

**FACTORS THAT PROMOTE THE
LEVEL OF JOB SATISFACTION
AMONG SCHOOL EDUCATORS: AN
EDUCATION MANAGEMENT
PERSPECTIVE**

by

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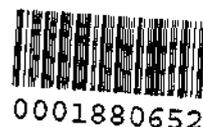
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**Title: Factors that promote the level of job satisfaction among school educators:
an education management perspective**

SUMMARY

In this dissertation the findings of a survey on 100 inner-city independent school educators, concerning the factors that affect the level of job satisfaction are presented. It was found that educators derive most of their job satisfaction from interpersonal relationships. Dissatisfaction was mainly the result of low salaries, low status in the community, poor facilities and lack of security. Most of the educators were looking for alternative employment and regarded employment in public schools as a much better option. Recommendations were made to principals on how to improve the factors that affect the level of job satisfaction for educators.

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CHAPTER 1

OVERVIEW AND RATIONALE FOR THE STUDY

1.1 INTRODUCTION AND RATIONALE

Educators are currently facing many changes in education and society, which may well affect their levels of job satisfaction (Kniveton 1991: 361). In addition, the increasing media attention that focuses on education in South Africa as a result of poor school results, indicates poor conditions in many schools and an inferior quality of education. This raises concern regarding the attitudes of educators towards their work and their levels of job satisfaction or dissatisfaction (Steyn & Van Wyk 1999: 37).

Research conducted by Access Point, a Johannesburg based firm focusing on team development among various companies between September 2001 and February 2002 determined that two thirds of South African employees say that they are unhappy at their workplace (Bennet 2002a: 1).

This should be of great concern to all employers as unhappy and dissatisfied employees mean poor performance and high staff turnover. An earlier study by Kestener (1994: 39) shows that about half of all new teachers leave the field during the first five years, and approximately 80% after 10 years.

This study aims to determine the main factors that promote job satisfaction among educators of inner-city independent schools. The independent school sector in South Africa is very diverse, ranging from informal settlements to well-established

schools serving richer communities and making a financial profit. These schools may be religious or secular, big or small, rural or urban. In 2000, there were more than 2000 independent schools enrolling about 1,23 million learners (Bot 2000: 126). About 75 of these schools serve poor communities in and around Johannesburg and are located in the informal settlements and the inner-city. This sector is growing rapidly (Bot 2000:126).

The researcher's interest in the inner-city independent schools is because of their unique features, in that they serve poor communities and as such do not charge high school fees. In an interview with one of the educators (Moloko, personal communication) from one of the inner-city schools it was stated: 'The schools depend on government subsidy to survive. The educators in these schools are not paid by the government and obtain salaries far less than their counterparts in public schools. The educators in inner-city independent schools are faced with enormous problems of low salaries, insecure jobs, lack of incentives and resources.' This situation is worsened by the decline in subsidy levels for independent schools over the past few years, from 256 million in 1995/6 to 239 million in 1999/2000 (0,6 % of the provincial education budget) (Bot 2000: 127).

Educators in inner-city independent schools are expected to work hard and produce good results in spite of their problems. In a personal interview (Moloko, personal communication) an educator from one of these schools stated: 'To qualify for subsidy, schools serving poor communities which obtain between 40-60% of their funds from the government, have to obtain a minimum of 50% matric pass rate. It is, however, a fact that has been proved difficult to attain because of the conditions under which these schools operate. Sometimes we go for months without salaries while waiting for government subsidy. This affects our morale. I wish there was something that could be done by our principal to improve our morale.'

This study is important as it will highlight the factors that educators in inner-city independent schools view as generating job satisfaction. The principals, as well as directors of such schools, who want to improve staff morale and bring about job satisfaction, may use the findings of this research. An educator who achieves success in his or her job and whose needs are met in the workplace is a happy employee who will strive to attain excellence.

Many studies have been conducted on job satisfaction. These studies have looked into factors that induce job satisfaction in specific job situations or certain geographic areas or among educators of different genders and race. None of the researchers has as yet, however, looked into factors that bring about job satisfaction for educators in the inner-city independent schools of Johannesburg.

Educators who are demotivated to achieve certain educational objectives will experience job dissatisfaction. Job dissatisfaction is to the detriment of any school and its learners. If the principals are not aware of the needs of their educators, the effective functioning of the schools will be inhibited. Knowledge of the factors that promote satisfaction may assist the principals and other managers in their management styles and thus contribute positively to the job satisfaction of the personnel (Smit 1994: 18-20).

Research has indicated that job satisfaction is a multi-dimensional phenomenon. It comprises a whole array of factors which operate together to determine the workers' attitudes towards their jobs and consequently, some aspects of their general work behaviour (Bame 1991: 99). Educator satisfaction is a complex issue.

This research will try to establish the most important factors that lead to the job satisfaction or dissatisfaction of the educators of inner-city independent schools in Johannesburg.

1.2 PROBLEM STATEMENT

1.2.1 General research question

The following general research question is formulated:

Which factors promote the level of job satisfaction among educators of inner-city independent schools?

1.2.2 Sub-problems

A number of sub-problems emanate from the above-mentioned general problem:

- What are the factors that promote the level of job satisfaction among educators in inner-city independent schools?
- What recommendations can be made to school principals to improve job satisfaction among educators of inner-city independent schools?

1.3 AIMS OF THE RESEARCH

1.3.1 Specific aims

For this research, the following are identified as specific aims:

- \$ to determine the factors that promote the level of job satisfaction among educators of inner-city independent schools;
- \$ to make recommendations to the managers of inner-city independent schools emanating from the findings of the investigation.

1.3.2 General aim

As a general aim, this research wishes to investigate the general problem statement. Thus the research aims to determine the factors that promote the level of job satisfaction or dissatisfaction among educators of inner-city independent schools. This will hopefully help school principals to identify factors that will promote educator morale in other inner-city independent schools (or other similar schools) in South Africa. Likewise, inner-city schools in similar contexts, such as in other parts of Africa, may also benefit from the results.

1.4 DEFINITION OF CONCEPTS

The following concepts are defined for use in this study:

1.4.1 Job satisfaction and job dissatisfaction

Researchers view job satisfaction or dissatisfaction as a multi-dimensional concept encompassing a person's general attitude towards work or towards specific facets of the work (Steyn & Van Wyk 1999: 37).

Job satisfaction

Evans (1997a: 833) defines job satisfaction as a state of mind determined by the extent to which the individual perceives his or her job related needs to being met. Abu Saad and Isralowitz (1991: 771) regard job satisfaction as a pleasurable emotional state resulting from the appraisal of or satisfaction of one's job values. It results primarily from the interaction of one's values and one's perception of the job and its environment. Hence, job satisfaction becomes a difficult concept to address as it involves an individual's perception of his or her environment.

Accordingly, Abu Saad and Hendrix (1995: 141) define job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's values. Values and needs are inter-linked and are also bound to change with time and circumstances.

Individuals respond to, and their lives are affected by factors in the job setting, such as the task environment as well as the nature of supervision. It therefore means that the experience of job satisfaction is a personal and sometimes emotional reaction, involving the individual's internal needs, values and expectations.

Job satisfaction is brought about by a combination of factors that relate to the actual execution of the work, and those factors are called satisfiers (Herzberg & Grigaliuma 1971: 73-79). Satisfiers are defined as factors which contribute to job satisfaction if present, but not to dissatisfaction if absent. Satisfiers include achievement, recognition, responsibility, advancement, the work itself, as well as an opportunity for professional growth. They are also referred to as motivators, as the motivational potential for most people is increased (Matlawe 1989: 12-14).

Job dissatisfaction

Job dissatisfaction is brought about by factors that relate to the work environment, and are known as dissatisfiers (Herzberg & Grigaliuma 1971: 73-79). Dissatisfiers can be defined as factors which lead to dissatisfaction if absent but their presence does not necessarily contribute to satisfaction. The factors include salary, status, supervision, policy and administration, interpersonal relations, working conditions and job security.

Matlawe (1989) refers to the dissatisfiers as hygiene factors. They are called hygiene factors as they prevent on-the-job trouble, like high absenteeism due to

illness and high staff turn-over. Hygiene factors revolve around stress and burnout experienced by educators and the exodus of educators from their profession, as well as the possible impact their attitude may have on learners at school (Steyn & Van Wyk 1999).

1.4.2 Educators

An educator is defined as a person who educates as a profession within the confines of a school.

1.4.3 Independent schools

Independent schools are private institutions that are privately owned and run and receive no financial assistance from the state. There are, however, state aided independent schools that receive a certain amount from the state. The parents contribute the bulk of the school's budget.

1.5 RESEARCH DESIGN AND METHOD

1.5.1 Hypothesis

The following general hypothesis can be stated:

There are factors that significantly promote job satisfaction among educators of inner- city independent schools.

The hypothesis requires a quantitative design, as will be explained in Chapter 3.

1.5.2 Methods

In the quantitative research design the following methods will be used:

Sample

One of the most important tasks for a researcher is selecting educational settings and negotiating access to the participants (Steyn & Van Wyk 1999: 38). There are about 300 independent schools in the Gauteng Province (Bot 2000: 126). About 75 of these schools serve poor communities in and around Johannesburg.

A sample of about 100 educators is envisaged for this research. The sample will be from schools accessible to the researcher. Thus, the sample will be a combination of convenient and purposeful sampling. This will be elaborated on in Chapter 3.

Data collection

A review of relevant literature will result in a questionnaire being developed. This survey instrument will focus on factors that represent specific job related items that satisfy educators. The questionnaire will employ a Likert scale. The questionnaire will also be pilot tested, and will be as delineated in Chapter 3.

Data processing

The responses from the questionnaires will be statistically analysed. This will be done by means of the Statistical Package for the Social Sciences (SPSS). The results will be presented in Chapter 4.

1.5.3 Validity and reliability

Validity and reliability will be addressed in this research, and will be explained in Chapter 3.

- Face validity and content validity of the questionnaire will be attended to, as will be explained.
- The reliability of the questionnaire will be addressed by the Cronbach alpha reliability coefficient.

1.6 DIVISION OF CHAPTERS

The following chapter division is planned for the research:

Chapter 1: Overview and rationale

In this chapter a brief overview of the research problem, aims of the research, definition of concepts and the whole research process is given.

Chapter 2: Factors influencing the job satisfaction of educators

In chapter 2 a literature review of all the factors that promote the level of job satisfaction among educators will be presented.

Chapter 3: Research design and methodology

In chapter 3 a description of how the survey instrument (a questionnaire) is developed, pilot tested and implemented, will be given. The validity and reliability of the survey instrument will also be discussed, as well as sampling.

Chapter 4: Results and discussion

In chapter 4 an explanation of the results will be presented. Deductions will be made from the data and they will be delineated.

Chapter 5: Conclusions, recommendations and limitations

In this chapter conclusions from the results in chapter 4, recommendations and the limitations of the study will be presented.

1.7 SUMMARY

In chapter one the rationale of the study was given. In addition, an overview of the research project was described and important concepts were defined.

In the next chapter a literature review of factors that influence the job satisfaction among educators will be presented.

CHAPTER 2

FACTORS INFLUENCING THE JOB SATISFACTION OF EDUCATORS

2.1 INTRODUCTION

In this chapter a literature review will be made on factors that affect the job satisfaction among educators of inner-city independent schools.

The topic of educator job satisfaction or more frequently, their job dissatisfaction has received much media attention and is continuing to do so. The media coverage has usually been concerned with claims that the education profession is demoralised and suffering from diminished job satisfaction (Hill 1994: 223).

The increase in research on worker satisfaction is brought about by the need for increased effectiveness and productivity in the workplace. The school organisation's biggest asset is the people who perform the work (Gertse 1997: 10-15). The principal cannot afford to disregard the expectations of the educators as there are too many benefits to be derived from satisfied staff (Van der Poll Kirsten 2000: 15-25). Principals play a key role in creating an environment that can promote job satisfaction or dissatisfaction.

