpretation and identification of themes.

In this chapter (chapter five), the researcher focuses on the discussion of findings, conclusion and recommendations of the research study. In order to discuss the findings, the researcher first the significant findings from the themes identified in chapter four, then links these findings with the research questions and objectives of the study while also comparing or contrasting these findings with the literature, suggestions, views or findings from other authors as described in chapter two. The researcher also attempts to undertake a holistic discussion of the study and lists the implications of the study. Recommendations are then made and, finally, conclusions drawn.

#### **5.2 Discussion of findings**

The general purpose of this research study was to investigate the relationship between teachers' job satisfaction (or dissatisfaction) and learner performance, guided by the following research questions: (i) What are the causes of teacher job satisfaction or dissatisfaction? (ii) Does teachers' job satisfaction affect teaching and learning in the classroom? (iii) What role can stakeholders play in ensuring that teachers' job satisfaction does not adversely affect learner performance? (iv) How can job satisfaction (or dissatisfaction) be monitored in order to ensure adequate learner performance?

The researcher interviewed the SMT members and teachers in two schools in order to elicit their feelings, expressions, views, opinions and suggestions about the relationship between

teachers' job satisfaction (or dissatisfaction) and learner performance. This exercise strengthened the reliability and validity of the study because the researcher asked the questions of the relevant and appropriate respondents. The researcher will now discuss the significant findings that emerged from the themes.

### **The relationship between the SMT members and teachers**

All the interviewed SMT members and teachers pointed out that there was a good relationship between the SMT members and teachers in their schools (that is, the selected schools for the research study). They attributed the good relationship to various indicators, among these being the fact that teachers were involved in decision-making processes, teachers being involved in and participating in school development programmes. However, some principals encouraged their staff to develop themselves through furthering their studies. In addition, some SMT members were flexible in the sense that they welcomed ideas, views and suggestions from the teachers. Greenberg and Baron (1995, p.169) define job satisfaction as favourable or positive feelings about work environment. This would suggest that if teachers maintain good relationships with the school stakeholders then there is bound in some degree of happiness among teachers, this would to some extent, probably translate into job satisfaction among teachers. This argument is also supported by Wiley (2000), who says that the cornerstone of a great place of work (in this case, school) is built on an open, engaged relationship between management and employees.

The above factor alone (good relationship between SMT members and teachers) would not necessarily be sufficient as an indicator/predictor of teachers' job satisfaction due to various teachers' perceptions, needs, rights, self-esteem, views and opinions. To some extent, however happiness among teachers due to good relationships between school management and teachers could have a bearing on job satisfaction.

The researcher concurs with the views of Dinham and Scott (2000) when they say teachers are not only concerned with the intellectual aspects of a child/learner but also with their own physical, spiritual and emotional well-being. Bandura (1997, p.477) also agrees with the researcher's argument when he asserts that people's personal efficacy plays an important role in their work environment and their functioning. He further contends that teachers do not work as social isolates and therefore they form beliefs about collective capabilities of the groups to which they belong, therefore, the researcher can infer that it would be insufficient



to cite the “good relationship between school management (SMT members) and teachers” as the main factor in teachers’ job satisfaction. There are other factors that underpin teachers’ job satisfaction.

### **The relationship between school management and the community, and the effect of community involvement on teachers’ job satisfaction or dissatisfaction**

All the respondents reported that there was a good relationship between school management and the community. This good relationship is attributed to various aspects, such as parents attending school meetings, open day activities and participating in school programmes/activities and disciplining the learners. Some teachers and SMT members even donated groceries and funds to the bereaved families. However, the argument would be: Does/can a good relationship between the SMT and community promote or influence teachers’ job satisfaction? Greenberg and Baron (1995, p.169) both ascertain that job satisfaction is about favourable feelings about the work environment; meaning that a good relationship among school stakeholders would promote favourable feelings about the work environment which would probably positively influence teachers’ job satisfaction.

