

**THE JOB SATISFACTION OF PRINCIPALS OF
PREVIOUSLY DISADVANTAGED SECONDARY
SCHOOLS IN THE NORTH WEST PROVINCE**

by

Tsholofelo Pauline Maforah

Submitted in accordance with the requirements for the degree of

DOCTOR OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROF S SCHULZE

NOVEMBER 2010

DECLARATION

I, Tsholofelo Pauline Maforah, declare that **THE JOB SATISFACTION OF PRINCIPALS OF PREVIOUSLY DISADVANTAGED SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Tsholofelo Pauline Maforah

Student number: 0696 405 2

Date

ACKNOWLEDGEMENTS

I would like to thank God for the wisdom and strength He gave me to complete my studies.

I would also like to express my sincere appreciation to the following persons who contributed to the completion of my studies:

- A special word of appreciation and thanks is extended to Prof S Schulze, for her support, encouragement, guidance and motivation throughout my studies.
- A note of appreciation goes to my niece Kera, my sisters Gaiky, Nanky, and her husband bro Sam for their support and encouragement.
- A very big thank you goes to my family, my children Mosa and Koki, and my husband Moeketsi.

Thank you so much for your encouragement, your valued assistance, and your motivation. Your patience and belief in me kept me going when it was tough.

I love you all so much!

SUMMARY

This study investigated the factors that affect the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province. The aims of the study were to determine empirically, through quantitative and qualitative means, the factors that influence the job satisfaction of the principals, and to make recommendations of ways to improve their job satisfaction. In the quantitative phase the research design was a survey. Data were collected from a purposefully selected sample of 30 principals of 30 secondary schools conveniently situated and accessible, in rural villages and townships. Thereafter a phenomenological approach was used to select eight principals from the same sample. The aim was to, by means of interviews, find clarity on the trends observed in the quantitative phase. The researcher purposefully selected participants representing a maximum variation regarding gender, geographical location, and years of experience as a teacher or a headmaster.

The results indicated that the factors that enhanced the job satisfaction of the selected principals related to the nature of their work in the sense that it was stimulating, important and varied. Their interpersonal relationships were also gratifying. These relationships referred to cooperative staff, appreciative colleagues and supervisors, well-behaved learners, and supportive parents.

Specific factors also brought about job dissatisfaction. In particular, the majority of the principals were frustrated with poor management on the part of the Department of Education. This was linked to a lack of autonomy of the principals, excessive bureaucracy, and poor policies. The principals believed that these policies exacerbated the problems they already had with ill-disciplined learners, the poor work ethics of some educators, unsatisfactory matriculation results, pitiable physical working conditions, and uninvolved parents.

Results from the research also showed that the principals thought their workloads were not aligned to their salaries, and that reward systems were needed.

Recommendations to enhance the job satisfaction of the principals of the identified secondary schools were made to the SGB and other school managers, as well as to the Department of Education, and recommendations for future research were also put forward. Finally, a number of limitations of the study were pointed out.

KEY WORDS

- job satisfaction
- job dissatisfaction
- principals
- previously disadvantaged secondary schools
- theories on job satisfaction
- management to enhance job satisfaction

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LIST OF ABBREVIATIONS

APO	Area Project Office
CEO	Chief Executive Officer
DoE	Department of Education
FET	Further Education and Training
GET	General Education and Training
HOD	Head of Department
LRC	Learners' Representative Council
NATU	National Teachers' Union
NSC	National Senior Certificate
OECD	Organisation for Economic Co-operation and Development
PPM	Post Provisioning Model
SADTU	South African Democratic Teachers' Union
SGB	School Governing Body
VIE	Valence-Instrumentality-Expectancy

CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION AND PROBLEM STATEMENT

The role of the headmaster is pivotal in a school (Evans 1997a:834). The principal is regarded as the leader of the work organisation, and the primary work performance manager. He/she determines the vision, and gives direction to the aims of the school (Gertze 1997:10-15).

Castillo and Palomares (2004:147) classify the duties of a principal into the following two models:

- *socio-political*: conditioned by political tensions both inside and outside the educational institution;
- *professional*: operations based on scientific efficiency, autonomy and objectivity.

Principals are held accountable and responsible for everything that goes on within a school, yet are faced with diminishing resources, and even less personal power. Being a school principal entails a 15-hour work day, unending paperwork, and having to cope with the ever-increasing role of school board politics. It is a tough job, with little compensation, and inadequate support (Adams 1999:1).

School principals are faced with great challenges in their professional jobs that affect their performance. These challenges include external factors (legislations, departmental policies), school structures (for maintaining standards and budgets), interpersonal processes (relationships with educators, learners and parents), and

personal factors (professional activities and lifestyle), that have the potential to eventually affect job satisfaction (Chaplain 2001:200). The demands of the job of principal keep on increasing (Davis 2000:41). Many of the duties of the principal cannot be identified as positive factors in job satisfaction (Diamantes & Rayfield 2004:709). Practicing school principals interact with supervisors, educators, parents and learners within an organisational structure that is loosely tied. Each of these groups demands the attention of the principal. A principal has to be a manager, disciplinarian, visionary, facilitator, transformer, instructional expert, or all of the above (Catano & Stronger 2007:382). Increased responsibilities, long workdays, difficult parents and school boards, as well as inadequate salaries make the position of principal less attractive (Rodriguez 1999:6). The above-mentioned factors result in the principal experiencing role conflict while trying to live up to everyone's expectations. This role conflict reduces the principal's effectiveness. In addition, external forces for improved learner outcomes and performance cause role strain which can result in job dissatisfaction, as principals try to strike a balance between instructional issues and empowering their staff members (Catano & Stronger) 2007:382).

One has merely to read newspaper articles during December in South Africa when the grade 12 results are published to get a clear idea of the expectations placed on secondary school principals. A newspaper headline from one of the newspapers reads: "Principals face the axe after grade 12 results" (Govender 2006:4). Provincial education authorities investigated underperforming principals, as the National Education Department blamed them for contributing to the third consecutive drop in the grade 12 pass rate (Govender 2006:4).

The national grade 12 pass rate in South Africa has been on a constant decline. In 2004 the national pass rate was 70.7%, and it slid to 66.6% in 2006 (Govender 2006:4). In 2009 the national pass rate for the National Senior Certificate (NSC) examinations was 60.6%. This is a decline from 62.5% in 2008 (Dibetle, Gower & Mohlala 2010:11). Analysts have described the decline as appalling, and criticize the

education system as seriously dysfunctional. In particular, the blame has been put at the door of education managers, who reacted by blaming the principals. Some provinces reacted to the problem by removing principals from their positions by means of demotion or by giving them some form of warning (Govender 2006:4). The constant pressure that the principals find themselves exposed to results in some of the principals resorting to drastic measures in trying to improve the grade 12 results, for example, by holding back the weaker grade 11 pupils. Figures supplied by the Department of Basic Education reveal that of the 902 752 learners registered in grade 11 in 2008, only 599 626 progressed to grade 12 (Govender 2010:10).

A report released by a high-level panel of education experts concluded that South African schools are largely “dysfunctional” (Mkhabela 2009:4). Educators and principals report about time lost because of absent educators, incompetent principals and under-qualified district officials. The culture of teaching and learning has, for all intent and purposes disappeared, especially in rural and township schools. The lack of commitment from some principals could be attributed to job pressure and the ever increasing challenges facing public schools (Boris-Schacter & Merrifield 2000:84).

The South African education system is faced with its own very unique challenges, including changes in the curriculum and government policies, violence in schools, and the effect of HIV/AIDS, that principals have to deal with on a regular basis. One of the challenges faced by schools and school principals is based on the budget per learner-school allocation, as determined by the Department of Education.

Below is a table that illustrates the allocation of funding per learner per school for 2009/10.

Table 1.1: The allocation of funding per learner per school for 2009/10

Source: Department of Education. North West Province (2009): Directorate, Budget and Planning.