Job satisfaction within the education profession is of significant importance for the employer, as it is becoming more difficult to keep educators motivated once they are in the profession. Educator retention is a growing area of concern in both special and general education. Studies conducted by different individuals show that a significant number of educators are considering leaving teaching

(Billingsley & Cross 1992: 453). A further survey by the same authors on 589 general educators in Virginia, USA showed that 34% of the educators planned to leave teaching within the following five years of the research date (Billingsley & Cross 1992: 453).

A recent survey conducted by International Survey Research (ISR) (Bennet 2002a: 1) shows that many South African employees fall under what we can define as >separated=employees or >divorced=employees. >Separated=employees are those who think poorly of their companies but do not intend to leave. Bound by financial ties, the absence of alternatives or other circumstances, they are >trapped=. They make up 16% of the total workforce (Bennet 2002a: 1). The >divorced=employees, however, have their feet at the door. They would not recommend to others that they join the company, and are actively seeking to leave.

According to informal interviews with staff, educators within inner-city independent schools fall well within the two categories, with most of the educators looking for alternatives and they will leave when the opportunity arises. Mogale (personal communication) explains: @This accounts for a high turnover rate in these schools. There is a tendency for educators to leave the education profession for other professions. However, educators within inner-city independent schools want to leave these schools to join public schools. This seems a better option than to remain within these schools.@ This is brought about by various factors that will be looked into at a later stage.

Research has shown that job satisfaction is a multi-dimensional concept that encompasses an individual's general attitude towards work or towards specific aspects of work. The researcher should look into the uniqueness of each situation when one attempts to look into factors that bring about satisfaction or dissatisfaction in the work environment.

Therefore, any understanding of the factors that bring about satisfaction or dissatisfaction among educators of inner-city independent schools requires the researcher to look into the following factors:

- \$ first, to look at the general background of inner-city independent schools;
- \$ second, to look into the theories of job satisfaction;
- \$ lastly, to investigate research conducted on educator job satisfaction or dissatisfaction.

2.2 GENERAL BACKGROUND OF INNER-CITY INDEPENDENT SCHOOLS

2.2.1 Inner-city independent schools of Johannesburg

The independent school sector in South Africa enrolls about two percent of the total school enrolment nationwide and varies substantially in age, size, location, socio-economic status, facilities, rate of fees, et cetera (Bot 2000: 126). Inner-city independent schools within the city of Johannesburg are schools serving mainly average middle class income earners, as well as poor families who reside in and around Johannesburg and the surrounding townships like Soweto and Alexandra.

A recent survey by Mtshali (2002: 1) shows that many children from Soweto have moved from historically black schools to institutions in historically Coloured and Indian areas in the neighbourhood. Some opted for the mushrooming private schools in the city centre. Vast differences in facilities, commitment and discipline between public schools in the townships and those in cities, fuel a perception that city schools offer superior education.

2.2.2 Government subsidies

Registered independent schools receive a government subsidy, which is calculated as a defined fraction of the cost per learner in the public school. The funding criteria since January 1998 has been that the level of annual non-discounted fees charged at an independent school will be taken as an indicator of the socio-economic status of a school's community. Subsidy levels on a five point progressive scale is shown in Table 1 below (Government Gazette 1998: 33).

Table 2.1: Allocation table for independent schools

Tuition fee level	Subsidy level
1. Up to 0.5 times (50% of) the provincial average public cost per learner in ordinary public schools the previous fiscal year.	Subsidy equal to 60% of the provincial average cost per learner in ordinary public schools.
2. Higher than 0.5 and up to 1.0 times the provincial average public cost per learner in ordinary public school the previous fiscal year.	Subsidy equal to 40% of the provincial average public cost per learner in ordinary schools.
3. Higher than 1.0 and up to 1.5 times the provincial average public cost per learner in ordinary public schools the previous fiscal year.	Subsidy equal to 25% of the provincial average public cost per learner in ordinary public schools.
4. Higher than 1.5 and up to 2.5 times the provincial average public cost per learner in ordinary public schools the previous fiscal year.	Subsidy equal to 15% of the provincial average public cost per learner in ordinary public schools.
5. Higher than 2.5 times the provincial average public cost per learner in ordinary public schools the previous fiscal year.	No subsidy.

The actual monetary subsidy payment a school receives in the current academic year is the subsidy category (60%, 40%, 25%, 15%, 0%) of the provincial average *per capita* cost per learner of the previous fiscal year. To be eligible for subsidy, registered independent inner-city schools have to satisfy certain requirements, as

indicated under section six paragraph 147 of the Government Gazette (1998), which reads as follows:

- (a) The school's grade 12 pass rate should be 50% or more for full-time candidates who wrote the examination the previous year.
- (b) The repetition rate in grades 11 and 12 should not be more than 20%.
- (c) The school should not engage in practices that are calculated artificially to increase the school's grade 12 pass rate.

Most of inner-city independent schools are eligible for a 60% or 40% subsidy rate, because of the low school funds that they charge. This is due to the poor communities they serve. Some of the inner-city schools, however, fail to meet the requirements for subsidy due to the low matric pass rate. An analysis of matric results for one district within Johannesburg indicated that out of 23 such schools, only 14 managed to obtain a 50% or more matric pass rate (this applied to the 2001 matric results only). It means that about 60% of such schools did not qualify for subsidy for the 2002 academic year. This creates a serious problem in the smooth running of these schools. An educator from one of these schools (Mogale, personal communication) indicates that lack of government subsidy results in the educators going without salaries on certain occasions, or very low salaries compared to our counterparts in public schools. This leads to low commitment and no loyalty to the institution. Individuals are waiting for any opportunity to move on. There is therefore a very high turnover rate. Singer (1993:262) explains that the reason educators most likely will leave teaching includes, amongst others, the fact that educators are being paid comparatively low salaries. This requires one to look into the education budget.

2.2.3 Education budget

Mittner (1995: 16) notes that there is dissatisfaction among educators at the low budget allocation for the improvement of service conditions of educators and

shows that provincial education departments are responsible for provincial education. The table below indicates that Gauteng's provincial budget for 2002/3 is R7,914 billion. The total budget increase for 2002/2003 against the budget is 10,47%. The independent school budget, however, has been the same since the 2000/2001 budget (Gauteng Provincial Government. Department of Education 2002: 6).

In table 2.2 the Gauteng provincial government education budget is illustrated. The budget shows monetary allocations according to programmes from 1999/2000 up to 2004/2005 financial years.

Table 2.2: Budget and MTEF allocations according to programmes

	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005
	Actual	Actual	Estimated Actual	Budget	MTEF	MTEF
Description of the Programme	R'000	R'000	R'000	R'000	R'000	R'000
1. Administration	124,762	170,634	749,224	598,979	621,463	634,089
2. Public Ordinary	5,300,191	5,646,903	5,459,945	6,017,196	6,689,270	7,009,540
3. Independent School Education	117,127	117,126	117,127	117,127	117,127	117,127
4. Education in Specialised School	281,196	320,531	394,341	400,712	418,517	437,173
5. Teacher Training Colleges	122,292	128,221	141,702	131,948	0	0
6. Technical Colleges	224,991	246,528	258,014	270,458	283,405	296,989
7. Non-formal	95,310	130,879	113,428	160,197	142,445	149,332
8. Auxiliary and Associated Services	56,986	53,699	91,445	218,050	332,019	345,245
Total for Education	6,309,700	6,814,521	7,325,226	7,914,667	8,604,246	8,989,495

The monetary allocations for programmes like administration, public ordinary schools, education in specialised schools, technical colleges, non-formal education as well as auxiliary and associated services have increased over a number of years.

The total amount of money allocated by the Gauteng Provincial Government towards education has increased from R6,309,700 in 1999/2000 to R8,989,495 for 2004/2005. Although Gauteng's Provincial Education budget has increased over a number of years, resulting in an increased budget for other programmes as indicated in the table above, the amount allocated to independent schools has remained as R117,127 from 1999/2000 up to the 2004/2005 financial years.

This researcher's interview with one of an principals of inner-city independent school (Zitha, personal communication) indicates that: "The fact that the subsidy allocations have remained the same for a number of years has resulted in some of the inner-city schools closing down or retrenching educators. Those that are still operating are operating on a very tight budget and have had to cut down on certain expenses. Sometimes it means paying low salaries to the educators. Sometimes you cannot even afford to increase the salaries even for a while. This obviously results in educators looking for greener pastures. I remember at one stage, eight highly experienced educators resigned all at once. It had a major impact on the smooth running of the school."

Zitha (personal communication) indicates that: "Subsidised inner-city independent schools are not allowed to operate on profit but does pay market related costs which increase each year in line with inflation. In most schools tuition fees are set for a new academic year by considering the total operating costs, subsidy payments and by the forecast number of learners. The operating costs borne by most independent schools include salaries, rent, administration expenses, professional fees, teacher training and debts. This full costing adjusted for subsidy is factored into the calculation of annual tuition fees. Schools cannot increase school funds to make up the difference, as they serve poor communities. The cut

in expenses by the schools results in low salaries and poor facilities. Low subsidy payments do not do much for the schools as the schools rely heavily on subsidy payments.@

The amount of subsidy inner-city independent schools receive has a direct bearing on the working conditions for educators in such schools. For example, an article in the *Sunday Times* by Pretorius (2002:1) looks into how the interest of people in becoming educators keeps on declining with time. While there were about 100 000 educators in training in the early 1990s, the total in the year 2002 was about 12000 of whom 3000 intended to graduate at the end of 2002. Pretorius (2002: 1) further explains that the situation is caused by a number of factors, but the one mostly brought to the fore is the lack of financial allure the education profession offers, as educators work for about R3000 a month for an underqualified educator, to an average of about R16 000 for an experienced principal in charge of a large school.

Mogale (personal communication) continues to say that: "The situation is worse for inner-city independent school educators as they earn way below their counterparts with similar experience and qualifications in the public school.@ Pretorius (2002: 1) further suggests that the general feeling among educators is that teaching is a stressful job with few incentives other than the holidays.

Theunissen (1994: 12-15) suggests that the measure to which educators experience fulfilment in their vocation in an accepted environment will, to a significant extent, determine their attitude and conduct. This is a challenge to school managers.

This research aims to highlight those factors that bring about satisfaction or dissatisfaction to the educators of inner-city independent schools. Principals have a duty to create a working environment as conducive as possible to education and teaching.

2.3 THEORIES ON JOB SATISFACTION

Several studies have been conducted on job satisfaction. Theories on job satisfaction include the motivational needs theory by Maslow, the two factor theory by Herzberg, Locke's value theory and the expectancy theory by Vroom (Steyn & Van Wyk 1999: 37). The most widely used conceptualisation of job satisfaction is Herzberg's two-factor theory (Hill 1994: 223). Herzberg's motivation-hygiene theory is inter-linked to Maslow's hierarchy of human needs. The focus will be on these two theories.

2.3.1 Herzberg's two factor theory

Frederic Herzberg's motivational theory arose from a study of about 200 engineers and accountants on factors that bring about satisfaction or dissatisfaction at work. He distinguished two sets of work factors. One set relates to the 'satisfiers' or 'motivators'. The other set relates to the 'dissatisfiers' or 'hygiene factors'. The motivators have to do with the work itself, and includes achievement, recognition, responsibility and advancement. The hygiene factors have to do with the environment or conditions of work.

The hygiene factors include salary, possibility of growth, interpersonal relationships, administration, school policy, working conditions, personal life, status and job security (Herzberg & Grigaliuma 1971: 73-79).

The satisfiers are intrinsic to the job. Olsen (1993: 453) explains that although the intrinsic rewards have been defined in a variety of ways, they in general pertain to the nature of the work itself. Examples of intrinsic rewards are: the opportunity for independent thought and actions, feelings of worthwhile accomplishment, opportunities for personal growth and development, as well as job-related self-esteem. Ayse (1999: 110) suggests that intrinsic factors such as pride in their work

can motivate educators for professional development and increased performance. The dissatisfiers are extrinsic in their nature and refer to the circumstances under which the work is done. The extrinsic factors are seen as factors that bring about dissatisfaction in the work environment and include: lack of support, poor salary, poor infrastructure and an inferior reward system. Salary has become more significant because academic income has failed to keep pace with increases in the cost of living and levels of compensation as has been the case in other professions.