Affiliation of needs, which include the need for belonging, acceptance by a group, or being part of a group concur with the findings regarding a good relationship among school stakeholders (Maslow’s Hierarchy of needs ,1970). It is insufficient to infer based only on this finding of “good relationship between SMT and community,” that it is a determinant of teachers’ job satisfaction because of the varied needs of the teachers. This researcher’s argument is also supported by the views from Crossman and Harris (2006) who stated that job satisfaction is an employee’s general attitude towards the job; teachers do not teach in a vacuum; they have their reasons for becoming teachers, therefore the levels of job satisfaction felt by teachers in a similar work environment can vary from one individual to another.

Regarding the finding relating to the effect of community involvement on teachers’ job satisfaction or dissatisfaction, respondents highlighted various aspects that influence teachers’ job satisfaction: the visibility of parents at schools would keep parents informed of what is happening at schools, and teachers would therefore have opportunities to immediately interact with parents on matters concerning learner discipline and learner performance. The

visibility of parents at schools would consequently promote security and solidarity between the teachers and the community, as sometimes teachers feel insecure because of criminal activities in some communities.

Learners are likely to feel motivated about teaching and learning when they see their parents visiting their schools. In general, one would argue that the involvement and participation of communities in school activities and programmes may lead to the development of the school, coupled with job satisfaction among teachers. Lewis, Goodman and Faudt (1995) agree with the researcher's argument when they say the school's "liveliness" comes from the motivation of the school stakeholders. Again, because of varied teachers' needs and varied levels of job satisfaction among teachers, the researcher cannot infer or ascertain that there is always a positive relationship between community involvement in school activities and teachers' job satisfaction; however, to some extent the involvement and participation of communities in school activities and programmes could have a bearing on teachers' job satisfaction.

### **Teachers' satisfaction or dissatisfaction with teaching as their vocation.**

The question: "In your observation, do you think teachers are interested in their jobs?" was posed to the SMT respondents. Some SMT respondents reported that teachers were not interested in their jobs. The SMT respondents who stated that teachers were interested in their jobs also indicated that teachers were gradually losing interest in teaching as a job because teachers were being demoralized by the government's way of doing things. Such examples are (i) government's ever-changing policies as observed in the ever-changing curriculum, (ii) logistics and accessibility of workshop challenges.

Two questions, namely: "In your own opinion, are you interested in your job?" and "At the present moment are you satisfied with your job as a teacher?" These were posed to the teacher respondents. The findings that emerged from the themes revealed that not all the teacher respondents were satisfied with their job. It also emerged that some teachers were not interested in their jobs. This suggests that there is a high probability of job dissatisfaction among teachers in the Libode Mega Education District; however, the researcher cannot generalize this situation to the entire province of the Eastern Cape. The job dissatisfaction and disinterest in teaching among teachers stems from teachers' needs and rights, and various

challenges facing schools, communities and the education system as a whole; the respondents highlighted varied challenges. School challenges raised by the respondents were that teachers' loss of interest in teaching was as a result of the misbehaviour of learners at schools. (Learners have no respect for teachers; there is no discipline in schools.)

Furthermore, the question: "How satisfied or dissatisfied are you with your job?" was posed to the teacher respondents. The findings from the themes revealed that many teachers were not satisfied with their jobs. The findings revealed that the teachers were dissatisfied with their jobs because there were no payments for extra time, there were no subsidies, leave was not the same as other government departments, there was a lack of skills required for performing the job, resources were not insufficient, and teachers were not protected at schools from learners who came with weapons and drugs. Most of the time the Department of Education ignored some of the teacher concerns/matters.

Ministerial Council on Education, Employment, Training and Youth Affairs (Mceetya, 2003), Rosemary (2000), Singh and Billingsely (1996) asserted that the literature suggests that teachers may be vulnerable to job dissatisfaction and subsequent intention to leave (because of loss of interest in teaching); this concurs with the study's finding regarding job dissatisfaction and loss of interest in teaching among teachers at Libode Mega Education District. The results from the study carried out in Nigeria on Nigerian teachers indicated that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs were significant predictors of job satisfaction and job performance among teachers. In general, this finding (finding 3) of the study has revealed that many teachers in the Libode Mega Education District were not satisfied for various reasons, with their jobs.