Quintiles	Per learner allocation	Charging of school fund
Q1	R804.00	No fee
Q2	R740.00	No fee
Q3A	R706.00	No fee
Q3B	R605.00	Fee charging
Q4	R404.00	Fee charging
Q5	R134.00	Fee charging

A quintile indicates how a school is rated by the Department for the allocation of funds. The rating is based on the type of community the schools are located in and serve. A Q1 and Q2 school, for example, serve the poorest communities, Q3 serves the working class (township schools) while Q4 and Q5 serve the more affluent communities (Matlala 2010:10). The system is meant to assist poor communities who cannot afford to pay school funds, and who experience problems that affect the operation of the schools, and that have a direct impact on their performance. According to one principal, the main problem that the schools face regarding finances, is the late payment of grants.

Violence within South African schools is another worrying trend that principals need to cope with. The upsurge of school violence is well-publicised, and cannot be viewed as insignificant. Principals all over the world receive threats from educators, parents, and from learners (Lindle 2004:379). Mention is also made of learner-to-learner violence in the form of verbal attacks, threats, assaults, robbery, and sexual assaults, among others. The more worrying trend, however, is based on learner-to-educator, as well as educator-to-learner violence. Newman (2008:3) indicates that, according to statistics in the National School Violence Study conducted by the centre for Justice

and Crime Prevention, principals and educators also reported incidents of crime. Up to three in five secondary schools countrywide reported learner-to-educator verbal abuse; one in four of learner-to-educator physical violence; and 2.4% of schools received reports of learners sexually assaulting educators. Two out of five principals reported at least one incident of educators verbally abusing learners, and one in four of educators physically abusing learners. A recent article in the Sunday Times (Makwabe 2009:7) tells of an educator intending to sue the principal as well as the Department of Education for the assault she suffered by the hands of a learner while she was on duty.

The existence of bullying is one of the notable causes of anxiety among workers. Workers become victims when they are exposed to negative behaviour, which can also be characterised by the existence of non-physical and verbal attacks, as well as an ever-increasing frequency of violence (Cemaloglu 2007:6). School principals are having a difficult time in schools, with a high rate of absenteeism among educators who feel victimised most of the time. Educators suffer from stress, anxiety and depression as a result of the unruly and violent behaviour of the learners in the classroom. A principal of a secondary school in the Western Cape said he battled to run a school of 1 000 learners, with a quarter of the educators on leave due to stress. Educators are feeling the strain across South Africa, due to the learners' unruly behaviour (Makwabe 2007:4).

One of many challenges facing school principals is educators who are absent due to illness. HIV/AIDS has had a devastating impact on secondary school educators and principals, as the pandemic greatly reduces the capacity of the system by increasing on educator attrition and absenteeism (Chapman, DeJaeghere, Leu & Mulkeen 2007:6). In recent years the spreading of HIV and AIDS has generated an even greater concern about educators' presence in schools. The attention initially focused on the potential loss in numbers of educators from the school system as a result of the epidemic. However, the attention has now shifted to include how HIV/AIDS is affecting the regular functioning of the schools. Educators, principals and learners

have to take care of sick relatives, attend funerals, or they themselves suffer from chronic illnesses in the later stages of HIV-infection (Caillods, Castro & Duthilleul 2007:15). Across Africa an estimated 260,000 educators, about 9.4% of the total employed in 1999, may die of AIDS-related illnesses over the next decade. In some cases in Zambia, the rate of HIV-infection among educators is higher than the population as a whole. In the 1990s educator mortality in Zambia stood at 39 per thousand, about 70% higher than the general population (Chapman *et al.* 2007:15). South Africa will face a shortage of close to 94 000 educators by 2015 due to AIDS-related illnesses. Two hundred out of 500 National Teachers' Union (NATU) members who volunteered for an AIDS test between October 2007 and September 2008 tested positive (Govender 2008:1). NAPTOSA, another educator union, suspected that most of its 250 members who had died in Gauteng in 2008, died from AIDS-related illnesses. The South African Democratic Teachers' Union (SADTU) also indicated that most of the educators who had been infected by the virus were now dying. Statistics indicate that by 2015 about 18 000 educators will have died from AIDS-related illnesses (Govender 2008:1).

In addition to the above, the Organisation for Economic Co-operation and Development (OECD) has released a report commissioned by the Department of Education, which points out that while 20 000 new educators are needed every year, only 6 000 qualify. Out of these, only 4 000 enter the system in South Africa, while the rest leave to teach in the United Kingdom, New Zealand, Australia and Dubai (Govender 2008:1). The number of trainee educators has also been shrinking over the years due to the closing of teacher training colleges in the 1990's. In the early 1990's there were close to 100 000 educators in training. In 2002 there were about 12 000, of whom 3 000 would graduate that particular year (Pretorius 2002:29). The shrinkage in the number of educators entering the system creates a problem in that the pool to draw leaders from, such as school principals, also declines. In 2008, of the 433 280 teaching posts in South African schools, 62 616 were vacant at the end of May, and 21 949 posts were staffed with under-qualified, temporary educators (Govender 2008:1). The problem of the shortage of qualified educators is not unique

to South Africa. According to Chapman *et al.* (2007:11), a shortage of qualified educators results in schools having to make use of large numbers of unqualified educators throughout Sub-Saharan Africa. In 1992 about half of the 24 9000 secondary school educators in Zimbabwe were unqualified. In Uganda 15% of the secondary school educators are unqualified, with only 28% who have the desired qualification of a degree. Certain Francophone African countries like Mali, Senegal and Burkina Faso also have a growing number of temporary and contract educators, as a manner of mitigating the shortage of educators.

Another reality facing principals of public schools in South Africa is the fact that according to law, public schools are all equal, but in practice they remain unequal. Vast differences in facilities, commitment and discipline remain a source of concern (Mtshali 2002:10). According to Govender (2010), it was indicated in an article in a local newspaper that black parents in South Africa are abandoning dysfunctional state schools in favour of top private schools. Statistics show that more than half of all pupils at private schools in South Africa are black, at least 220 591 of the 365 721 pupils. Parents who can afford it, are willing to pay tuition fees ranging from R5 320 to R80 000 a year for quality education for their children. Parents indicate that private schools have better educators, are managed better, with better discipline, when compared to the situation in public schools. Learners who are in private schools in the country, however, constitute about 3% of the South African learner population. The majority of the learners have to attend public schools. The former white suburban schools are much better equipped than the township and rural schools. A principal in a suburban school is not faced with the same problems as a principal in a township or rural school. However, the expectation of performance from education managers is the same.

Adams (1999:1) indicated that all principals are faced with similar problems which vary in magnitude based on the circumstances they individually face. These problems include the erosion of authority to effect change; escalating expectations for accountability; the lack of support; statutes and mandates that dictate practice;

compensation that is not commensurate with responsibilities; long working hours that leave little time for family or personal renewal; and a pervasively stressful political environment. Miller and Miller (2001:41) indicated that principals are also faced with shifts in technology and society, and are supposed to keep up with the changing times. This is important, because the learning environments and instructional designs based on emerging paradigms of learning will lead to improved quality of knowledge and skills (Editorial 2004: 401).

Another challenge facing principals of previously disadvantaged schools is the fact that they have to compete with suburban schools for learners, since they no longer have a captive clientele who can be taken for granted. Parents are now able to choose to which school they want to send their children (Nir 2000:335, Dempster, Freakley & Parry 2001:1)

In view of the above, it is worth noting that in spite of all the challenges, there exists a very low rate of premature retirements among school principals in South Africa. Communication with one of the principals in the Dr Kenneth Kaunda district of the North West Province Department of Education indicated that ever since she became a principal in 1994, she has known of only three principals who had left the profession in her area. Of the three, one had retire, the other was dismissed for misconduct, while the third took early retirement due to ill-health. Although the challenges are immense, it is also difficult for principals to resign. According to the principal quoted above, one of the reasons principals stay on is the fact that it is difficult to change jobs and careers, especially after a certain age. Oplatka (2004:45) mentioned that it is then that principals may experience few opportunities for professional growth, or feelings of stagnation, a loss of enthusiasm, and disenchantment. According to Ribbins and Zhang (2004:141), one may wonder why principals remain in the profession, namely whether it is due to legitimate ambition, or to improper apathy. Cooley, Shen and Wegenke (2004:59) indicated that one of the reasons for the discouragement for principals to leave, is the limited mobility they are faced with.