Hill (1994: 223) suggests that satisfaction and dissatisfaction are best conceived not as opposite ends of a single continuum but as two distinct continua which are mutually exclusive. The factors which cause dissatisfaction, if eliminated, will not necessarily result in positive motivation as the opposite of job satisfaction is not job dissatisfaction but no job satisfaction. Dissatisfiers lead to decreased performance as they do not necessarily motivate individuals to do their job when these dissatisfiers are absent. Xaba (1996: 15-30) indicates that job content factors are the organisational practice factors and are directly linked to Herzberg's motivators. Job content factors are the organisational practice factors and are linked to Herzberg's hygiene factors. They are more likely to result in job satisfaction than job content factors.

Bartelson (1980: 20) suggests that if an organization provides adequately for the satisfaction of all kinds of needs, the motivators become more powerful sources of satisfaction than hygiene factors. If the environment deprives people of both the motivation and hygiene factors, the hygiene factors become a more powerful source of dissatisfaction than the motivators.

The environment within inner-city independent schools is such that it may be possible for the principal to provide motivators. However, the hygiene factors may prove to be difficult to overcome in regard to certain factors that the principal has no control over. These factors include the issue of salary and the possibility of

promotion, as only a limited number of educators can be promoted in education. Principals can, however, promote certain factors such as good working conditions, a sound school policy and positive interpersonal relationships.

Smit (1994: 10-15) suggests that principals= knowledge of various theories of motivation can assist in the management of the school and can promote the job satisfaction of the personnel. Educators who are not motivated in achieving certain objectives will not experience job satisfaction. Theunissen (1994: 18-20) further explains that educators experience job satisfaction when they are given responsibilities in accordance with the demand of their profession. The principal must facilitate job satisfaction and promote the career of each educator in a meaningful manner. Gertse (1997: 10-14) indicates that educators who achieve success in their jobs are the ones whose needs have been met in the workplace. Managers must therefore have knowledge of theories such as those of Herzberg that explain job satisfaction.

2.3.2 Maslow=s hierarchy of needs

Maslow (1954: 2-8) suggests that people normally seek satisfaction and are motivated through a hierarchy of needs. The needs range from the lowest to the highest. According to Maslow, the lower order needs have to be satisfied before the higher order needs can be met. Thus, it is not possible to satisfy the higher order needs before the lower order needs.

The lower order needs are the basic physiological security and safety needs and are synonymous with Herzberg=s hygiene factors. The higher order needs are esteem, autonomy and self-actualisation. The higher order needs are similar to Herzberg=s motivators. The lower order needs are considered to have low motivational potential for educators and the higher order needs have a high motivational potential.

The lower order needs do, however, need to be satisfied so as to avoid educator dissatisfaction and frustration. The satisfaction of the lower order needs help only in eliminating job dissatisfaction, but does not bring about motivation. This can be explained as follows: For example, Matlawe (1989: 12-14) confirms that the satisfaction of the needs at the lower level is a prerequisite for satisfying needs at the higher level in the hierarchy. Basic physiological needs are fulfilled when you have money and employment. Security needs are met when individuals know that their survival is not in jeopardy. Social needs are satisfied when one enjoys the full acceptance and membership of a group. Within the context of inner-city independent schools, this research will try and establish, among other things, if the educators= basic physiological needs are met and whether the educators feel secure in their jobs, because only then can they strive towards self-actualisation in their work and hence experience job satisfaction.

To meet the lower order needs alone is not enough as that will only help to remove dissatisfaction but will not motivate the educator. The school principal has to come up with ways that will not only address the hygiene factors but will also result in educator commitment and motivation. Connacher (1989: 8) suggests that if the management=s emphasis is on the lower order needs, then it is hygiene oriented and will result only in failure avoidance. Management=s emphasis on higher order needs is, however, motivation oriented and is success seeking. What is of importance is that the manager cannot concentrate on the lower order needs while ignoring the higher order needs. Both categories needs are important for healthy staff development. When people are employed and receive salaries, the next step would be to have some form of assurance that their jobs are secure.

The inner-city independent schools=dependence on subsidy from the government and the many stipulations attached to it, indicates that schools are sometimes put in a compromising position when they do not receive subsidies on time or do not even qualify to obtain subsidies. Steyn and Van Wyk (1999: 37-43) indicate that if

educator performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances the educators' sense of professionalism and decreases their job dissatisfaction.

The uncertainty under which inner-city independent schools function results in the schools adopting certain policies which can result in much dissatisfaction of the educators in these schools. For example, most of inner-city independent schools offer annual contracts of employment to safeguard themselves for the following year in case they do not qualify for subsidy, or if the learner enrolment is low, and some educators have to be laid off. This may seem like a good approach but it results in the educators feeling insecure about their future. One of the educators of an inner-city independent school, Mr Legote (personal communication) indicates 'Most of inner-city independent schools are losing their educators to public schools and other private companies as they regard their jobs to be insecure.' Evans (2001: 291) emphasises the fact that, to a certain extent, education managers possess the scope to redress the negative effects upon educator attitudes towards government imposed policies. It, therefore, means that the principals of independent schools can do more to improve on the policies that are imposed on the schools.

The social need encompassed in Maslow's hierarchy includes the need for acceptance and full membership of one or more groups. Evans (2001: 291) indicates that interpersonal relationships is a more prominent aspect of job satisfaction among educators than among other professions. This is probably due to the more communal nature of the school educators' working lives. Staffroom relations play an important role in the lives of educators. Managers have to be aware of this and promote an environment that will improve staff relations.

The self-esteem or ego-need can be met when one feels adequate and efficient. Hence this need can be met when educators are encouraged to perform at their

best. Evans (2001: 291-306) indicates that self-conception and self-image are important factors in the lives of educators that influence their job satisfaction. The needs for autonomy and self-actualisation are higher order needs in Maslow's hierarchy of needs. Education professionals want to work unhindered within a context that is compatible with their needs, expectations, values and ideologies as this increases their self-actualisation. For example, a study conducted by Kloep and Tarifa (1994: 159) on the working conditions, work styles and job satisfaction among Albanian educators indicates that, although they had poor physical working conditions with worn-out classrooms, scanty furniture, broken windows, lack of resources such as paper and textbooks, overheads, audio visual aids and copying machines, these educators' job satisfaction seemed to depend on job security and satisfying cooperation with colleagues and more so on professional autonomy. Educators value job autonomy and the freedom to do their job without interference, as this leads to self-actualisation and personal satisfaction.

2.4 JOB SATISFACTION OF EDUCATORS

Job satisfaction remains a crucial point for any employee as it has a direct bearing on production. Mwamwenda (1995: 84), while researching job satisfaction among secondary school educators in the Transkei, described job satisfaction as a function of a gap between rewards actually granted and rewards that individuals think they deserve. It transcends the extent to which individuals want to receive, to that of employees who enjoy their work, and as a result experience pleasure and fulfillment.

A study of the theories on job satisfaction indicates that job satisfaction is much more than satisfying the basic needs like salary and security. On the contrary, it involves more of the work itself or what is referred to as job content factors. Individuals spend most of their waking time at work. It is important that

employers come up with ways that will keep the employees happy and productive.

It was determined in a research study that if an employee is happy, he/she is likely to be loyal to the company, an example and inspiration to others, perform well and will need much less supervision, not to speak of reduced sick leave and less disciplinary time required of senior management (Bennet 2003: 1).

Several studies have been conducted on factors that bring about job satisfaction among educators under various circumstances, and the results have shown similarities and differences, depending on what the researcher sets out to achieve.

Steyn (1988: 9-14) explains that the complexity of the concept of job satisfaction assumes that certain aspects of the educators' background can influence their experience thereof, the implication being that job satisfaction can be influenced by an individual's expectations. Steyn and Van Wyk (1999: 37-38) talk of the difficulty of measuring educator satisfaction as brought about by individuals' attitudes, as attitudes are abstract and individuals have difficulty expressing them. In addition, attitudes can be formed by an individual's values, expectations and perceptions.

It is important to realise that an individual's perceptions may not necessarily be an accurate reflection of reality and that people's perception of the same situation may vary. The experience of job satisfaction is a personal and emotional reaction, involving the individual's internal need structures, the specific tasks to be executed in the work situation, interpersonal values and norms, managerial processes controlling activities and the organisation's policy toward remuneration.

Abu Saad and Isralowitz (1991: 773) also confirm the level of satisfaction experienced by an individual as a complex function of (a) the degree to which different values connected with work and with its concomitant results are attained, (b) the opportunities perceived for the attainment of these values, (c) the relative advantages and disadvantages of the work situation compared with that of other

people, and the personality and cultural determinants. It is true that individuals bring different values and needs to work with them. The personality structures, perceptual abilities, values and needs vary and are likely to change over time. The perceptions that individuals bring to the workplace affect their level of satisfaction. Because there are so many dimensions of work and such a wide range of personality traits with various expectations, job satisfaction measurement must be designed to take into account a wide range of considerations.

This researcher's interest focuses on what other researchers have discovered regarding factors that bring about job satisfaction or dissatisfaction specifically among educators of inner-city schools in Johannesburg.

2.4.1 Factors related to the job satisfaction or dissatisfaction of educators

The factors that affect the rate of satisfaction or dissatisfaction of educators are extrinsic and intrinsic in nature

The factors that bring about dissatisfaction at work are referred to as hygiene factors and are extrinsic in nature. Extrinsic factors have to do with the conditions under which educators work, or their work environment. When extrinsic factors are satisfied, dissatisfaction is reduced, but this does not result in increased performance and high motivation. The extrinsic factors are regarded by Maslow as the lower order needs. The lower order needs have to be satisfied in order for the higher order needs to be satisfied. Failure to address hygiene factors results in decreased performance and no motivation, which can have negative consequences for the profession.

Intrinsic factors are referred to as the motivators and have to do with the work itself. They are what Maslow refers to as the higher order needs. The higher order needs have higher motivational potential and increase performance. Factors like

achievement, recognition, autonomy, involvement, as well as opportunity for independent thought and action are factors that are intrinsic in nature.

Pretorius (2002: 1) explains, as mentioned before, that in the early 1990s there were about 1 000 000 educators in training in South Africa. In 2002, the total was down to about 12 000, of whom 3 000 were graduating at the end of that year (2002). In the British education system, researchers in recent years have determined a widespread demoralization, dissatisfaction, job related stress, a steady exodus of educators, educator shortages and problems with the recruitment of educators (Evans 1997b: 831). British educators are not the only ones with problems of dissatisfaction and an increase in their turnover, hence a vast campaign to recruit foreign educators into Britain. The widespread media coverage on educator job dissatisfaction, leading to various researches being conducted, indicates that it is a global concern and not a matter unique to a specific country.

Smith and Bourke (1992: 31) found that the lack of job satisfaction can be due to a combination of factors including poor salary, limited career opportunities and unattractive working conditions. This researcher aims to look into factors like the reward system, interpersonal relations, the physical environment, the status of educators, job security, autonomy and decision-making as some of the factors that can affect educator job satisfaction.

Interpersonal relationships

Gaziel and Maslovaty (1998: 47-56), in their research on the predictors of job satisfaction among educators in religious schools, indicate that the best predictor of job satisfaction among educators in both the primary school and the secondary school sectors is a sense of community at school, amongst other things.

Cockburn (2000:223) cites that the main reasons why educators enjoy education are working with children, nurturing children's learning and having sound relationships with colleagues. Accordingly, Kruger (1991: 10-20) emphasises that effective communication and the motivation of staff by the principal can promote job satisfaction and influence the creation and maintenance of positive interpersonal relationships.