### **The effect of morale of teachers on learner performance**

Respondents were asked to describe the general morale of the teachers. Respondents indicated that the morale of teachers was low. Various challenges facing schools were cited as sources of low morale among teachers. Challenges facing the education system were also cited by respondents as sources of low morale among teachers. Furthermore, respondents were asked to describe whether or not morale of teachers could affect learner performance. All the respondents agreed that the low morale of teachers negatively affected learner

performance. According to the responses from the respondents, practical examples of low morale of teachers negatively affecting learner performance was when teachers were rude to learners, teachers were not motivated to do their work, teachers were not praised for the work they did, teachers come late to school and teachers gossiped about learners in the staffroom.

Marry and Poggenpel (2006) agree with the study's finding on the low morale of teachers in relation to job dissatisfaction and poor learner performance. They stated that the transformation in the education system and schools seemed to have confused teachers about their roles and even their own identities. They further stated that teachers were experiencing stress related problems in their jobs. This finding has uncovered the observation that the morale of teachers was directly proportional to the learner performance; the lower the morale of teachers the poorer the learner performance and the higher the morale of teachers the better the learner performance. This study's findings have also indicated that the low morale of teachers is one of the indicators of teachers' job dissatisfaction.

### **The effect of job satisfaction or dissatisfaction on learner performance**

The responses from the respondents showed that job dissatisfaction indeed affected teaching and learning in the classroom and could lead to poor learner performance. The findings that emerged from the themes uncovered the effects of job dissatisfaction which then affected learner performance. When teachers are dissatisfied with their jobs they are normally not motivated to perform their tasks; their productivity decreases which in turn leads to poor learner performance. The views of De Nobile, Dinham & Scott (2003) support this finding when they say it is generally agreed that job satisfaction influences absenteeism, labour turnover, commitment and organizational citizenship. Job satisfaction of teachers has been the focus point of consideration in recent years (De Nobile, 2003, Dinham & Scott, 1998). Given the links that have been established between job satisfaction and employee commitment, turnover, absenteeism, productivity and occupational stress (De Nobile & McCormick, 2005, Luthans, 2002; Singh & Billingsley, 1996, Spector, 2000) such interest is perhaps not surprising.

Despite the teachers' job dissatisfaction, Ololube (2005) argues that teachers are expected to render performance of a high standard and the Ministry of Education is always curious regarding job performance of teachers. The school's vitality comes from the motivation of its teachers, although their abilities play just as crucial a role in determining their work performance and motivation (Lewis, Goodman & Faudt, 1995). To Kelly (1974, p.279) motivation has to do with the forces that maintain and alter direction, quality and intensity of behaviour. Dressler (2001) defines motivation as the intensity of a person's desire to engage in some activity. In summary, the findings of the study and the literature from other authors/researchers have revealed that job dissatisfaction among teachers has severe effects on teaching and learning, and ultimately it is the learners who mostly suffer because of the decrease in teacher productivity due to lack of motivation to execute their tasks; this consequently results to poor learner performance.

### **The causes of teachers' job satisfaction or dissatisfaction**

Various causes of teacher job dissatisfaction have been identified by the respondents, researcher and other authors/researchers. In the broader view, the causes of teacher job dissatisfaction stem from varied needs of the teachers, challenges facing schools and challenges facing the education system. Maslow's Hierarchy of needs (1970) clearly states that a person (teacher) has fundamental needs, which include the physiological, security, affiliation, esteem and actualization needs. Some of the physiological needs include pay, shelter and good and comfortable working conditions.

Security needs include the need for safety, fair treatment, protection against threats and job security. Affiliation needs include the need to be accepted by the group, and being part of the group. Esteem needs include the need for recognition, respect, achievement, autonomy and independence.