The above-mentioned factors could lead to job dissatisfaction. Early (2004:32) indicated that many principals experience a period of disenchantment after about six to 10 years in the job when they become dissatisfied with their work, and are less willing to perform their duties. According to Pinder (2008:277), job dissatisfaction is often accompanied by feelings of gloom, despair, anger, resentment, and futility. Job dissatisfaction can also result in withdrawal symptoms such as tardiness, absenteeism and a high turnover of staff. What cannot be ignored is the psychological withdrawal which consists of passive compliance and minimal attempts to perform, or to perform above the expected call of duty.

However, it is possible for principals to experience high levels of self-fulfilment, enchantment, job satisfaction and self-renewal, and to seek new challenges in their roles and schools (Oplatka 2004:45).

The researcher's role is to try and establish the very factors that influence the job satisfaction of secondary school principals of previously disadvantaged communities.

Research has been conducted on job satisfaction, but a gap exists on the job satisfaction of principals of previously disadvantaged secondary schools in particular contexts, such as the North West Province. South Africa has an emerging economy, and is a developing country. Education is one of the key factors for development. Principals are instrumental to functional schools and need to experience job satisfaction to be motivated to do their work to the best of their abilities.

It is for this reason that the study seeks to add to the ongoing discourse on job satisfaction by an in-depth investigation into the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province.

Thus, the general research question may be stated as: *What influences the job satisfaction of principals of previously disadvantaged secondary school in the North West Province?*

The sub-questions emanating from the above general question are the following:

- What are the influences on the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province?
- What recommendations can be made to the school managers to enhance the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province?

The research questions above have given rise to the aims for the study, as will be indicated in the next section.

1.2 AIMS OF THE RESEARCH

The following aims relevant to the study have been identified:

- To determine empirically, through quantitative means, the factors that influence the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province. This will hopefully enable generalisation.
- To determine, qualitatively, the factors that influence the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province, as a means of seeking clarity on the empirical study. This will bring about an in-depth understanding of the issue.
- To make recommendations to education managers on how the job satisfaction of principals of previously disadvantaged secondary schools can be improved.

It is hoped that the findings from this research will assist similar schools in South Africa and elsewhere, in particular in Africa, to enhance the job satisfaction of principals.

1.3 DEFINITION OF CONCEPTS

The concepts used in this study are defined below.

1.3.1 Job satisfaction

'Job satisfaction' is a difficult concept to define as there is no agreed definition of the term. A range of definitions only manages to give descriptions of the possible consequences of job satisfaction (Evans 1997b:321). 'Job satisfaction' is viewed by researchers as a multi-dimensional concept that includes a person's general attitude towards his/her work (Steyn & Van Wyk 1999:37). A closer look at the concept of job satisfaction refers to a person's feeling about his/her job, or the degree to which an individual enjoys his/her work (Mimon & Oplatka 2008:137). Mercer (1997:57) defines 'job satisfaction' as the effective reaction of an individual to his or her work. Evans (1997a:833) defines it as "...a state of mind determined by the extent to which the individual perceives his/her job-related needs to being met".

This is what makes job satisfaction difficult to define as it involves an individual's reaction and perceptions. Perceptions and reactions are influenced by several factors and it is possible to obtain different reactions to the same stimulus or situation.

For the purpose of this research the researcher will adopt the following definition of 'job satisfaction':

Job satisfaction is a sense of fulfilment brought about by a feeling of achievement and recognition.

1.3.2 Principal

The head of a school, the educational leader, the chief administrator, all refer to the principal of a school (Drysdale, Gurr & Mulford 2006:371).

1.3.3 Previously disadvantaged schools

To deprive means to take something away and keep it away.

In 1953 the Nationalist-dominated government passed the Bantu Education Act which sought to put apartheid's stamp on African education. In terms of money, the government spent about six times per white student as per African student (Mandela 1994:155). Schools catering for African (black) students were poorly funded and resourced. The gap was so wide that even under the new democracy the backlog is still great. These schools are predominantly found in townships and in the rural areas of South Africa.

1.3.4 Secondary school

Learners receive secondary education after primary, and before tertiary education. Its broad goal is to prepare learners for living purposefully within society, and also to prepare them for higher education (Okoroma & Robert-Okah 2007:3). In South Africa education in ordinary schools could be grouped in terms of either GET (General Education and Training) or FET (Further Education and Training), which represents the traditional primary and secondary phases. The GET band caters for grades R to 9, while the FET band caters for grades 10 to 12, but excludes learners in FET colleges. The GET band consists of the following phases: foundation phase (grades R to 3), intermediate phase (grades 4 to 6), and the senior phase (grades 7 to 9). Secondary schools in South Africa consist of learners from grades 8 to 12, or grades 10 to 12. Learners of 14 to 18 years of age are in grades 8 to 12.

Most of the learners in secondary schools are adolescents who have intellectual, physical, emotional/psychological, social, and moral/ethical needs that the school has to provide for, as indicated in Table 1.2.

Table 1.2: Young adolescent needs

Source: Anfara, Brown and Gross (2002:441)

Characteristics of young adults

INTELLECTUAL

1. Are intensely curious.
2. Consider academic goals as a secondary priority after personal/social concerns.
3. Exhibit a strong willingness to learn what is considered to be useful.

PHYSICAL

1. Are concerned with their physical appearance.
2. Experience accelerated physical development.
3. Mature at varying rates and speed.

PSYCHOLOGICAL

1. Are easily offended.
2. Lack self-esteem.
3. Are searching for adult identities.

SOCIAL

1. Confused and frightened by school settings that are now large and impersonal.
2. Rebellious towards parental values.
3. Display conflicting loyalties to parents and peer groups.

MORAL/ETHICAL

1. Ask unanswerable questions about the meaning of life.
 2. Idealistic.
 3. Faced with difficult moral and ethical questions with which they are unprepared to cope.
-

1.3.5 North West Province

The North West Province is one of the nine provinces of South Africa. According to Newman (2008:4), the North West Province is one of the smallest provinces, consisting of about 3.5 million people of whom 92% are of African descent, Whites make up 6.6%, Coloureds 1.4%, and Asians 0.3%. The population is relatively young, with a high percentage of teenagers. More than 33% of the population is younger than 14 years old. The Province is predominantly rural, with 65.1% of the population living in rural areas. There are 1 730 public schools with 735 328 learners and 24 888 educators, including the principals, in the North West Province.

1.4 RESEARCH DESIGN AND METHODOLOGY

A 'research design' is a plan that the researcher puts in place to ensure that the answer to the question is obtained in the most credible, reliable, valid, trustworthy, ethical, and transferable manner (McMillan & Schumacher 1997:30-33). The nature of the question will always determine the design.

A variety of research methods within a mixed methods design will be used in this study to gather information on the influences on the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province. The researcher will make use of both quantitative and qualitative methods to gather information in response to the research question (De Vos 1998:357). A questionnaire will be used in the quantitative phase of the research, while interviews will be used in the qualitative phase. The mixed methods approach will increase the validity of the study (Brown 2004:9).

1.4.1 Reliability and validity

Reliability and validity concern the collection and interpretation of data in both quantitative and qualitative research (Brown 2004:10). Instruments are supposed to

be set in such a way that they will measure the intended variable in the most reliable and valid way. Since this research will use both quantitative and qualitative methods to obtain information, special consideration has to be given to both these approaches so as to obtain reliable and valid results.