Kruger (1991: 10-20) further indicates that there should exist a congenial relationship between the principal and staff members. Good personal relationships are of great importance in a people-oriented enterprise such as a school. Interpersonal relationships form an important facet that brings about job satisfaction for educators. Cockburn (2000: 223) shows that the collegial relationships that educators enjoy with colleagues form part of the reasons why educators enjoy teaching.

This researcher's interviews with some of the inner-city educators brought about responses such as

AWe do not have a proper staff room. This has resulted in some educators teaming up to occupy vacant classrooms or the library. It has sort of divided the staff according to different sexes, as well as South Africans with non-South Africans.@

AIt is not good for the unity and personal relationships amongst us.@

Another educator said:

AI enjoy the interpersonal relationship we have among each other as educators. It gives one a sense of belonging. You should hear us in the staff room when we discuss important issues and when we just socialise. It is

beautiful. I've never been so happy at my workplace as I am now. I can work here forever.@

The need for training in human relations, including in communication skills, is a matter of urgency, because it provides the principal with the ability to establish an educational environment where educators can strive for excellence in education. Effective communication can promote job satisfaction and influence the creation and maintenance of personal relations.

An article in the *Sunday Times*, *Business Times*, *Education For All* (2003: 2) indicates that companies spend billions of rands each year replacing people they would rather keep because of personality clashes or general dissatisfaction with managers. In such situations, rewards and pay become irrelevant. When dealing with people, it is easy to simply increase salaries. The difficult bit is situated in the area of inter- personal relationships.

Reward system

Poor salary and an inferior reward system are some of the factors leading to dissatisfaction among educators. The profession seems to offer little financial allure. Pretorius (2002: 1) indicates that educators work for about R3 000 a month (an underqualified educator) to about R16 000 a month (an experienced principal of a large school). It is a stressful job that offers limited opportunities for promotion and few incentives, apart from the holidays.

Lee (1987: 28) cites salary as the most important determinant of satisfaction. The lack of lateral and upward mobility in education and the fact that long service brings limited salary increases result in a great exodus of educators from the education profession. Singer (1993: 262-279) shows that the educators most likely to leave the profession are the ones paid relatively low salaries. Educators in

inner-city independent schools are paid relatively poor salaries compared to their counterparts in public schools. This is according to one of the educators in an inner-city independent school (personal communication): "Although generally speaking, educators receive low salaries when compared to other professions, the situation is worse for inner-city independent school educators. Educators in inner-city independent schools receive much less pay with no incentives like housing, medical aid and pension than their counterparts in public schools do."

Steyn and Van Wyk (1999: 37) talk of the expectancy theory developed by Victor Vroom namely that job satisfaction is strongly affected by the reward people receive for their work. If the rewards received are viewed positively, the employees feel more satisfied with the situation. Other researchers like Bennet (2002b: 1), as well as Steyn and Van Wyk (1999: 38), suggest that money and benefits are not necessarily drivers of commitment and job satisfaction and that other factors play a more important role. One person may value salary above all else, another the work itself and yet another the working conditions.

It is therefore the person's perception of his or her present situation relative to the values that matters. Matlawe (1989: 12) indicates that salary and benefits are hygiene factors or maintenance factors, which Maslow regards as the lower order factors. However, if salary and benefits are not present in sufficient quantities, that dissatisfaction will occur. But, if salary and benefits are present in sufficient quantities, that will not necessarily result in satisfaction, motivation and improved performance.

Evans (2001: 292) mentions that the school educators' morale, job satisfaction and motivation are influenced much less by externally initiated factors such as salary and benefits, than by factors emanating from the immediate context within which educators work.

Hence this research will determine how salary and fringe benefits affect the level of satisfaction among inner-city independent school educators.

Physical environment

A study conducted by Kloep and Tarifa (1994: 159) on the working conditions, styles and job satisfaction among Albanian educators indicate that, although they had poor physical working conditions, with worn-out classrooms, scanty furniture, broken windows, lack of resources such as paper and text books, overheads, audio visual aids and copying machines, these educators= job satisfaction seemed to depend rather on intrinsic factors like job security.

Other researchers like Du Toit (1994: 18-23) indicate that the attitude that individuals may have regarding certain factors can result in job dissatisfaction. A factor like poor physical working conditions may lead to job dissatisfaction if the attitude of the educator is negative. Poor infrastructure is not a motivator; it serves merely to eliminate job dissatisfaction and frustration. External factors like poor physical working conditions can be balanced by other factors concerning education. This seems to suggest that if factors concerning the work itself are satisfied, the environmental conditions are balanced.

Further research also indicates that the presence of adequate facilities is not necessarily a contributing factor towards job satisfaction. A study conducted by Smal (1991: 10-20) on the level of job satisfaction among educators in schools for the hearing impaired learners, indicates that despite there being adequate teaching facilities, the educators experienced dissatisfaction where teaching and communication were concerned.

Status of education in the community

A newspaper article by Pretorius (2002: 1) showed how, at a stage, teaching was regarded as a career of choice among smart township matriculants, and how today it is spurned. Today teaching is associated with greying hair, conservatist white women.

In 2002, according to Pretorius (2002: 1), not a single African candidate registered for primary teaching at any of the Western Cape's five training centres. The position was better in other provinces, although the education faculties at the University of Venda, the University of Zululand and the University of the Free State all report a low African intake. This is due to the fact that the status of teachers has been systematically tainted over the years. Fifteen years ago one knew if a qualified educator lived down the road, even if he/she was not from one's own school. Today educators are no longer respected as before. The few African learners who dare take up the profession often find themselves ridiculed. People laugh when you tell them that you are studying to become an educator. They think you are not ambitious enough or not clever enough, said one first year student at the University of the Witwatersrand. One of the educators (personal communication) said: When people ask me about my place of employment, I have noticed that I receive more respect if I say that I am not employed than when I say that I am an educator.

A study done by the Human Sciences Research Council into school leavers' choices of profession confirms a shift away from teaching. Only 1.4% of the 12 204 grade 12 pupils surveyed listed education, training and development as their preferred field of study, making it the second-least popular area of study out of 12, with commerce and management at the top, and construction at the bottom of the list. Hence, during the past few years the number of training institutions has shrunk from 150 to 23 (Pretorius 2002: 1).

Research conducted by Hill (1994: 223) in respect of primary head-educators, their job satisfaction and future career aspirations shows that 70,4% of the 287 head-educators, mentioned as a source of dissatisfaction, the low status which was accorded to their job.

Another study conducted by Billingsley and Cross (1992: 453) on predictors of commitment, job satisfaction and intent to stay in the teaching profession in Virginia in the USA, showed that 34% of the educators in the sample of 558 educators planned to leave teaching within the next five years since the date of the survey. Reasons for wanting to leave have been attributed to various problems such as the low status associated with teaching.

Job security

The inner-city independent schools= reliance on government subsidy and the conditions attached to it, as explained earlier on, indicates that schools are sometimes put in a compromising position when they do not receive subsidies on time or do not even qualify to obtain a subsidy.

The uncertainty under which inner-city independent schools function results in the schools adopting certain policies which may cause dissatisfaction and insecurity.

For example, most of inner-city independent schools offer annual contracts of employment to their employees as a safeguard, in case they do not qualify for subsidy the next year or the learner enrolment has decreased. This results in some educators being laid off and re-employed when the situation improves.

One of the educators at an inner-city independent school (personal communication) stated, "Most of inner-city independent schools are losing their educators to public schools and other private companies as they regard their jobs as insecure." Evans (2001: 291) emphasises the fact that education managers have,

to a certain extent, scope to redress the negative effects upon educator attitudes toward government imposed policies. It therefore means that independent schools= principals can do more to improve on policies that are imposed on schools.

Educators at public schools have also been plagued by job insecurities for some time, the primary cause being the government=s policy on right-sizing. The educator-learner ratio to be realised is 1:40. This has affected schools in different ways. Steyn and Van Wyk (1999: 40) describe how educators feel insecure about being transferred from one school to another, and being away from their families. One educator said, #One feels like looking for a job somewhere else, because you are not sure of what is happening. You feel so insecure that every time you are called to the principal=s office you wonder if you are the one to be sent away. I don=t enjoy my work anymore. How can I be committed?@ (personal communication). Other educators are employed on a temporary basis and this results in high job insecurity, leading to lack of commitment and job dissatisfaction. Van der Vyver (1998: 15-20) confirms that lack of job security and company policies are some of the factors leading to job dissatisfaction.

Other researchers like Evans (2001: 292) indicate from research findings that school-educator job satisfaction is influenced much less by externally initiated factors like salary, interpersonal relations, physical working conditions, the status of educators and conditions of service as well as educational policies, than by factors emanating from the more immediate context within which educators work. Those are job-specific or intrinsic factors.

Autonomy

One of the facets that may bring about job satisfaction as determined by Chaplain (1995: 473-481), was that educators are more satisfied with their own performance

as educators than with any other aspect. Thus, the most satisfying single aspect reported by this sample was personal performance as an educator. This includes professional autonomy. Education professionals want to be able to do their work unhindered, within a context that is compatible with their needs, expectations, values and ideologies. This opinion is endorsed by Barnabe and Burns (1994: 171).

Kloep and Tarifa (1994: 159) confirmed that professional autonomy implies freedom to experiment, to develop new programs and practices and to decide how to work. An educator's work is based on curricular guidelines and is guided by various school policies. Kloep and Tarifa (1994: 159) further explain that educators do not like interference in how to prepare and present lessons. Educators value autonomy and the freedom to do their job without interference, as this autonomy leads to self-actualisation and personal satisfaction.

Decision-making

A study conducted by Du Plooy (1985: 15-25) shows that educator participation in decision-making correlates positively with the educators' job satisfaction and their success at innovation. Educator participation is influenced by factors that alter the traditional role of the educator.

Decision-making and input do not occur voluntarily but are dependent on a decision-making structure that provides for meaningful participation by the educators concerned. It has been reported that participation in decision-making contributes to job satisfaction among educators. Participation in decision-making remains a crucial issue regarding job satisfaction for educators, as it results in ownership of projects (Du Plooy 1985: 15-25).

2.5 JOB SATISFACTION AND COMMITMENT

Job satisfaction may influence commitment. Billingsley and Cross (1992: 454-455) distinguish between commitment to the organization and commitment to the profession. It is important to distinguish between commitment to the profession of teaching and commitment to the employer. An educator may be committed to the profession of teaching, but not to his or her employing school division. Billingsley and Cross (1992: 454-455) further explain that commitment is defined as a strong belief in the acceptance of the organization's goals and values, or a willingness to exert considerable effort on behalf of the organization. One of the many variables that may be used to predict commitment, is job satisfaction. It may be that job satisfaction and commitment evolve simultaneously as it is not clear whether enhanced job satisfaction leads to commitment or whether increased commitment leads to greater job satisfaction.

Bennet (2002a: 1) cites the following factors as influences on employee commitment: employee assessment of leadership, employee's evaluation of development opportunity, judgement on whether they are sufficiently empowered to carry out their work effectively and their ratings of their immediate supervisors' management skills. However, since it is becoming more difficult to recruit and retain educators in the education profession, job satisfaction, and thus commitment, may be missing.

According to data gathered by the United States based Walker Information Global Network, the six highest influences on employee commitment to the workplace are: satisfaction with day-to-day activities, care and concern for employees, work and job resources, the reputation of the organisation, fairness at work and trust in employees. Every organization, however, has its own specific drivers and these should be utilised for the good of the institution so as to motivate the educators and improve their job satisfaction.

Other factors that affect the level of commitment, according to Billingsley and Cross (1992: 454), are issues like age, gender, education and rate of involvement at work. As individuals grow older they gain experience and their level of commitment increases. Commitment may be an outcome of accrued investment over time. Gender is another variable of commitment, with women exhibiting higher levels of commitment than men, the reasons cited being that women have had to overcome more obstacles than men to obtain jobs. As education increases, the level of commitment decreases (Billingsley & Cross 1992: 453). This may be due to the fact that when individuals are educated more their expectations increase, and the organization may not be in the position to meet their demands.