Respondents mentioned various causes of teachers' job dissatisfaction. These include: (i) too much paper work: clerical was also done by teachers with no remuneration; (ii) ill-disciplined learners at schools; (iii) lack of teaching and learning material in some schools; (iii) government not praising and not motivating best-performing teachers; (iv) workshops being conducted during inconvenient times, and sometimes facilitators of workshops were not

sufficiently competent; (vi) changing curriculum randomly done , changes in the education system that occurred often and randomly and the short time implementation of changes; (v) a great deal of frustration in teaching and as a result there was no satisfaction; (vi) no payment for extra time, (viii) no subsidies; (ix) teachers not being protected at schools; learners go to school with weapons and drugs; (x) most of the time the Department of Education simply ignored some of the teachers' concerns/issues.

Various authors have highlighted many causes of teachers' job dissatisfaction, some of whom concur with the above-mentioned causes. Wiley (2003, p.233) in a study, on causes of teachers' dissatisfaction found that poor working conditions is one of the indicators of job dissatisfaction. A study conducted by August Waltman (2004) also examined job satisfaction among teachers; the results identified remuneration (rewards and salary), work and career satisfaction, relationship with students, benefits, and job security as significant indicators of job satisfaction among teachers. Wiley (2008, p.233) concluded that job satisfaction/dissatisfaction varied from one teacher to another and from day to day, but included: (i) the nature of the job (tasks involved, the interest and challenge the job generates); (ii) the level of compensation; (iii) the perceived fairness of the promotion system within the school; the quality of the working conditions; (iv) management and governance style by SMTs and SGBs.

### **The strategies that can be applied to monitor and manage teachers' job satisfaction and to ensure adequate learner performance**

Although the findings of the study revealed that there was community involvement and good stakeholder relationships in the selected schools, the findings also revealed that there was low morale and job dissatisfaction among teachers. This indicates the complexity of job dissatisfaction, that job dissatisfaction is a challenge that can sometimes go beyond general day-to-day school circumstances.

Dinham and Scott (2000) clearly state that a very heavy duty is placed on the shoulders of the teachers who are regarded in educational circles as the operators of the system; this undoubtedly proves that the future of the learners is in the hands of the teachers whose duty is to go the extra mile and beyond the didactic situation to positively influence learners. This implies that the failure to satisfy teachers' needs could result in a drop in teacher motivation and productivity which could, consequently, lead to the downfall and failure of the schools. One of the devastating consequences of the downfall of the schools would be the drastic effects of compromising learner performance.

To address the research question of what role stakeholders can play in ensuring that teachers' job satisfaction does not affect learner performance what strategies can be applied to control and manage teachers' job satisfaction to ensure adequate learner performance, the researcher and various authors highlight ideas, views, suggestions, procedures and strategies, which include:

(i) Introduction of change management workshops for teachers

Myburgh and Poggenpoel (2006) indicate that change may lead to uncertainty, stress and stress-related diseases. It is essential that the principal should try to understand change and the people who are affected by change, in this case, the teachers. They further state that some of these changes are, for instance, the move from 19 departments of education to one national department and nine provincial departments of education and mono-cultural schools which changed into multi-cultural schools. Along with this process, rationalization, retrenchment and redeployment of teachers also took place as the new government established its own policies. News reports reflect that these changes in the educational system have placed a great deal of pressure on teachers. Relevant workshops are needed.

(ii) Constant review of remuneration for teachers

Satisfaction with pay has proven to be the most important aspect for job satisfaction. Olsen (1993), in the study by Godlwana reported that salary has become a very significant issue because academic incomes have failed to keep pace with increases in the cost of living and levels of compensation in other professional domains. In his study, Fuzile (1991) notes that teacher incentives such as increase in salaries, bonuses and back-pay should be made available so as to maintain high job satisfaction. This view is supported by Gegana (1991) who

observes that there is a great need to increase teachers' salaries so that teachers should be able to do their work enthusiastically. If teachers are not paid adequately, they end up being "job hoppers" who will stay just long enough to improve their skills and then seek greener pastures. Moreover teachers ought to be able to make a living out of their profession without having to moonlight at part-time jobs.