1.4.1.1 Reliability

Generally speaking, 'reliability' refers to the consistency and accuracy with which a measuring instrument measures something (Maforah 2004:49, Best & Kahn 1993:208). According to McMillan and Wergin (2010:10), no instrument is perfect, as each will provide scores that contain some degree of error. Thus, reliability is the estimate of the error in the assessment. An instrument is reliable to the extent that an independent administration thereof will result in the same results (De Vos & Fouché 1998:85).

In quantitative research 'reliability' refers to the consistency of the research instrument and the administration of tests (McMillan & Schumacher 1997:227). In this research the researcher will make use of a questionnaire as a survey instrument. The questionnaire will use a Likert scale. To determine the reliability of the instrument, the researcher will use the Cronbach alpha reliability coefficient to calculate the reliability of the scaled items of the questionnaire (Brown 2004:11).

This will further be explained in chapter 4.

In the qualitative research section the researcher will make use of interviews to shed more light on the responses obtained from the questionnaires. To ensure trustworthiness, Guba's model of trustworthiness will be employed. This serves to measure the following: credibility, dependability, transferability, and conformability (Brown 2004:11).

The techniques to ensure trustworthiness will be explained in chapter 4.

1.4.1.2 *Validity*

'Validity' is described as the manner in which an instrument is used accurately to measure the concept in question (De Vos & Fouché 1998:83; Schultz & Schultz 1998:101). It is the quality of a data-gathering instrument or procedure that enables the researcher to measure what is supposed to be measured (Best & Kahn 1993:208). McMillan and Wergin (2010:10) refer to 'validity' as the appropriateness of the inferences made from the data collected. A valid instrument will thus measure the variable it is supposed to measure, and yield scores whose differences reflect the true differences of the variables measured (Brown 2004:10).

This researcher will ensure validity as follows:

An in-depth literature study to achieve a broad coverage of concepts and what they represent, will be done first so as to ensure the possibility of the content validity of the questionnaire (Brown 2004:10). In the quantitative phase the researcher will construct a questionnaire that will consist of an adequate sample of items to represent and measure the concepts of the study (De Vos & Fouché 1998:83).

The questionnaire will also be pilot-tested to test its validity, as will be explained in chapter 4.

In the qualitative section of the research the researcher will prepare a number of interview questions that are related to the questionnaire, as a way of expanding and seeking clarity on the results obtained from the questionnaire. The questionnaire, as well as the interview questions, will be given to the researcher's promoter to check, as a means of ensuring face validity (Brown 2004:10).

This is further explained in chapter 4.

1.4.2 Ethical measures

The researcher will apply certain necessary ethical measures that are a prerequisite in studies of this nature namely, amongst others, obtaining the informed consent of the Department of Education and of the participants. Anonymity and confidentiality will also be guaranteed (McMillan & Schumacher 1997:33). Furthermore, the participants will not be deceived in any way. The researcher will also ensure that she is competent to do the investigation by studying appropriate textbooks (Brown 2004:10). The ethics committee of the University may possibly also be approached to obtain permission for the study.

These aspects will be explained in detail in chapter 4.

1.4.3 Method and data collection

This study will involve three stages, namely a literature study, a quantitative investigation, and a qualitative investigation (Brown 2004:11). The first phase will form the theoretical framework of the research. As many as possible relevant and appropriate sources and applications pertaining to the topic will be consulted. This will include books, journals, newspapers and research reports. All the information on the influences on a principal's job satisfaction will be used to form the initial framework from which a rough frame of reference for the empirical study will be developed.

The second stage is the empirical stage. In the first phase a quantitative research approach will be followed. A questionnaire will be used as a survey instrument. The questionnaire will be set in such a way as to adequately address the research problem.

Phase two of the empirical research will be the qualitative phase. Interview questions will be formulated as a follow-up of phase two. The aim is to gain an in-depth understanding of the results from the questions asked in phase two. Individual

interviews will be conducted with a sample that will have been purposefully selected from the same respondents used in phase two.

This will be further explained in chapter 4.

- Sampling:

‘Sampling’ refers to a scheme of action, a design or procedure that specifies how participants are to be selected in a study (Rosnow & Rosenthal 1996:143). An important task of a researcher is selecting the educational settings and negotiating access to the participants (Steyn & Van Wyk 1999:38).

For the quantitative phase, a sample of school principals will be taken from schools that qualify as previously disadvantaged secondary schools in the North West Province only.

More details will be provided in chapter 4.

For the qualitative phase, a sample of information-rich participants, based on the sole discretion of the researcher, will be purposefully selected for the purpose of this research (Brown 2004:12). These participants will be selected from the same pool as the first group.

The above will be discussed in chapter 4.

1.5 DIVISION OF CHAPTERS

This section indicates the planned chapter division to be followed in this study.

CHAPTER 1

This chapter contains the orientation and background to the study. It provides an overview of the research problem, an explanation of the concepts, as well as a brief description of the research design.

CHAPTER 2

This chapter will form the first part of the literature review. In this chapter the researcher will critically discuss the different theories on 'job satisfaction'. This is to form the theoretical framework of the study

CHAPTER 3

This chapter presents a review of factors that influence job satisfaction. The researcher intends to examine the results of research that focused on the job satisfaction of educators, and in particular on the job satisfaction of principals.

CHAPTER 4

The research methodology and design is explained in this chapter. Reliability and validity are described, as well as how the research instruments are developed and piloted. There will also be an explanation of 'sampling'.

CHAPTER 5

An explication of the results and findings of the study are presented, deductions are made and are delineated. The findings from the questionnaires and individual interviews will be compiled and presented as the research report.

CHAPTER 6

In this chapter the conclusions from the results are indicated. The researcher will also formulate recommendations based on the results of the study. The limitations of the study will also be highlighted.

1.6 SUMMARY

This chapter presented an overview of and an introduction to the study. The research problem and aims of the research were presented and the research design was briefly explained.

In the next chapter the theoretical framework of the study will be presented.

CHAPTER 2

THEORIES ON JOB SATISFACTION

2.1 INTRODUCTION

In the previous chapter an overview of the study and an introduction were presented. The research problem, aims and design were briefly discussed.

This chapter will review the first part of the literature study. Sell and Shipley (1979:58) indicate that the major difficulty in a discussion of job satisfaction is because of not having a theoretical model according to which to measure, interpret and understand the findings and observations. Many theories exist, and this makes the task even more difficult and confusing.

In this chapter the researcher will critically examine relevant theories on job satisfaction, and their implications for education managers.

2.2 BACKGROUND

Job satisfaction has been a subject of interest and research for some time. Employers have always been interested in how to keep their employees satisfied so as to increase performance and retention, especially during the 1960s and 1970s. Many theories and models have been proposed to depict the issue of job satisfaction, as well as factors that affect it (Mimon & Oplatka 2008:135). The underlying issue that prompted the studies on job satisfaction and human behaviour in general has been the *hedonistic philosophy* that states that all organisms have a tendency to be directed towards pleasure and to move away from any harmful, painful or unpleasant stimulus (Jordaan & Jordaan 1989:651). One of the earliest large-scale studies of

general satisfaction was conducted by Robert Hoppock in 1935, according to Ejere (2005:98). Hoppock published a monogram on job satisfaction based on a research study conducted with about 500 educators from 51 urban and rural communities in the North-Eastern United States. This study made use of both quantitative and qualitative methods. Other early studies that provided information on the level of job satisfaction were conducted by Maslow and Herzberg (Steyn & Van Wyk 1999:37).

Fincham and Rhodes (in: Balgobind 2002:41) indicated that there are two broad categories of job satisfaction theories, namely content (needs) theories and process theories. These will now be explained.