Being involved in their work is another variable that is positively linked to commitment. Individuals who have a strong work ethic and view work as a central life interest tend to be highly committed.

Bennet (2002a: 1), while looking into the study conducted by the International Survey Research (ISR) on employee commitment scale, realised that, at first glance, South Africa scored well on the employee commitment, just over the global average, with 68% of the surveyed South African employees indicating commitment to their organisation. According to Bennet (2002a: 1), the true levels of commitment in South Africa is likely to be lower. A high unemployment rate and poor job security tend to retain people who would otherwise leave their jobs.

Loyalty and commitment in South Africa may simply mean that the employees have few options and will leave as soon as they can.

Managers should have a way of protecting staff members from potentially demoralizing, dissatisfying and demotivating externally imposed changes. Many educators who face poor prospects have a low morale and even lower pay levels, but if you treat them respectfully they will move mountains for any leader. This is a challenge that faces principals, because the question may be asked: What comes first, motivation then job satisfaction, or job satisfaction and then

motivation? The results will show through low turnover, decline in sick leave and absenteeism. In other words, managers can influence job satisfaction and hence staff commitment.

2.6 GENDER AND JOB SATISFACTION

Research has shown that different facets of work and background result in job satisfaction for all educators. Nkoka (1999: 10-15), while researching the levels of job satisfaction of educators in the Bloemfontein-West district, realised that in general, female educators showed more satisfaction with the teaching profession than their male counterparts. Du Toit (1994: 10-15) found that female educators experienced job satisfaction on grounds of happiness in their personal lives, their relationships with colleagues and learners, as well as with certain matters pertaining to education. This concurs with the findings of Ma and Macmillan (1999: 39), Castillo, Conklin and Cano (1999: 19), as well as with the findings of Van der Westhuizen and Du Toit (1994: 145-149).

A study conducted by the United States based Walker Information Global Network shows that the younger the employee, the shorter his/her stay in the teaching profession, and the stay is much shorter if he is a young male. It is becoming more difficult to recruit young males into the education profession and to retain them, as other professions offer more attractive packages and promotion opportunities than education does (Bennett 2002b: 1).

Abu Saad and Isralowitz (1991: 771) found that female educators and educators with higher educational levels were more likely to be satisfied with their jobs than their male counterparts. Castillo *et al* (1999: 19), in a survey of 81 female educators and 212 male agriculture educators, found that job satisfaction factors such as achievement, advancement, recognition and the work itself, related significantly to the female educators=satisfaction, but not to that of male educators. In addition,

a study by Ma and Macmillan (1999: 39) on educator professional satisfaction related to background characteristics and workplace conditions, indicated that female educators experienced more job satisfaction than males, and that the workplace conditions positively affected educator satisfaction. This point was further emphasised by Lee (1987: 28), that women educators are more satisfied with their work than their male counterparts. Lee indicates salary as the most important determinant of satisfaction. Young males in mid-career need more opportunities for promotion. The lack of lateral and upward mobility in education and the fact that long service brings limited salary increases result in a great exodus of male educators from the education profession.

2.7 JOB DISSATISFACTION AND STRESS

Hart (1994: 110) defines stress in education as the unpleasant feelings that educators experience as a result of their work. A literature review shows that job satisfaction and stress are negatively correlated. The sources of educator stress can also be viewed as factors causing job dissatisfaction. A comprehensive survey on educator stress, job satisfaction and career commitment among primary educators undertaken by Boyle, Borg, Falzon and Baglioni (1995: 49) suggests that of several item sources of educator stress, four distinct aspects were mentioned: pupil misbehaviour, resource difficulties, lack of professional recognition and poor working relations.

Hodge, Jupp and Taylor (1994: 65) recognise work stress as a pervasive-chronic occupational hazard of teaching. Among the causes are the effects of concern about overwork and the feelings of futility about the insurmountable task of teaching, inappropriate academic standards, out of date teaching aids and poor discipline among learners. Associations have also been found between the reported work stress of educators and their unfulfilled need for acceptance.

In a research conducted by Gmelch and Burns (1994: 79) on job satisfaction and job stress factors, the following factors were determined as stressors: unsatisfactory working conditions, insecurity, not enough promotion opportunities and lack of facilities. Results indicated that, in general, younger staff members reported more job stress than older staff members. This is confirmed by Pretorius (2002: 1) in research conducted by the US based Walker Information Network, that people over 45 are likely to stay with their employer for the longest period of time. This may be because as people get older they gain more experience, and older employees have often reached a stage where career development is not their major concern. A number of job characteristics which may cause stress in younger staff members who still have their career before them, do not cause stress in older staff members.

A study conducted by Chaplain (1995: 473) on stress and job satisfaction, identified three main factors related to stress and job satisfaction, namely: professional concerns, learner behaviour and attitudes, and professional tasks. The strongest correlation were found between professional concerns and occupational stress.

Biographical factors were examined and significant differences were found between men and women, and educators of different ages and length of teaching experience. Men reported more stress than women on professional tasks as well as on learner behaviour and attitudes. Women scored higher than men on professional concerns. Higher reports of occupational stress were related to lower levels of job satisfaction.

In a study conducted by Manthei and Gilmore (1996: 3) on educator stress, it was estimated that approximately one-quarter of the educators in the sample felt that it would be fairly unlikely that they would still be teaching in 10 years= time. The factors identified as causing stress were pupil recalcitrance, poor remuneration, curricular demands, low professional recognition and poor working conditions.

Educator stress and job satisfaction are negatively associated, hence stress results in high turnover of educators.

Smith and Bourke (1992: 31) indicate that stress as an inescapable aspect of teaching. Stress affects the educators=personal and professional lives to a greater or lesser degree. In the worst case, however, educators are forced to leave the profession to escape the impact of teaching stress in their lives. Hodge *et al* (1994:65) indicate that in the short term, work stress results in the excessive taking of sick leave, and other forms of absenteeism. In the longer term, it may mean early retirement, resignation and premature loss of expertise. Mogale (personal communication) indicates the following: #The inner-city independent schools have an average turnover of 30% per annum.@ This results in inconsistency and insecurity, which affects the overall performance at the workplace.

2.8 SUMMARY AND CONCLUSION

This chapter presented an overview of factors that bring about job satisfaction and job dissatisfaction among educators including those educators at the various inner-city independent schools. These factors include: job satisfaction and commitment, gender and job satisfaction, factors relating to job dissatisfaction as well as job satisfaction or dissatisfaction and stress.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

In the previous chapter, chapter 2, factors influencing the job satisfaction of educators were looked into.

This chapter focuses on the research design of factors that promote the level of job satisfaction among inner-city independent school educators. In this chapter the specific research problems, research hypotheses, research design and data collection methods are explained.

3.2 SPECIFIC RESEARCH PROBLEMS AND HYPOTHESES

3.2.1 Research problems

As stated in chapter 1 (see 1. 2), the general research problem is stated as follows:
Which factors promote job satisfaction among educators of the inner-city independent schools?

The following are specific research problem statements identified during the literature review that will direct the empirical research of the study:

- (1) Is there any significant correlation between the physical environment the educators work in and the level of job satisfaction?
Environment includes: classroom, staffroom, sports facilities.

- (2) Is there any significant correlation between the amount of pay and fringe benefits educators receive and the level of job satisfaction?
- (3) Is there any significant correlation between the interpersonal relationships educators have with one another and the level of job satisfaction?
- (4) Is there any significant correlation between the educators= involvement in decision-making and the level of job satisfaction?
- (5) Is there any significant correlation between educator status in the community and the level of job satisfaction?
- (6) Is there any significant correlation between job security and the level of job satisfaction?
- (7) Is there any significant correlation between educator responsibility and the level of job satisfaction?
- (8) Is there a significant difference in the job satisfaction of different groups of educators?

The groups referred to are: genders, age, years experience, marital status and educational qualifications.

3.2.2 Hypotheses

Research problem one

Null hypothesis

H₀₁: There is no significant correlation between the physical environment the educators work in and the level of job satisfaction.

Research hypothesis

H₁: There is a significant correlation between the physical environment the educator works in and the level of job satisfaction.

The environment includes: classroom, staff-room, sports facilities.

Research problem two

Null hypothesis

H₀₂: There is no significant correlation between the amount of pay and fringe benefits educators receive and the level of job satisfaction.

Research hypothesis

H₂: There is a significant correlation between the amount of pay and fringe benefits educators receive and the level of job satisfaction.

Research problem three

Null hypothesis

H₀₃: There is no significant correlation between inter-personal relationships educators have with one another and the level of job satisfaction.

Research hypothesis

H₃: There is a significant correlation between inter-personal relationships educators have with one another and the level of job satisfaction.

Research problem four

Null hypothesis

H₀₄: There is no significant correlation between the educators= involvement in decision-making and the level of job satisfaction.

Research hypothesis

H₄: There is a significant correlation between educators= involvement in decision-making and the level of job satisfaction.

Research problem five

Null hypothesis

H₀₅: There is no significant correlation between educator status in the community and the level of job satisfaction.

Research hypothesis

H₅: There is a significant correlation between educator status in the community and the level of job satisfaction.

Research problem six

Null hypothesis

H₀₆: There is no significant correlation between job security and the level of job satisfaction.

H₅: There is a significant correlation between job security and the level of job satisfaction.

Research problem seven

Null hypothesis

H₀₇: There is no significant correlation between educator responsibility and the level of job satisfaction.

H₇: There is a significant correlation between educator responsibility and the level of job satisfaction.

Research problem eight

Null hypothesis

H₀₈: There is no significant difference in the job satisfaction of different groups of educators.

H₈: There is a significant difference in the job satisfaction of different groups of educators

The groups referred to are: gender, age, years experience, marital status and educational qualifications.

3.3 RESEARCH DESIGN

The research methods to be used in this study will be the literature study and an empirical investigation. The literature review, as presented in chapter 2, indicates results from various sources on the factors that affect the level of job satisfaction among educators. No study has, however, been conducted on the factors that affect the level of job satisfaction for educators in the inner-city independent schools, hence the need for this study.

3.3.1 The instrument

A questionnaire was used to collect data for this research project. The majority of questions were adopted from a questionnaire on job satisfaction by Lee (1987: 20-30), with modifications to suit the situation in question. The research was designed in such a way that information about a large number of people may be deduced from responses obtained from a smaller group of subjects (the sample). The following steps were followed in going about the research design:

- (i) A pilot study of the questionnaire was conducted to establish the adequacy and reliability of the instrument in wording, content, question sequencing and bias. It was a way of providing ideas and to test the relevance of the instrument to the environment in which the educators work.
- (ii) The second stage was to conduct unstructured interviews with educators after the pilot study, to make sure that all the questions in the study are simple and easy to comprehend.

The final form of the questionnaire will appear as appendix A.

- (iii) The final stage was the administration of the final amended questionnaire to a sample of about one hundred (100) inner-city independent school educators in and around Johannesburg. Schools were chosen at random, as will be explained later on.

3.3.2 Organisation of the questionnaire

The questionnaire consists of three sections (see appendix A, B, C). Section A records the demographic and biographical details of the educators. This includes: gender, age, years experience, marital status, highest academic qualifications.

Section B was designed to reflect on factors that affect the level of job satisfaction of the educators. Educators were required to respond to the questions by choosing the most appropriate responses from the key provided below:

- 4: very satisfied
- 3: moderately satisfied
- 2: moderately dissatisfied
- 1: very dissatisfied

The questions covered both the intrinsic and extrinsic factors that affect the educators= level of job satisfaction. Questions 1 to 3 refer to the physical environment in which the educator operates. Questions 4 and 5 refer to the reward system, while questions 6 to 9 refers to relationships that an educator may have with colleagues, the Head of Department, the principal and the owner of the school. Question 10 looks into the degree of autonomy while question 11 investigates the communication channels in the school. Questions 12 to 15 cover issues as the level of involvement in decision-making, the status of the educators in the community, the level of responsibility in the job, as well as the sense of achievement from doing one-s job. Questions 16 to 17 look at the choice of

teaching as a profession, as well as the level of job satisfaction. Question 18 refers to the support educators obtain from administration.