(iii) Encouragement and promotion of teachers, coupled with advancing their studies

Lack of motivation and promotion seemed to be another significant issue affecting job satisfaction among teachers in the Eastern Cape. According to Musaazi (1982), promotion is one of the ways used to increase teacher job satisfaction. It is a way of rewarding people for their efforts and services. Promotion helps to boost the morale of teachers and motivates them to work harder in their jobs whereas lack of promotion leads to low morale and results in frustration, resignation, and at times, early retirement. Usually promotion is based on competence, qualifications or seniority. Gruneberg (1999) contends that promotion does not, however, universally signal recognition, as in some organizations promotion may result from seniority or length of stay in the organization rather than achievement in a job.

(iv) Constant review and proper implementation of Pupil-Teacher Ratio policy

The problem of the overcrowded classrooms in the Eastern Cape especially in the former Transkei area of the Eastern Cape Province has contributed greatly towards the dissatisfaction of teachers. This problem is serious especially in the primary schools where one teacher has about sixty to sixty five in one class.

(v) Constant review of the working conditions at schools

In his study of the relationship between organizational climate and teachers' job satisfaction, Iraj (1986), found that, the more open the school climate, the greater the teacher's general extrinsic and intrinsic levels of job satisfaction. According to John Wiley (2008 p.233), the cornerstone of a great place to work is trust built on open, engaged relationships between management and employees. Along with contributing to a general sense of personal wellbeing, job satisfaction is perceived to be linked to a positive work attitude and increased productivity. John Wiley (2008 p.233) states that employees should be treated as assets.



The Occupational Safety and Health Administration (OSHA) established protective workplace standards and enforces those standards. Job enrichment is concerned with designing jobs that include a greater variety of work content, require a high level of knowledge and skill, gives the worker more autonomy and responsibility for planning, directing and controlling his own performance and provides the opportunity for personal growth and meaningful work experience (Olulube, p.34). Teachers are human beings with various needs to be satisfied and failure to have such needs satisfied leads to frustration, a nonchalant attitude towards work and rebellion (Ubom & Joshua, 2004).

### **5.3 Implications of the findings**

Despite the findings that there is community involvement and stakeholder engagement (generally, SMT members have good relations with the teachers and the community), the findings have also revealed that respondents (SMT members and teachers) indicated that there was low morale and job dissatisfaction among teachers. Low morale and job dissatisfaction among teachers could be regarded as a reflection of the general situation ("picture") of the relationship between teachers' job dissatisfaction and poor learner performance in the Libode Mega Education District. It can therefore be argued that the prevailing drop in the matric (grade 12) pass rate in the Libode Mega education district of the Eastern Cape Province could also be due to job dissatisfaction and low morale among teachers. Dinham and Scott (2000) state that teachers carry very heavy burden on their shoulders of influencing the success of learners, as teachers are regarded, in educational circles, as the operators of the system. This undoubtedly proves that the future of the learners is in the hands of the teachers whose duty is to go the extra mile and beyond the didactic situation to influence the learners. Lack of job satisfaction could result to the diminishing motivation and low teacher productivity which could consequently lead to failure of the schools in terms of teaching and learning. One of the severe consequences of the downfall of the schools is the drastic effects on learner performance. Maslow's theory of needs (1970) states that a person has fundamental needs; hence teachers have varied needs. In a general and holistic sense, this study has found that teachers' job satisfaction/dissatisfaction is a result of teachers' unfulfilled needs and various challenges facing the schools and the entire education system.

In short, the study`s main findings (the effect of job satisfaction/dissatisfaction) based on the research topic “the relationship between teachers` job satisfaction/dissatisfaction and the learner performance” points to a proportional relationship between teachers` job satisfaction and learner performance, i.e. the more satisfied teachers are with their jobs the more likely they perform better on their tasks resulting in good learner performance, while the lower the level of job satisfaction among teachers, the poor the learners performance.