2.3 CONTENT THEORIES

Content theories deal with the fact that employees have needs that are a driving force in how they behave (Steers 1979:210; Bennett 1998:30). The content theories that the researcher intends to deal with are theories by Maslow, Alderfer, Murray, McClelland and Herzberg.

2.3.1 Maslow's hierarchy of needs theory

During the 1940s and 1950s Abraham Maslow developed one of the most popular needs theories by means of clinical observation (Roos 2005:23). The focus of Maslow's theory is that people have a set of needs or deficiencies that require satisfaction. He distinguished between five groups of needs, namely physiological, security/safety, social, esteem, and self-actualisation needs. The needs were arranged in hierarchical order, starting with relative pre-potency needs, which means that people act to fulfil the needs that are important to them at a particular time (Schaefer 1977:6). The partial or full satisfaction of a lower-order need with an assurance of satisfaction of such a need in the future results in the arousal of a higher-order need (Sell & Shipley 1979:83). This is because when a need has been satisfied it ceases to motivate behaviour (Rosenbaum 1982:18; Fourie 2004:57).

Maslow's needs hierarchy is shown in figure 2.1.

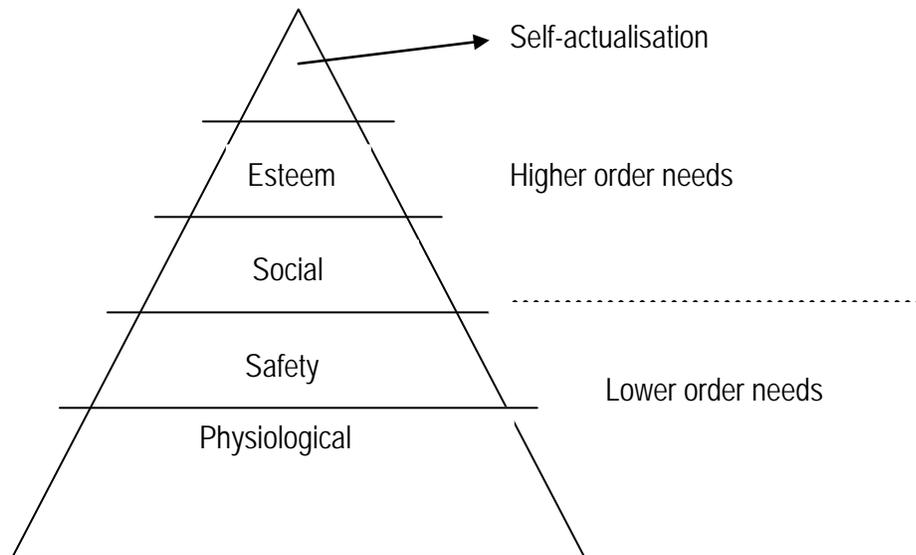


Figure 2.1: Maslow's hierarchy of needs

Source: Schaefer (1977:6)

2.3.1.1 *Physiological needs*

Physiological needs are what most psychologists refer to as basic, primary, physical and lower-order needs (Jordaan & Jordaan 1989:652; Schaefer 1977:5; Ejere 2005:50). Basic physiological needs include factors such as air, water, food, shelter, sleep, and sex. These needs are regarded as the most pre-potent of all. For a person who is deprived of everything in life, the basic physiological needs become the most important of all the needs. The other needs cease to exist at that particular time or are viewed as non- important (Steers 1979:41). According to Maslow, an employed person generally does not have unmet basic physiological needs, since the need for food, shelter and water can be taken care of by the salary that he/she receives.

When the basic physiological needs have been satisfied, or partially satisfied, then the hunger for another higher need in the hierarchy is aroused.

2.3.1.2 The need for safety

Safety needs follow once the physiological needs have been fulfilled, or partially fulfilled. Safety and security needs entail the following, namely the need for stability, order, protection, and freedom from fear and anxiety (Jordaan & Jordaan 1989:654; Sargent 1990:5). Employees usually get a sense of security from their workplace when they are permanently employed. This need therefore does not become aroused unless a person has reason to believe that his/her position is at risk or threatened.

Secondary school principals indicated that they felt a sense of insecurity when the grade 12 results are released at the end of each year, as they know that the blame for poor results will land at their doorstep. This is due to the threats that they usually receive from their managers that they will either be removed from their position or be kept under strict surveillance. It is only when they feel secure in their jobs that the next need on the hierarchy will be aroused.

2.3.1.3 The need for love

If both the physiological and safety needs have been met, then a person develops the need for love and acceptance (Steers 1979:43). This refers to the need for affiliation, to trust and be trusted, the need for affection and friendship, both at work and at home (Sargent 1990:5). Love needs involve the giving, as well as the receiving of love (Jordaan & Jordaan 1989:655).

The satisfaction of this need implies that the principal should feel accepted and trusted, so that he or she can provide acceptance and trust to others. This need involves interpersonal relationships at work between the managers, parents, educators, and learners. It means acceptance by these different groups who all have

different needs. It may sometimes be difficult for the principal who has to wear different caps at different times with diverse groups, namely to be a manager, leader, visionary, disciplinarian, and mentor all at the same time.

The satisfaction of this need will lead to the stimulation of the next need.

2.3.1.4 *The need for esteem*

All people have a need for a high regard and stable evaluation of themselves. The need to be held in high esteem by others is brought about by the desire for recognition and respect for one's contribution to society. Self-esteem is brought about by a sense of achievement, adequacy, and capacity. The satisfaction of the need for self-esteem builds self-confidence, while the lack of self-esteem leads to an inferiority complex (Steers 1979:44; Sargent 1990:5; Jordaan & Jordaan 1989:655).

For secondary school principals, a high self-esteem is brought about by the recognition and respect that they receive from their seniors, colleagues, parents, and the learners. Any form of acknowledgement that they receive serves as an energy booster. In many cases, due to the pressure that the principals have to work under, recognition and acknowledgement are seldom given. What principals hear most of the time is that they have failed to achieve what was expected from them, and what they needed to do to improve the situation.

2.3.1.5 *Self-actualisation needs*

'Self-actualisation' is defined as what an individual *can* be and *must* be (Steers 1979:44). Self-actualisation is regarded as a growth need or higher-order need. The need for self-actualisation comes into being only when the deficiency needs have been satisfied. It is the ultimate realisation of one's potential (Balgobind 2002:42; Sargent 1990:5). Maslow felt that not many people reach a level where self-actualisation is the primary motivator (Schaefer 1977:7). Growth needs are reflected

by the attainment of the following attributes, namely meaningfulness, self-sufficiency, effortless, playfulness, richness, simplicity, order, justice, completion, perfection, individuality, aliveness, beauty, goodness, and truth. These needs are all important, although not in hierarchical order (Goble 1972:97).

Very few principals actually admit that they have obtained self-actualisation as far as their professions and jobs go. Most principals believe that they need to grow and develop to higher levels of efficiency. Even the principals of schools that are regarded as the best performing schools will indicate their need for growth and development.

This tends to suggest that self-actualisation is the simplicity, contentment, perfection, and self-sufficiency that we observe in people whom we regard as self-actualised. However, if one were to ask the individuals involved, they would tell you of their need to grow and develop beyond their current level.

2.3.2 Alderfer's needs theory

One of the earliest empirical attempts to test Maslow's needs theory was done by Alderfer. Clayton Alderfer proposed a theory that condenses Maslow's five hierarchical levels into three (Pinder 2008:75; Roos 2005:24). Alderfer, just like Maslow, operated from the premise that employee behaviour is driven by human needs. Each need is innate to human nature and not learned. This theory is widely regarded as the Existence-Relatedness-Growth (ERG) theory (Steers 1979:33).

2.3.2.1 *Existence needs*

These needs encapsulate the physiological needs as well as the security needs as presented by Maslow. They include the need for food, shelter, and if working, the need for a reasonable salary, and for good working conditions (Sargent 1990:7). Alderfer's premise on basic physiological and security needs is that the requirement

to satisfy both is the same, thus there is no need to separate the two (Pinder 2008:76).