Section C has a total of ten questions that investigate educator attrition, their stress level and satisfaction level. Respondents were also requested to write down any additional comments they may have on the matter at hand in the space provided.

Section C makes use of the key below:

- 4: never
- 3: seldom
- 2: frequently
- 1: always

3.4 RESEARCH METHODS

3.4.1 Measures to ensure validity and reliability

Validity

Generally speaking, validity refers to the degree to which a test measures that which it is supposed to measure.

De Vos, Strydom, Fouché, Poggenpoel and Schurink (1998: 83) describe validity as the manner in which an instrument is used accurately to measure the concept in question.

Content validity

According to De Vos *et al* (1998: 84), content validity is concerned with the representativeness of the instrument. To determine content validity we ask questions as:

- # Is the instrument really measuring the concept we assume it is?
- # Does the instrument provide an adequate sample of items that represent that concept?

Thus the aim with content validity is to judge how well the questionnaire will be able to cover the problem in question.

The questionnaire will be given to experts in the field to check content validity.

Face validity

De Vos *et al* (1998: 84) refer to face validity as what the instrument appears to measure. The instrument should appear to be a relevant measure of the attributes in question.

The questionnaire will be given to experts in the field to check face validity.

Reliability

Generally speaking, reliability refers to the consistency and accuracy with which a measuring instrument measures something. McMillan and Schumacher (1997: 227) refer to reliability as the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection. Thus, if the instrument is unreliable, the information is ambiguous, inconsistent and useless. If it is reliable, it will be unambiguous.

De Vos *et al* (1998: 85) further suggest that an instrument is reliable to the extent that the independent administration thereof or a comparable instrument consistently yields the same results. Reliability will be calculated by means of the Statistical Programme for the Social Sciences (SPSS).

3.4.2 Data collection

Sample

Subjects are usually referred to as a sample. The sample will be selected from a large group of persons, the population of a number of inner-city independent school educators. In the present research where economy is the major consideration, a convenient and purposeful sampling technique will be employed.

A list of all inner-city independent schools within a five kilometre radius was compiled from a list obtained from the Gauteng Department of Education. From the list the names of about twenty qualifying schools were selected. The names were all put in a hat and a total of five schools were randomly picked. A total of hundred questionnaires were distributed to the schools picked as the random sample. The researcher visited the schools, distributed the questionnaires and waited for the completed questionnaires, hence a 100% response rate was obtained.

Ethics

McMillan and Schumacher (1997: 33) indicate that most educational research deals with human beings. It is necessary to understand the ethical responsibilities when conducting the research. Ethics is generally considered to deal with beliefs about what is right and wrong, proper or improper, good or bad. There are certain principles involved when dealing with educators. This involves informing the subjects of all aspects of the research that may influence their willingness to participate and that answers any questions the subjects may have.

The investigator has to be open and honest with the subjects about the aim and purpose of the research.

The following steps were taken during the administering of the questionnaire:

- (i) Prior permission and approval for conducting the research in schools was sought from the managing directors as well as from principals of the schools that form the sample. This was done so as to remove any misunderstanding that could be brought about by lack of proper information. The telephone numbers of the schools in the sample were obtained and appointments were made with the managing directors and principals in order for the researcher to explain the purpose of the research.
- (ii) The questionnaires were answered individually and anonymously by the respondents and handed back to the researcher. This was done mostly during lunch breaks.
- (iii) The participants were assured that all information would be treated as confidential and that no one other than the researcher would have access to the data.

Pilot study

A total of ten educators from a school not included in the sample were used for the pilot study. A number of problems with the wording of questions came to light. Necessary changes were made accordingly. For example, educators felt that the relationship between the educator and the owner of the school should be included in the questions. The level of security was one of the factors that the educators felt should be determined as a reason for educator dissatisfaction. Certain points like the nature of the appointment, the subject being taught by the educator, membership of any professional educator association, as well as involvement in extra-curricular activities were all omitted as the educators felt that they were irrelevant to the study.

3.5 SUMMARY

This chapter focussed on the investigation of the research problem statements by using an empirical research design.

In the next chapter, chapter 4, the results will be presented. Deductions will be made from the data and will be delineated.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

In chapter 3 the research design was explained. A survey design was used. Chapter 4 contains a compilation and analysis of the data collected through a three part questionnaire, consisting of biographical data, the level of job satisfaction referring to different aspects of the job and the level of satisfaction with additional aspects of the job. Section A is a demographic analysis of the characteristics of the sample. Section B is the analysis of specific research questions including a description of statistical procedures to be followed and an explanation of the results. Section C focuses on some additional factors related to job satisfaction of educators.

The sample population consisted of 100 inner-city independent school educators from Johannesburg. Responses were received from 100 educators and all were included in the study.

4.2 ANALYSIS OF BIOGRAPHICAL DATA

Five biographical variables were selected on the basis of their potential to influence respondents' answers. The biographical variables included age, gender, years experience, marital status and highest academic qualifications. Table 4.1 shows the biographical data of the respondents.

Table 4.1: Biographical data of respondents

Variable	Frequency	Percentage
Age		
20 B30 yrs	26	26
31 B 40 yrs	50	50
41 B 50 yrs	16	16
50+ yrs	5	5
Missing	3	3
Gender		
Male	45	45
Female	53	53
Missing	2	2
Years of experience		
2 or less years	9	9
3 B 4 years	23	23
5 B 9 years	36	36
10 B 15 years	16	16
16 B 20 years	7	7
21 B 25 years	4	4
26+	5	5
Marital Status		
Married	44	44
Single	41	41
Divorced	10	10
Widow\Widower	5	5
Highest Academic Qualifications		
Matric	6	6
Education diploma	47	47
B degree	26	26
BEd degree	12	12
Hons degree	8	8
D degree	1	1

The analysis of the biographical results shows that 76% of the respondents were between twenty to forty years of age. Males and females were nearly equally represented with males at 45% and females at 53%. Most (59%) of the respondents have between three to nine years of experience as educators. 41% of the

respondents are single and 44% are married. 73% of the respondents have either a diploma in education or a Bachelors degree, while the majority (47%) of the respondents have an education diploma.

4.3 ANALYSIS OF PROCEDURES FOR THE RESEARCH QUESTIONS

The purpose of this section is to assess the degree of satisfaction that the inner-city independent school educators have regarding certain aspects of the job, and also to test the null-hypotheses. Tables 4.2 and 4.3 indicate the frequencies of responses to the items provided on different aspects of the job as well as with additional factors of the job that relate to job satisfaction.

Table 4.2: Satisfaction with different aspects of the job

Aspects of the job	Very dis-satisfied %	Moderately dissatisfied	Moderately satisfied %	Very satisfied %
Classroom you work in	32	22	36	10
Staff-room you work in	34	28	26	11
Sports facilities	60	17	12	10
Extent to which salary is adequate	63	24	12	0
Extent to which fringe benefits are adequate	75	18	7	0
Professional relationship with colleagues	9	20	36	34
Professional relationship with Head of Department	23	15	20	34
Professional relationship with Principal	26	8	19	45
Professional relationship with the owner of the school	36	22	27	15
The extent to which you are involved in decision-making in your school	41	31	20	5
Status of educators in the community	27	36	29	7
The level of responsibility that your job carries	25	15	38	22
Sense of achievement from doing your job	26	22	29	23
Choice of teaching as a career other than another profession you might have considered	27	16	22	35

The level of satisfaction with your job	40	16	26	18
The support you get from administration to do your job	45	18	23	13

Table 4.2 shows different aspects of the job that result in educators being very/moderately dissatisfied or very/moderately satisfied. Factors of which the results show a very high percentage of dissatisfaction are sports facilities, salary and fringe benefits, as well as involvement in decision-making. These are the hygiene factors that bring about dissatisfaction in the work environment (Herzberg & Grigaliuma 1971: 73-79). In this regard, 77% (60% + 17%) of the educators feel dissatisfied with the sports facilities in their schools. One educator said: 'Most of inner-city independent schools are housed in high rise buildings in town. Learners have to use alternative venues for sports or there is no sport at all in the schools. That is a great pity because some of the learners are so talented.'

87% of the educators are dissatisfied with the salary (63% + 24%), while 83% (75% + 18%) are dissatisfied with fringe benefits. 72% (41% + 31%) of the educators are dissatisfied with the level of involvement in decision-making. Educators have shown a general dissatisfaction with most of the extrinsic factors like staffroom (34 + 28 = 62%), lack of support (45 + 18 = 63%), status of educators in the community (27 + 36 = 63%), poor salary (63 + 24 = 87%), as well as an inferior fringe benefits (75 + 18 = 93%)

70% of the educators (36% + 34%) have shown satisfaction with the interpersonal relationships they have with their colleagues. The other factors that the educators have shown a level of satisfaction in are intrinsic in nature. According to Herzberg and Grigaliuma (1971: 73-79), the intrinsic factors include achievement, recognition, responsibility and advancement. In this regard, 60% of the educators (38% + 22%) show satisfaction with the level of responsibility the job carries, 52% (29% + 23%)

of the educators indicated their satisfaction with the sense of achievement in doing their job while 57% (22 + 35%) of the educators indicated their satisfaction with their choice of teaching as a career other than any other profession they might have considered.

Table 4.3: Satisfaction with additional factors of the job

Factors of the job	Never	Seldom	Frequently	Always
Do you feel satisfied with the job you do as an educator	38	24	20	18
Have you considered leaving teaching to join another profession	15	25	12	48
Have you considered leaving your current position as an inner-city independent school educator for employment in a public school	9	13	9	67
Do you feel concerned at the lack of professional recognition accorded educators?	8	13	9	67
Do you feel secure in your job?	61	14	6	17
Do you feel that there is some interference from your work as an educator?	18	26	16	39
Do you feel stressed with your job?	18	19	18	48
Do you feel motivated to do your job?	37	23	15	24
Do you encourage learners to take teaching as a career?	52	22	9	17
Do you feel educators in inner-city independent schools are disadvantaged?	7	7	10	74

Table 4.3 shows some of the factors that cause educator irritation. The majority of respondents feel very insecure in their jobs as 75% (61 + 14%) of the respondents noted that they never or seldom feel secure in their jobs. The reasons why educators feel insecure in their jobs were highlighted in chapter two. In addition, 76% (9% + 67%) of the respondents are always or frequently concerned at the lack of professional recognition accorded to educators, and 76% (9% + 67%) of the respondents have considered leaving their current positions as educators in inner-city independent schools for employment in public schools. This is because a large number of 84% (10% + 74%) educators in the inner-city independent school frequently or always feel disadvantaged. In addition, 46% (48% + 18%) feel stressed in their jobs. Some of the comments made by the educators include the following:

I love being an educator with all my heart but the salary I receive is so low and discouraging that I am having second thoughts about being an educator.

The other day I thought that, after nine years as an educator in an inner-city independent school, if I decide to leave, I will have nothing to show. If I had been working for the government I would have had pension, accumulated paid leave, etc. The fact that I will take my bag and nothing else when I leave this place after all this years, is such a scary thought.

The owners ignore fair labour practice, as employees are sometimes dismissed at a moment's notice. Educators do not even have Union representation.

4.4 TESTING THE NULL-HYPOTHESES

Eight research questions and hypotheses were examined in this study.

Research question one

Null-hypothesis

H₀₁: There is no significant correlation between the physical environment the educators work in and their level of job satisfaction.

The environment includes: classroom, staffroom, sports facilities.