#### **5.4 Summary of chapter 5**

In chapter 5 the findings have been discussed. The holistic discussion and implications of the study have been dealt with. The next sections present the conclusion of the study, recommendations of the study and recommendations for further studies.

#### **5.5 Conclusion of the study**

This research study investigated the determinants of job satisfaction (or dissatisfaction) among educators. The qualitative approach was used as the research method. SMT members and teachers from the selected schools were interviewed using focus-group interviews. The researcher used a video and audio recorder to collect the data from the interviewed respondents. To analyze the data, the researcher transcribed the recorded audio from the audio recorder into narrative form without editing respondents` responses, then analyzed the data by means of describing the themes. The significant findings were derived from the themes.

The study`s main findings revealed that there was low morale and job dissatisfaction among teachers in the selected schools of the Libode Mega Education District. This research study has also revealed that there is proportional relationship between job satisfaction and learner performance.

#### **5.6 Recommendations of the study**

Based on the findings of the study, the following recommendations were made:

### **Suggestion and complaint box**

Suggestions and Complaints Box in the form of electronic information system should be developed by the National Department of Education. This online system would be a website-based information system accessible to mobile phone and computer users via the internet connection (similar to social networks like Twitter and Facebook). The purpose of this online and website-based system would be to grant teachers, or any school stakeholder the absolute anonymity to log or report complaints, dissatisfaction, suggestions, disapprovals, appraisals and opinions on matters that concern the education system in South Africa. This system would in turn help the country in terms of early detection and being proactive on matters that concern the education system.

### **Task Team of School Inspectors**

The National Department of Education should implement a task team consisting of inspectors who would regularly visit the schools, monitor and evaluate the working conditions and job satisfaction among teachers in all schools in the entire South Africa.

### **Constant review of policies pertaining to working conditions**

There should be constant review by the National and Provincial Departments of Education of all the policies pertaining to the working conditions in schools, teachers' job satisfaction, performance of teachers and learners in terms of teaching and learning. There should be regular reviewing and proper implementation of the Pupil-Teacher Ratio policy. Teachers often complain about workload due to improper implementation of the Pupil-Teacher Ratio policy, therefore, the Department of Education and school community should enforce the implementation of the Pupil-Teacher Ratio policy in schools.

### **Introduction of change management workshops for teachers.**

One of the major challenges in any system or organization is to adapt to new changes. Teachers often complain about random changes in the educational curriculum, therefore, the Department of Education should introduce change management workshops for the teachers.

### **Encouragement and motivation of promotion of teachers coupled with advancing their studies.**

One of the drawbacks of a lack of promotion in any organization is limited work experience and low levels of education among its employees, therefore, teachers should be encouraged to challenge themselves and dream beyond just being ordinary teachers. This would enable them to be stimulated to further their studies and enroll for postgraduate studies and managerial studies.

### **Rewards for high performing teachers**

Top/high performing teachers should be rewarded at school level, district level, provincial level, national level and international level so as to encourage them to maintain their performance.

### **5.7 Recommendations for further studies**

- One possible research study could examine teachers' job satisfaction in other education districts in the Eastern Cape Province. The findings of this possible study would then be compared or contrasted with the current research study in order to depict the general picture of job satisfaction/dissatisfaction among teachers in the education districts of the Eastern Cape Province.
- One possible study could holistically examine the relationship between teachers' job satisfaction/dissatisfaction and teacher productivity (performance of teachers).

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## **APPENDICES**

### **Appendix 1: Letter to the District Director, Libode Meg-District**

P.O. Box117  
Ngqeleni  
5140  
19 November 2010

The District Director  
Libode Mega District  
Eastern Cape

Sir/Madam

### REQUEST TO CONDUCT A RESEARCH PROJECT

I humbly request for a permission to conduct a research project in selected schools of your district. My research topic is: RELATIONSHIP BETWEEN TEACHER JOB SATISFACTION AND LEARNER PERFORMANCE: A CASE STUDY OF TWO SCHOOLS IN NGQELENi AREA IN THE EASTERN CAPE PROVINCE. This is a requirement towards the completion of the MED Degree which I'm doing at Walter Sisulu University.