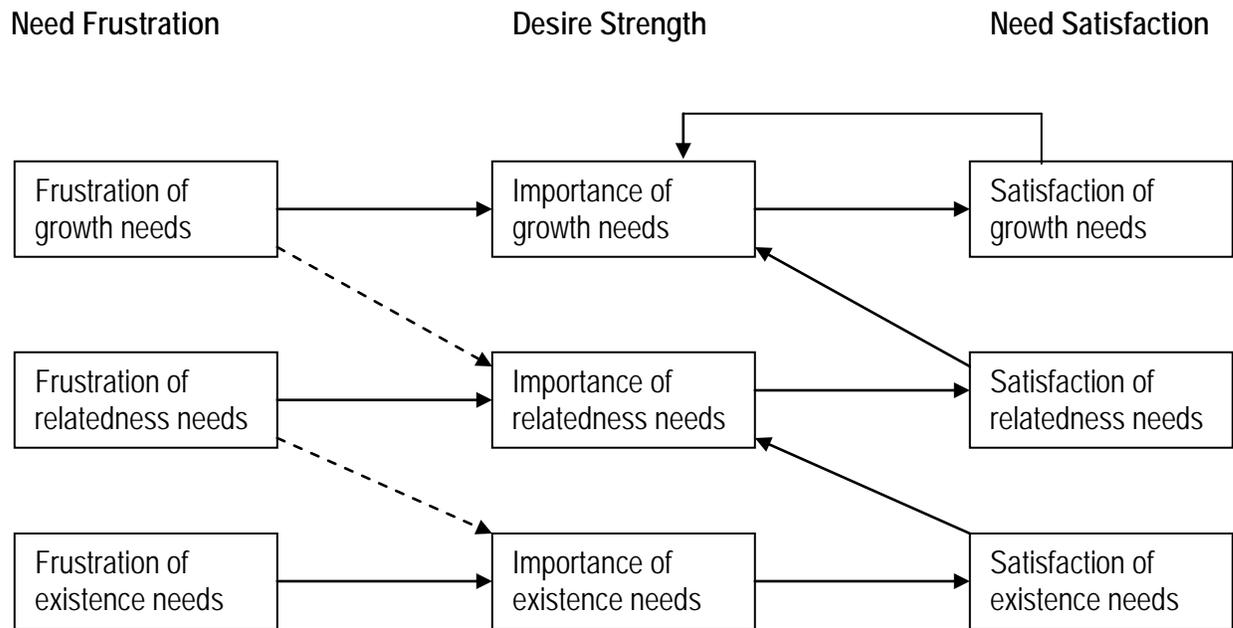
2.3.2.2 *Relatedness needs*

These needs refer to how one relates to others. Maslow regards these needs as the needs to be loved and to be esteemed by others. All these require social interaction (Pinder 2008:76). The social relationships we have with our colleagues and the intimate relations we have with our friends and family is regarded as the relatedness needs (Sargent 1990:7; Steers 1979:33).

2.3.2.3 *Growth needs*

These needs encompass the self-esteem as well as self-actualisation needs as portrayed by Maslow. This is where an individual indicates the need to develop to the best of his/her ability and capability (Sargent 1990:7). Alderfer's ERG theory works in more or less the same way as Maslow's needs theory. Alderfer suggested that individuals generally move on from satisfying their existence needs to the relatedness needs, followed by the growth needs.

There is, however, a fundamental difference between the way that Maslow and Alderfer propose that the needs operate. Where Maslow suggested a linear movement from one need to the next, Alderfer suggested that, in addition to the satisfaction-progression process, (Steers 1979:33) there also exists what is referred to as the frustration-regression hypothesis, as illustrated in figure 2.2.



Key:

Satisfaction-progression _____

Frustration-regression

Figure 2.2: Satisfaction-progression, frustration-regression components of the ERG theory.

Source: Steers (in: Pinder 2008:77)

The figure above indicates that failure to satisfy a need renders it less important, and the focus goes on to another need in any direction, up or down. For example, if an individual feels that his/her growth needs are not being satisfied, he/she can regress to the relatedness or existence needs. This is directly opposite to what Maslow suggested. With Maslow, an unsatisfied need activates one to strive for that particular need. Alderfer further suggested that it is possible for more than one need to be operational at any one time (Sargent 1990:8).

When a principal mentions the need for increased compensation (existence need) to be in line with what he or she is expected to do, as well as the need to improve results (growth need) and have a winning team (relatedness need) on his side, he is practically indicating the need for all three simultaneously. This is in line with what Alderfer suggested.

2.3.3 Murray's manifest-needs theory

Just like Maslow and Alderfer, Murray (in: Jordaan & Jordaan 1989:657) distinguished between different kinds of needs which form the basis of human behaviour. Murray defined a 'need' as a hypothetical entity that can only be observed through the specific behaviour of an individual which forces him/her to be aware of things that can satisfy the particular need. The force may be weak or strong, induced by the environment, and accompanied by a certain kind of emotion, which results in either approach or avoidance behaviours (Pinder 2008:68). Below are some of the needs as described by Murray. Each need is preceded by a letter *n* for need.

Table 2.1: Murray's manifest-needs theory

Source: Jordaan & Jordaan (1989:657)

Need	Definition
nAchievement	To maintain a high standard; to excel; to overcome stumbling blocks; to master things, situations, ideas, and problems.
nDominance	To be in control of the human environment; to influence people; to control people's behaviour by means of suggestion, persuasion and command; to convince people of the correctness of your ideas.
nExhibition	To impress people; to be "seen" and "heard"; to shock, entertain, overawe; to attract attention.
nAffiliation	To be "near" to people and work or mix pleurably with them; to win the affection of other people; to be loyal to friends.
nAutonomy	To be free and escape from limitations; to stop or avoid behaviour prescribed by dominating people; to go against conventions.
nHarm avoidance	To avoid pain, physical injury and illness; to escape from dangerous situations; to take precautions against sorrow.
nDeference	To admire and support a superior person; to praise him or her; to give in easily to the influence of another person; to follow and abide by conventions.
nNurturance	To be sympathetic towards and satisfy the needs of helpless people; to render assistance; to protect; to support; to comfort.
nCounteraction	To overcome failure by trying again; to wipe out humiliation through renewed striving; to overcome weaknesses and stumbling blocks; to maintain self-respect.

The difference between Alderfer's, Maslow's and Murray's ideas is that Murray's needs are not placed in any hierarchical order, neither do they have a hierarchical relationship with one another. This means that an individual can demonstrate a high need for achievement, autonomy, and exhibition, while simultaneously having a low need for deference. What made Murray's theory popular is this multivariate approach to need structures which allows for more flexibility and specificity (Steers 1979:37).

The above theory can be observed in the daily lives of school principals where individuals will talk of their different needs, made unique by their exclusive environments. Murray's needs take into account the different settings and personality traits that an individual has to function under, so that it is not a general kind of approach, as suggested by Maslow, and to a certain extent by Alderfer.

2.3.4 McClelland's learned-needs theory

David McClelland's theory is also referred to as the 'three needs' theory, or the 'achievement motivator' theory (Roos 2005:27). McClelland, who was a student of Murray, studied the basic needs and divided them into three groups (Pinder 2008:78; Schaefer 1977:10).

The three groups are identified by Sargent (1990: 8), Schaefer (1977: 10) and Steers (1979:57) as the following:

- The need for achievement, defined as the need to excel, or for competitive success.
- The need for power, defined as the need to control and influence other people.
- The need for affiliation, defined as the need for warm and friendly relationships with others.

McClelland did not place the needs in any particular order or hierarchy, but acted from the premise that every person has each of these needs to some degree (Schaefer 1977:10). What is of greater significance is that McClelland argued that the needs are not inborn or innate, but are learned from experience in the environment (Pinder 2008:78). McClelland believed that the needs are learned at an early age, but he also believed that it is possible to alter these need states, and that persons can be trained to increase their needs' strengths (Steers 1979:37).