The statistical procedure used to test the null-hypothesis is the Pearson Correlation Coefficient. The results are presented in table 4.4

Table 4.4: Correlation between job satisfaction and physical environment

		Average job satisfaction	Physical Environment
Average job satisfaction	Pearson Correlation	1	.756**
	Sig. (2-tailed)	.	.000
	N	100	100
Physical environment	Pearson Correlation	.756**	1
	Sig. (2-tailed)	.000	.
	N	100	100

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

The correlation between job satisfaction and the physical environment is .756 on the correlation coefficient continuum. This means that there is a high, positive relationship between physical environment and average job satisfaction. The level of significance is less than 0.01 ($p < 0.01$). The null-hypothesis can therefore be rejected. Thus, the better the physical environment, the greater the job satisfaction, and vice versa.

Research question two

Null-hypothesis

H₀₂: There is no significant correlation between the amount of pay and fringe benefits educators receive and the level of job satisfaction.

The statistical technique used to test the hypothesis is the Pearson Correlation Coefficient. The results are presented in Table 4.5 below.

Table 4.5: Correlation between job satisfaction and salary and fringe benefits

		Average job satisfaction	Salary and benefits
Average job satisfaction	Pearson Correlation	1	.599**
	Sig. (2-tailed)	.	.000
	N	100	100
Salary and fringe benefits	Pearson Correlation	.599**	1
	Sig. (2-tailed)	.000	.
	N	100	100

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

The correlation between job satisfaction and salary and fringe benefits is .599 on the correlation coefficient continuum. It therefore means that there is a moderate to high, positive relationship between job satisfaction and salary and fringe benefits. The level of significance is less than 0.01 ($p < 0.01$). The null-hypothesis can therefore be rejected. Thus, the better the salary and fringe benefits, the greater the job satisfaction and vice versa.

Research question three

Null-hypothesis

H₀₃: There is no significant correlation between interpersonal relationships educators have with one another and the level of job satisfaction.

The statistical technique used to test the hypothesis is the Pearson Correlation Coefficient. The results are presented in Table 4.6.

Table 4.6: Correlation between job satisfaction and interpersonal relationships

		Average job satisfaction	Interpersonal relationships
Average job satisfaction	Pearson Correlation	1	.922**
	Sig. (2-tailed)	.	.000
	N	100	100
Interpersonal relationships	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	.
	N	100	100

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

The correlation between job satisfaction and interpersonal relationships is .922 on the correlation coefficient continuum. It means that there is a very high positive correlation between job satisfaction and interpersonal relationships. The level of significance is less than 0.01 ($p < 0.01$). The null-hypothesis can therefore be rejected. The better the interpersonal relationships with colleagues, the greater the job satisfaction. The opposite is also true: the worse the interpersonal relationships with colleagues, the less satisfied educators are with their jobs.

Research question four

Null-hypothesis

H₀₄: There is no significant correlation between the educators= involvement in decision-making and the level of job satisfaction.

The statistical technique used to test the hypothesis is the Pearson Correlation Coefficient. The results are presented in Table 4.7

Table 4.7: Correlation between job satisfaction and involvement in decision-making

		Average job satisfaction	The extent to which you are involved in decision-making in your school
Average job satisfaction	Pearson Correlation	1	.782**
	Sig. (2-tailed)	.	.000
	N	100	97
The extent to which you are involved in decision-making in your school	Pearson Correlation	.782**	1
	Sig. (2-tailed)	.000	.
	N	97	97

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

The correlation between job satisfaction and the extent to which educators are involved in decision-making at school is .782 on the correlation continuum scale.

Hence, there is a high, positive correlation between job satisfaction and the extent to which educators are involved in decision-making at school. The level of significance is less than 0.01 ($p < 0.01$). The null-hypothesis can therefore be rejected. The more educators are involved in decision-making, the greater their job satisfaction. The opposite is also true.

Research question five

Null-hypothesis

H₀₅: There is no significant correlation between educators= status in the community and their level of job satisfaction.

The statistical technique used to test the null-hypothesis is the Pearson Correlation Coefficient technique. The results are detailed in Table 4.8 below.

Table 4.8: Correlation between job satisfaction and educators= status in the community

		Average job satisfaction	The status of educators in the community
Average job satisfaction	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000
	N	100	99
The status of educators in the community	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	.
	N	99	99

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

The correlation between job satisfaction and the status of educators in the community is .538 on the correlation continuum scale. Hence, there is a moderate, positive correlation between job satisfaction and the status of educators in the community. The level of significance is less than 0.01 ($p < 0.01$). The null-hypothesis can therefore be rejected. The more status educators have, the more satisfied they are, and vice versa.

Research question six

Null-hypothesis

H₀₆: There is no significant correlation between job security and the level of job satisfaction.

The statistical technique used to test the null-hypothesis is the Pearson Correlation Coefficient technique. The results are detailed in Table 4.9 below.

Table 4.9: Correlation between job satisfaction and security

		Average job satisfaction	Do you feel secure in your job?
Average job satisfaction	Pearson Correlation	1	.281**
	Sig. (2-tailed)	.	.000
	N	100	99
Do you feel secure in your job?	Pearson Correlation	.281**	1
	Sig. (2-tailed)	.000	.
	N	98	98

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

The correlation between job satisfaction and the level of security the educators have in their jobs is .281 on the correlation continuum scale. There is a positive and significant but low correlation between job satisfaction and the level of security educators have in their jobs. The level of significance is less than 0.01 ($p < 0.01$). The null-hypothesis is thus rejected. The more secure educators feel, the more satisfied they are.

Research question seven

Null-hypothesis

H_{07} : There is no significant correlation between educator responsibility and the level of job satisfaction.

The statistical technique used to test the null-hypothesis is the Pearson Correlation Coefficient technique. The results are tabled in Table 4.10 below.

Table 4.10: Correlation between job satisfaction and job responsibility

		Average job satisfaction	The level of responsibility that your job carries
Average job satisfaction	Pearson Correlation	1	.823**
	Sig. (2-tailed)	.	.005
	N	100	100
The level of responsibility that your job carries.	Pearson Correlation	.823**	1
	Sig. (2-tailed)	.005	.
	N	100	100

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

The correlation between job satisfaction and the level of responsibility one carries in the job is .823 on the correlation continuum scale. There is a very high positive correlation between job satisfaction and the level of responsibility. The level of significance is at 0.01 ($p < 0.01$). The null-hypothesis is thus rejected. The more responsibility educators have, the more satisfied they are, and vice versa.

Null-hypotheses one to seven can be rejected since all seven variables are positively and significantly correlated with job satisfaction. The more positive each of the factors, the greater the job satisfaction and vice versa. All the correlations are moderate or high, except for the correlation between job satisfaction and job security, which is relatively low.

Research question eight

Null-hypothesis

H₀₈: There is no significant difference in the job satisfaction of the different groups of educators.

The groups referred to are: gender, age, years experience, marital status and educational qualifications.

T-tests and analysis of variance were used to test the hypotheses.

Tables 4.11 to 4.15 below show the average job satisfaction of the different groups of educators and the significance of the difference.

Table 4.11: Average job satisfaction of different age groups and the significance of the difference

Age groups	N	Mean	Standard deviation
20-30 years	26	2.0164	.73059
31-40 years	50	2.2411	.82651
41- 50 years	16	2.4021	.72201
50+ years	5	2.6778	.66481

df=3

F= 1.467

p> 0.05

The oldest group of 50+ years was most satisfied, and the youngest group of 20-30 years was least satisfied with their jobs (averages of 2.6778 and 2.0164 respectively). However, the groups did not differ significantly ($p > 0.05$).

Table 4.12: Average job satisfaction of different genders and the significance of the difference

Gender groups	N	Mean	Standard deviation
Male	45	2.360	.80434
Female	53	2.2227	.75090

df= 1

F= .280

p> 0.05

According to Table 4.12, male educators were more satisfied with their jobs than female educators (2.3060 is greater than 2.2227). However, the difference is not significant since $p > 0.05$.

Table 4.13: Average job satisfaction of educators with different years of teaching experience and the significance of the difference

Experience	N	Mean	Standard deviation
2 or less years	9	2.1088	.90206
3-4 years	23	2.3635	.80983
5-9 years	36	2.2263	.76809
10-15 years	16	2.1806	.83777
16-29 years	7	2.0302	.68553
21-25 years	4	1.7876	.16836
26+ years	5	2.8889	.52705

df= 6

F= 1.050

$p > 0.05$

Educators with 26 and more years experience were most satisfied and those with 21 to 25 years of experience were the least satisfied with their jobs (2.8889 and 1.7876 respectively). However, the differences were not significant.

Table 4.14: Average job satisfaction of educators with different marital status and the significance of their difference

Marital status	N	Mean	Standard deviation
Married	44	2.3831	.82007
Single	41	2.1190	.69721
Divorced	10	2.1556	.96004
Widow/widower	5	2.1778	.64836

df= 3

F= .873

p > 0.05

Table 4.14 indicates that the married educators experienced most job satisfaction (average of 2.3831). In contrast, educators who single, experienced the least job satisfaction (average of 2.1190). However, the differences were not significant and the null- hypothesis may not be rejected.

Table 4.15: Average job satisfaction of educators with different educational qualifications and the significance of their difference

Qualifications	N	Mean	Standard deviation
Matric	6	2.2204	.52660
Education diploma	47	2.3957	.79652
B degree	26	1.8780	.78472
BEd degree	12	2.2241	.69465
Hons degree	8	2.4677	.66700
D degree	1	3.0000	.

df= 5

F= 1.916

p > 0.05

Table 4.15 indicates that the educators with a doctoral degree experienced the most job satisfaction, while the educators with Bachelor degrees, experienced the least job satisfaction (averages of 3 and 1.8780 respectively). However, the groups did not differ significantly, since p > 0.05.

4.5 SUMMARY

As seen from the tables 4.11, 4.12, 4.13, 4.14 and 4.15 none of the groups differed significantly. Thus, the null-hypotheses may not be rejected. Educators of

different genders, age, years experience and educational qualifications have similar views of what they need for job satisfaction.

This chapter focused on the analysis of the data collected. Results were presented, deductions made and explained.

In the next chapter, chapter 5, conclusions (from the results in chapter 4), recommendations and limitations of the study will be presented.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the first chapter, the aims of the study were described namely

- \$ to determine the factors that promote the level of job satisfaction among educators of inner-city independent schools;
- \$ to give recommendations emanating from the findings of the investigation (see section 1.3.1) to the managers of the inner-city independent schools.

To reach these aims, a quantitative research project was conducted by means of a questionnaire. It was a survey design.

In chapter 4, results were analysed and discussed. In chapter 5 conclusions and recommendations will be made on the findings of data collected. Conclusions will be made on factors that promote the level of job satisfaction among school educators of inner-city independent schools involved in the study, as well as recommendations on what can be done to promote the level of satisfaction among these educators.

5.2 CONCLUSIONS

5.2.1 Conclusions from the literature review

This study focused on the factors that promote job satisfaction among educators of inner-city independent schools. Informal observations indicated that there exists a general dissatisfaction among educators in inner-city independent schools, with

the result that there is a high turnover of educators in these schools. The aim of the study was to look into factors that promote the level of satisfaction among educators in the inner-city independent schools, and by doing so to try to reduce the turnover rate.

The literature review focused on satisfiers and dissatisfiers as factors that either increase motivation or decrease the performance of individuals. Factors looked into were:

Interpersonal relations

The literature review indicated that interpersonal relationships are important in education. Interpersonal relationships are extrinsic in nature. It is a hygiene factor which results in dissatisfaction if unsatisfactory or negative. If improved or satisfactory, it results in educators enjoying their work. (See section 2.4.1.)

Reward system

Salary and benefits are regarded as hygiene or maintenance factors by Herzberg and Grigaliuma (1971) and regarded by Maslow (1954) as the lower order factors of his hierarchy. How individuals regard salary and benefits depends on their value systems or the individual's perception of his/her present situation relative to the value. Educators' morale and job satisfaction are influenced less by externally initiated factors such as salary and benefits (see section 2.4.1).