I promote that the information obtained from the respondents will be confidential and anonymity and privacy will be maintained.

I would that my application receives your favourable consideration.

Yours faithfully



M. J. Dukwana (Mr.)

Student No. 209108088



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 459 Fax: 0865393759: Cell 0820666289  
\* Website: ecprov.gov.za \* Office No. 245.  
Enquiries: **A.M MKENTANE** :  
Date: 25-11-2010  
DISTRICT DIRECTOR

**TO : MR M.J DUKWANA**

**FROM : MR A.M MKENTANE**

**SUBJECT: RE: PERMISSION TO CONDUCT STUDY**

In response to your letter dated 19/11/2010, I hereby grant you permission to conduct the study in the schools you listed in your letter of request. This office hopes that the findings of your study will be of benefit to the District at large.

I wish you a good luck in your envisaged study.

Yours in Education

  
**A.M MKENTANE (DISTRICT DIRECTOR)**

P.O. Box 117  
Ngqeleni  
5140  
19 November 2010

The Principal  
Gqira J.S.S  
Ngqeleni  
5140

Sir/Madam

RE: APPLICATION TO CONDUCT A RESEARCH

I hereby request to conduct a research in your school next year during the month of February.

The topic to be addressed is: Relationship between teacher job satisfaction and learner performance: A case study of two schools in Ngqeleni Area in the Eastern Cape Province.

I hope that my request will receive your favourable consideration.

Yours faithfully

  
M. J. Dukwana

P.O. Box 117  
Ngqeleni  
5140  
19 November 2010

The Principal  
Pondolwendlovu S. S. S.  
Ngqeleni  
5140

Sir/Madam

**RE: APPLICATION TO CONDUCT A RESEARCH**

I hereby request to conduct a research in your school next year during the month of February.

The topic to be addressed is: Relationship between teacher job satisfaction and learner performance: A case study of two schools in Ngqeleni Area in the Eastern Cape Province.

I hope that my request will receive your favourable consideration.

Yours faithfully

  
M. J. Dukwana

**Appendix 4 Letters from school principals**



We wish him good luck in his stay in our institution for the duration of his research.

Thanking you in advance

Mr Z. LUNGU (ACTING PRINCIPAL)

SCHOOL STAMP:



## **Appendix 5: Interview Schedule for SMT Members and Teachers**

### Questions for SMT Members

1. What type of relationship do you have with teachers? Is it good or bad? Briefly substantiate your answer.
2. Do you think job satisfaction can affect learner performance? If yes, substantiate your answer.
3. Can the morale of teachers affect learner performance?
4. In your opinion, do you think teachers are interested in their jobs? Briefly elaborate on the question.
5. Are teachers involved in decision making on matters that affect them? Why do you say so?
6. According to your observations, how do you rate the morale of teachers? Is it low or high? Support your answer.
7. What is the response of parents to the poor performance of learners?
8. Do you involve the community in your school programmes? If so, mention a few of these programmes.
9. Do parents attend open-day sessions in your school?
10. What are the relations like between you and the community? Give a brief summary of your opinion.

### Questions for Teachers

1. At the present moment, are you satisfied with your job as a teacher?
2. How satisfied, or dissatisfied, are you with your job?
3. Do you think teacher job satisfaction, or dissatisfaction, can affect learner performance? Briefly substantiate your answer.
4. How would you describe your relationship with school management?
5. In your opinion, are you interested in your job? Elaborate.
6. Are you involved in decision making as teachers in some of the decisions that affect you?
7. What do you think can be the cause of low teacher morale?
8. Can the low or high morale of teachers affect learner performance?
9. What is the response of parents to the poor performance of learners?
10. What do you think can be the effect of community involvement on teacher job satisfaction?