2.3.5 Herzberg's two-factor theory

Of the major theories in the area of job satisfaction, Herzberg's two-factor theory is regarded as the pioneer theory of motivation (Mimon & Oplatka 2008:137). Frederick Herzberg undertook a study of those elements in the workplace that produce worker satisfaction or dissatisfaction (Rosenbaum 1982:21). Unlike Maslow, Murray and McClelland, who did not address the problem of the workplace, Herzberg specifically looked into the role of motivation in the workplace (Steers 1979:392). His initial research was done with a group of accountants and engineers, but was later extended to various other groups, like housewives, unskilled catering staff, professional women, scientists, teachers, and nurses, from different countries (Mumford 1972:66). The findings from these studies reflect that human beings have two sets of needs. One set stems from the human as an 'animal' with survival tendencies to avoid pain and deprivation from the environment. This is linked to Maslow's lower-order needs. The other set relates to the human characteristic to grow and develop, and is linked to Maslow's higher-order needs (Herzberg 1976:58; Mumford 1972:66).

Herzberg (1976:60) says that "*It is what man can accomplish that makes him human, and what he can accomplish on the job will determine his human feelings*". He came up with what is known as the two-factor theory or the motivation-hygiene theory, which is generally accepted as a useful and revealing way of interpreting people's experiences at work (Faris 1976:18). The factors involved in producing job satisfaction are not the same as the factors that lead to job dissatisfaction. These factors are also not the opposite of each other. Feelings of job satisfaction and job dissatisfaction are independent of each other. It is possible for an employee to be happy about certain aspects of the job while unhappy with other aspects. The opposite of job satisfaction is not job dissatisfaction but *no* job satisfaction (Herzberg 1976:58; Pinder 2008:32). The satisfaction-dissatisfaction continuum is a single set of factors that explain job satisfaction, and another set that explains job dissatisfaction (Faris 1976:18).

Employees describe satisfying experiences as factors that are intrinsic to the content of the job itself (Steers 1979:392). Pinder (2008:81) defined 'intrinsic behaviour' as behaviour that is performed for its own sake, not for the sake of any material or social rewards. The intrinsic factors are also referred to as 'motivators' and they present a sense of pride and accomplishment that correspond with Maslow's higher-order needs (Rosenbaum 1982:21). Motivators make people work harder and better, and reflect their need for esteem and self-fulfilment (Grensing 1991:3; Sargent 1990:7).

Herzberg (1976:58) identified several sources of job satisfaction which he called 'motivators', namely

- achievement;
- recognition;
- the work itself;
- responsibility; and
- advancement/growth.

Herzberg (1976:58) also identified factors associated with feelings of unhappiness and job dissatisfaction. These he called 'hygiene' or 'maintenance' factors (Faris 1976:18). Hygiene factors are extrinsic in their nature and are involved in the context of the job itself. They are associated with matters peripheral to job performance, and include the following:

- company policy;
- administration;
- supervision;
- interpersonal relations;
- working conditions;
- salary;
- status; and
- security.

These factors describe the work environment where an employee, such as a school principal, operates. They are referred to as 'maintenance' factors, because they help to maintain a certain level of productivity and positive behaviour (Grensing 1991:3).

Sargent (1990:7) indicates that hygiene factors

- are necessary minimum requirements for a healthy workplace;
- inspire people to come to work and stay there; and
- not necessarily encourage people to be productive at work.

Pinder 2008:34) indicated that hygiene factors provide a shorter-lasting job experience for employees than motivators. When present, people quickly take them for granted, and that soon results in a decrease in work performance. Hygiene factors are important for a person such as a school principal to transcend, and to experience higher levels of motivation (Rosenbaum 1982:21).

2.4 DISCUSSION OF THE NEEDS THEORIES

The needs theories have been criticised by other behavioural scientists for various reasons. One of the major reasons is that the needs theories have scant empirical data to support their conclusions (Graham & Messner 1998:196). Lawler and Nadler (in: Steers 1979:216) indicate that the approaches that seem to have been operational towards the formulation of the needs theories, like the ones discussed above, are the assumptions that:

- All employees (e.g., school principals) are alike. Although the theories may present persons differently, they all seem to suggest that all humans want the same things, and that their needs are all similar. What that means is that whatever motivates one principal should motivate another.
- All situations are alike. The theories assume that you can make the same application in all situations, which is not necessarily the case.

- There is only one best way. The assumption is that when faced with situations that can be described as similar in appearance, then it means that there is only one way of resolving all those situations.

Some of the critics, as tabled by Salancik and Pfeffer (in: Steers 1979:76), indicate that need-satisfaction theories have serious limitations, and some of the concepts are ambiguous. Regarding, for example, the concept of *needs*, some theorists like Maslow state that the origin of a need is inborn or instinctive, while others like McClelland posits that needs are learned. This causes a dilemma. Need-satisfaction models also explain individual actions in response to needs, but fail to credit the adaptability of individuals, such as school principals, in the pursuit of satisfaction.

Pinder (2008:74) suggested that the need-satisfaction model is also hard to operationalise for scientific testing. For example, the two-factor theory of Herzberg seems to be oversimplified, or severely limited in validity. This is based on how Herzberg conducted his research. Three points of concern were raised that other researchers believe can influence the results of studies using this model:

- Inference

It is difficult to measure concepts such as *attitude* and *motivation* as if they were physical entities, thus the researcher has to infer the outcomes as a means of measurement.

- Reliability of measurements

The measurements of concepts may vary from time to time.

- Reactivity of measurements

Asking people how they feel about their jobs may influence how they respond.

Theories based on concepts such as 'needs' are destined to be of limited value in understanding human behaviour, as they leave a lot of question marks. They are in their nature only capable of making interpretations of behaviour after-the-fact and less capable of making predictions before the fact (Pinder 2008:249).

In spite of the criticisms labelled against the needs-satisfaction theories, they have to a large extent, contributed to studies on job satisfaction (Graham & Messner 1998:196; Bennett 1998:30), and have laid the foundation for further research in the field of behavioural science. Needs-satisfaction theories have had a positive impact on organisations when used by managers to address the needs of employees and involve them in the development, assessment, and evaluation of their own work (Roos 2005:24). This could have significant implications for school principals.

2.5 PROCESS THEORIES

Process theories posit that there is a significant relationship between human behaviour and certain variables, such as personality, values, needs, attitudes, and expectations, that may affect the level of job satisfaction of an individual (Steers 1979:210).

The process theories that the researcher will deal with are the equity and valence theories.

2.5.1 Equity theory

The equity theory was first introduced by Stacy Adams in 1965 (Roos 2005:30; Chindanya 2002:52). The theory deals with social comparison processes (Steers 1979:210). Mowday (in: Steers 1979:124) indicated that social relationships can be regarded as exchange processes where an individual performs a specific act in exchange for a specific expected reward. This is because people are never passive

observers of events at work. They observe and learn that certain actions lead to particular reactions, and that affects how they behave.

The equity theory generally suggests that the way people evaluate their jobs is largely influenced by their perceived treatment in comparison to others in a similar situation (Sell & Shipley 1979:59). People have beliefs about the value of their contribution at work, and how their contributions are going to be rewarded. Over time, people develop beliefs of what they think is fair treatment in relation to their contributions. The beliefs of people regarding how they are treated is always in comparison to the treatment that others receive who are in similar circumstances (Pinder 2008:316; Chindanya 2002:53; Garudzo-Kusereka 2003:44).

People always judge that they are bringing something of value into the workplace, and this they regard as their input. Different people make different inputs, depending on the nature of the job and the requirements.

The following may be regarded as inputs:

- education;
- intelligence;
- experience;
- training;
- skills;
- seniority;
- age;
- sex;
- ethnic background;
- social status; and
- effort.