Physical environment

The physical environment or physical conditions at a school are extrinsic in nature and do not necessarily result in educators being motivated to do their job. If job-related issues are satisfied, external factors like poor physical conditions are

balanced by those factors. The presence of adequate facilities is not necessarily a contributing factor towards job satisfaction (see section 2.4.1). However, poor physical conditions can cause dissatisfaction.

Status of educators in the community

Status is a hygiene factor and a dissatisfier. Status does not do much to motivate educators or bring about satisfaction. However, it may result in a shrinking number of educators in training if educators' status is low. The low status associated with teaching has resulted in some educators leaving the profession (see section 2.4.1).

Job security

The literature review shows that educators generally view their jobs in education as insecure due to the redeployment policy in public schools, as well as the annual contracts that educators have in most of the inner-city independent schools. Job security is a hygiene factor and does not necessarily contribute to job satisfaction if present. Job insecurity, however, results in the educators lacking loyalty or being referred to as divorced employees, waiting for any opportunity to move on (see section 2.4.1).

Responsibility

Responsibility is intrinsic in nature; it is a motivator for educators. Educators are more satisfied with their own performance as educators than with any other aspect. The more responsibility educators have, the more satisfied they are with their jobs (see section 2.4.1).

5.2.2 Conclusions from the empirical study

The correlations between job satisfaction and different variables were calculated.

The variables being researched were: the physical environment, salary and fringe benefits, interpersonal relationships, involvement in decision-making, status of educators in the community, job security and the level of responsibility of the job.

The results indicated that the more positive each of these factors, the greater the job satisfaction and vice versa. The less positive each of these factors, the less the job satisfaction.

The empirical study shows that in rank order job satisfaction correlates as follows:

- \$ interpersonal relationships (.922);
- \$ level of responsibility of the job (.823);
- \$ involvement in decision- making (.782);
- \$ physical environment (.756);
- \$ salary and fringe benefits (.599);
- \$ status of educators in the community (.538);
- \$ job security (.281).

Interpersonal relationships

Interpersonal relationships show the highest correlation with job satisfaction than the other variables tested. When interpersonal relationships are good, the level of job satisfaction will be high. Educators place a high premium on interpersonal relationships, as was explained in chapter 2. Employees may quit their jobs even for a lower paying job if they think their boss is nasty. The same is true if relationships with colleagues are unsatisfactory.

The level of responsibility of the job

Educators place a high value on the amount of responsibility they have in their work. The statistical analysis in chapter 4 shows that there is a high correlation between the amount of responsibility educators have and level of job satisfaction. This shows that educators need to be entrusted with various responsibilities.

Involvement in decision-making

Involvement in decision-making is an intrinsic factor that has to do with the work itself. It is a motivator to educators. Statistical analysis shows that educators regard their involvement in decision-making as important, and it results in job satisfaction. This factor was discussed in chapter 2 where it was mentioned that involvement in decision-making results in ownership of projects, that results in improved participation.

Other factors

The other factors such as the physical environment of the school, the reward system used, the status of the educators in the community and job security are hygiene factors and show a positive but lower correlation with job satisfaction when compared to the other three factors already mentioned above. These hygiene factors are referred to as dissatisfiers. When absent they result in dissatisfaction, but when present they do not necessarily result in job satisfaction.

The questions dealing with demographic data show that educators of different genders, ages, years experience and educational qualifications have similar views of what they need for job satisfaction. Different demographic situations appear to have little or no influence on how the educators feel about the different factors

affecting their level of satisfaction. However, if the sample was bigger, significant differences may have been found.

5.2.3 Conclusions from both the literature review and the empirical study

Research results presented in the literature review and the empirical study seem to be in accordance with the factors that bring about satisfaction for educators of inner-city independent schools. The literature review shows that hygiene factors have a relatively low motivational level.

Hygiene factors may be dissatisfiers and may lead to decreased performance when absent. Bartelson (1980: 20) (see section 2.3.2) made the point that when the environment provides adequately for the satisfaction of all kinds of needs, the motivators become more powerful sources of satisfaction than hygiene factors. If, then, the environment deprives people of both motivation and hygiene needs, the hygiene factors become more powerful sources of dissatisfaction than motivators.

This seems to apply in this research. Most of the factors that show a high correlation with the job satisfaction of educators in the inner-city independent schools are hygiene factors. It therefore implies that there is a neglect of both the motivators as well as the hygiene factors concerning the inner-city independent school educators. Hence the hygiene factors are the most powerful source of dissatisfaction for the educators.

5.3 RECOMMENDATIONS

5.3.1 How to enhance the job satisfaction of educators at inner-city independent schools

As a result of this study, the recommendations for enhancing educator job satisfaction in inner-city independent schools are as follows:

- i. Principals and school managers should be aware of the different management styles and be in a position to apply relevant styles of leadership where appropriate. Educators want to be involved in decision-making. Hence, democratic management is needed.
- ii. Principals and managers of inner-city independent schools can investigate factors that have to do with the job itself so as to motivate educators. Factors like rewarding achievements, recognising excellent work done, and giving more responsibility to educators are factors that do not require much money to implement, but go a long way towards increasing the level of job satisfaction of educators.
- iii. The principal can look into ways of introducing incentives for improving the physical environment of inner-city schools in an innovative manner that will enhance and reduce the frustrations that go along with education in these schools.
- iv. Management should not under-estimate the importance of promoting and improving interpersonal relationships, working conditions, job security and salary by working on policies that promote these factors.

5.3.2 Recommendations for further research

As a result of this study, the following recommendations for further research may be made:

- i. Certain external factors may hinder the principal's attempt in meeting the educator's needs. These constraints can be identified through more research projects involving more respondents.

- ii. Ways to improve and restore the status of educators in the community can be researched.
- iii. Further research can be done on the factors that affect the level of job satisfaction of educators in public schools, tertiary institutions and private institutions.
- iv. Qualitative studies to obtain a more in-depth understanding of the phenomenon of job satisfaction are needed.

5.4 LIMITATIONS OF THE STUDY

The following limitations of this study are acknowledged:

- i. The research focused only on a sample of inner-city independent school educators in and around Johannesburg. The conditions in the other independent schools may be different and that may affect the results. Hence, the results of this study can only be generalised to the schools that were included in the study.
- ii. Inner-city independent schools are privately owned. The working conditions may be different from one school to another. This may affect the results.
- iii. Some of the educators in inner-city independent schools are retired educators from public schools. Their attitude may be that of doing anything with their time at whatever cost. This may have had an impact on the results.

5.5 CONCLUSION

This study firstly looked into the factors that promote the level of job satisfaction among educators of inner-city independent schools. Research shows that most of inner-city independent schools educators frequently feel that they are disadvantaged when compared to their counterparts in public schools. They feel that educators in public schools earn better salaries than they do, go for free workshops organised by the Department of Education, have better facilities and better incentives with benefits. In addition, most of the inner-city independent school educators frequently feel that they can leave their current positions as educators in inner-city independent schools to join public schools. Public schools are regarded as the greener pasture for inner-city independent school educators. This is an indication that if conditions in inner-city independent schools were to improve, most of the educators would have no reason to leave. These conditions may be improved by improving their job security, status, salaries and benefits.

The second reason for the research was to come up with recommendations for school principals and administrators in order to improve job satisfaction among educators of inner-city independent schools. Several recommendations were made to principals and other authorities based on the findings of the research. There is a common belief that the reward system has the highest impact on job satisfaction, however, other factors are also important, such as the physical environment and security. These are factors that principals cannot ignore but should actively improve.

Evans (2001: 303) wraps it up by saying: *Many teachers face poor prospects, low morale and even lower pay levels, but treat them right and they will move mountains for you.*@

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QUESTIONNAIRE ON JOB SATISFACTION

SECTION A

You are requested to answer each question. Indicate your choice by writing a number in the square provided.

For example, if you are male:

Male = 1
Female = 2

1

The questionnaire is completed anonymously and will take approximately 10 minutes of your time. Thank you kindly for your co-operation.

1. Age

20 - 30 = 1

31-40 = 2

41 - 50 = 3

50+ = 4

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V₂

2. Gender

Male = 1

Female = 2

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V₃

3. Years as an educator (present year included)

Two or less	3-4	5-9	10-15	16-20	21-25	26+	
1	2	3	4	5	6	7	

V₄

4. Marital status

Married	Single	Divorced	Widow/Widower	
1	2	3	4	

V₅

5 Highest Academic Qualifications

Matric	Education Diploma	B Degree	BEd degree	Hons degree	M degree	D degree	
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1

2

3

4

5

6

7

V₆**APPENDIX B****SECTION B**

Please indicate your degree of satisfaction with the following aspects of your work by circling the number which most represents your feelings. It is very important that every item is completed.

4: Very satisfied	V	M	M	V	
3: Moderately satisfied	er	o	od	er	
2: Moderately dissatisfied	ysa	der	ate	di	
1: Very dissatisfied	tis	at	ly	ss	
	fi	el	dis	at	
	e	y	sat	is	
	d	sa	isf	fi	
		tis	ie	ed	
		fi	d		
Please rate your degree of satisfaction with		e			
		d			
1. The classroom you work in	4	3	2	1	V ₇
2. The staffroom at your school	4	3	2	1	V ₈
3. The sports facilities at your school	4	3	2	1	V ₉
4. The extent to which your salary is adequate to meet your needs	4	3	2	1	V ₁₀
5. The extend to which fringe benefits are adequate to meet your needs	4	3	2	1	V ₁₁
6. Your professional relationship with your colleagues	4	3	2	1	V ₁₂
7. Your professional relationship with your Head of Department	4	3	2	1	V ₁₃
8. Your professional relationship with your Principal	4	3	2	1	V ₁₄
9. Your professional relationship with the owner of the school	4	3	2	1	V ₁₅
10. The amount of freedom available in deciding what is best to do your job well	4	3	2	1	V ₁₆
11. The communication channels in your school	4	3	2	1	V ₁₇
12. The extent to which you are involved in decision-making in your school	4	3	2	1	V ₁₈

4: Very satisfied 3: Moderately satisfied 2: Moderately dissatisfied 1: Very dissatisfied Please rate your degree of satisfaction with	V e r y s a t i s f i e d	M o d e r a t e l y s a t i s f i e d	M o d e r a t e l y d i s s a t i s f i e d	V e r y d i s s a t i s f i e d	V ₁₉
13. The status of educators in the community	4	3	2	1	V ₂₀
14. The level of responsibility that your job carries	4	3	2	1	V ₂₁
15. Your sense of achievement from doing your job	4	3	2	1	V ₂₂
16. Your choice of teaching as a career rather than any other profession you may have considered	4	3	2	1	V ₂₃
17. Your level of satisfaction with your job	4	3	2	1	V ₂₄
18. The support you get from administration to do your work	4	3	2	1	

SECTION C

Using the following scales, please indicate how frequently the following applies to you by placing a cross in the appropriate square:

4: Never 3: Seldom 2: Frequently 1: Always Please rate your degree of satisfaction with	N e v e r	S e l d o m	F r e q u e n t l y	A w a y s	
1. Do you feel satisfied with the work you do as an educator?	4	3	2	1	V ₂₅
2. Have you considered leaving teaching to join another profession?	4	3	2	1	V ₂₆
3. Have you considered leaving your current position as an inner-city dependent school educator for employment in a public school?	4	3	2	1	V ₂₇
4. Do you feel concerned at the lack of professional recognition accorded to teachers?	4	3	2	1	V ₂₈
5. Do you feel secure in your job?	4	3	2	1	V ₂₉
6. Do you feel that there is interference from your seniors in your work as an educator?	4	3	2	1	V ₃₀
7. Do you feel stressed in your job?	4	3	2	1	V ₃₁
8. Do you feel motivated to do your job?	4	3	2	1	V ₃₂
9. Do you encourage learners to take up teaching as a career?	4	3	2	1	V ₃₃
10. Do you feel that educators in inner-city dependent schools are disadvantaged? (Please qualify this in the space below.)	4	3	2	1	V ₃₄

Please use this space for any additional comments you wish to make:

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