Different people recognise different inputs. Adams (in: Steers 1979:107) said that whenever two individuals exchange something, there is the possibility that one or both will feel that the exchange was inequitable. The important characteristic of an input is that it must be relevant and be recognisable by both parties.

Pinder (2008:316) indicated that what people receive as a reward for their efforts or input is regarded as an outcome. Different people (including school principals) appreciate different outcomes.

The following can be regarded as outcomes:

- salary;
- fringe benefits;
- job satisfaction;
- status;
- an opportunity to learn; and
- physical outcomes/privileges (for example, cars).

People usually evaluate their outcomes based on their inputs. If their view is that the outcome befits the input, then equity or satisfaction has been reached. In a situation where an individual feels that the outcome is not equivalent to the input, then a state of inequity or dissatisfaction is reached. The state of equity or inequity is always based on an individual's perceived value of the input, and the value of the output in comparison to others. Below follows a figure that explains the two concepts symbolically.

Equity ratio:

$$\frac{O_p}{I_p} = \frac{O_o}{I_o}$$

Inequity ratio:

$$\frac{O_p}{I_p} < \frac{O_o}{I_o} \quad \text{or} \quad \frac{O_p}{I_p} > \frac{O_o}{I_o}$$

Source: Steers (1979:91-92)

In other instances, the outcome for the input of an individual can be more than the outcome of the input of another. Individuals have shown greater tolerance for this sort of (positive) inequity situation than in cases where they believe that there is (negative) inequity (Pinder 2008:316). Inequity results in the creation of tension in an individual that results in job dissatisfaction - the greater the perceived discrepancy between the outcome and the input, the more the tension. This causes an individual to act to reduce the tension (Sell & Shipley 1979:60).

There are different measures that an individual can take to try and reduce the tension caused by inequity. Adams (in: Steers 1979:114) indicated some of the actions that individuals, including principals, can take, guided by their specific circumstances.

- Altering the inputs: When altering inputs, people can either increase productivity when they assume that an increased input will result in increased outcome, or they may reduce production/input to a level where they assume that it matches the outcome.
- Altering outcomes: Individuals may negotiate for an increase in salary or benefits, so as to try and match what they perceive to be in line with their input.
- Distorting inputs and outcomes cognitively: People can drop their expectations by changing the weight placed on the value they have placed on the outcomes in relation to the inputs.

- Leaving the field: This can happen in several ways, namely by absenteeism, quitting the job, or taking a transfer.

Most studies of the equity theory focus on money as the basic outcome, and thus create several limitations, because money is not the only variable that constitutes outcome. Different people also see inputs and outcomes differently based on many other factors and variables (Balgobind 2002:42).

2.5.2 Expectancy/valence theory

The above-mentioned theory goes under several names, such as the expectancy theory, instrumentality theory, path-goal theory, and the valence-instrumentality-expectancy (VIE) theory. The expectancy theory is a cognitive theory that views individuals as thinking beings with beliefs and anticipations for the future. As such the theory posits that human behaviour is a result of some of the products determined by an individual's characteristics or internal forces and the perceived environment (Steers 1979:210). The expectancy theory is based on the following assumptions, as explained by Nadler and Lawler III (in: Steers 1979:217):

- Behaviour is determined by a combination of forces in the individual (intrinsic) and environmental factors (extrinsic). This means that people have specific needs which are influenced by their experiences in life. They then develop expectations of how they will be treated at work. The work environment provides other extrinsic factors that will affect how an individual reacts.
- People make decisions about their own behaviour in organisations. They determine whether they want to stay in the organisation or not. If they stay they will determine how long they want to stay. They make decisions based on their input and performance.
- Different people place different values on the same things as different people have different needs and goals.

- People do the things that they regard as bringing about desirable outcomes and avoid those that they perceive as causing undesirable outcomes.

The core elements of the VIE theory are the expectations that people have about being able to perform well in their jobs, and whether good performance will make them succeed, and if their performance will be rewarded accordingly (Pinder 2008:363; Garudzo-Kusereka 2003:39; Chindanya 2002:47). Vroom (Roos 2005:32; Thomas 2000:10) believes that people perceive outcomes as related to behaviour. They always look at the possible outcomes of behaviour before making choices, and choose the most favourable outcome as a premise for their behaviour. The assumption is that people choose behaviours based on the anticipated consequences or outcomes (Roos 2005:32; Thomas 2000:10). Thus, according to Lawler III (in: Gruneberg 1976:90), an employee's behaviour is determined by two variables, namely

- *Effort-reward probability*: This is an individual's own subjective perception and belief that when he/she makes a certain amount of effort to effectively perform his/her duties it will result in a reward or a positively valued outcome. The effort-reward probability simply means that the probability of effort will lead to performance (expectancy), and the probability of performance will lead to a reward (instrumentality).

According to Schaefer (1977:10), expectancy is the probability the person sees of accomplishing something and then being rewarded for it. Pinder (2008:367) adds that expectancy is influenced by the strength of the belief of an individual that what he/she has achieved is a result of his/her actions. The strength of the belief is influenced by a number of factors, such as his/her level of education, experience, skills, confidence, and the support given. Instrumentality is the connection between performance and the outcomes gained. For example, 'soothing' is instrumental if it helps in the attainment of something (Pinder 2008:366).

- *Valence*: Valence is the importance or value that an individual places on an expected outcome/reward or achievement that came as a result of effective performance (Gruneberg 1976:90; Schaefer 1977:10). Lawler III (in: Gruneberg 1976:92) distinguished between two sets of rewards, namely extrinsic and intrinsic rewards. Extrinsic rewards form part of the job situation and are given by others. These rewards satisfy the lower-order needs, as explained by Maslow (salary, security and acceptance). The intrinsic needs are internally-mediated by individuals as a way of rewarding themselves. These involve feelings of accomplishment, achievement and development, and satisfy the higher-order needs like self-esteem and self-actualisation. Pinder (2008:365) highlights valence as the expected satisfaction that one would derive from an outcome and not the actual value of the outcome. This is because persons, according to Steers (1979: 218), are different and have different needs based on their life orientation and whatever they use to determine what is of value and what is not. This implies that different people have different valences.

The researcher's interpretation of Vroom's expectancy theory is summed up by means of the illustration in figure 2.3.

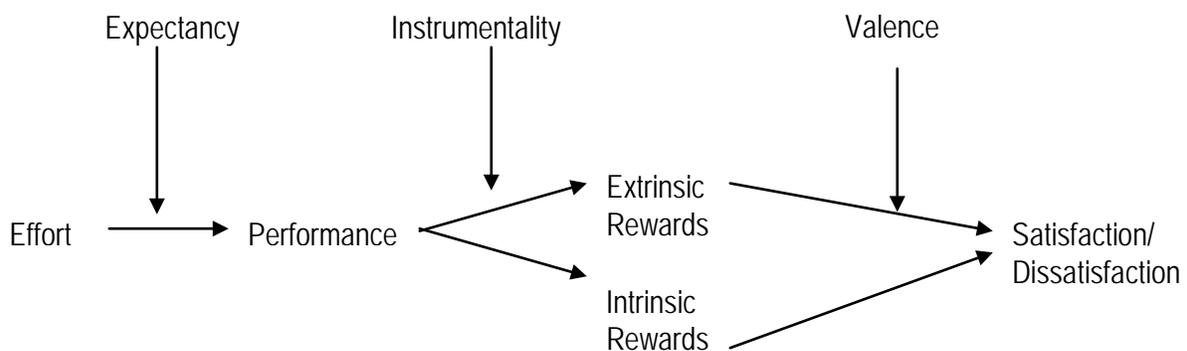


Figure 2.3: The expectancy theory

Source: Adapted and modified from Roos (2005:33)

A person's motivation is a function of

- a. effort-to-performance expectations (expectancy);
- b. performance-to-outcome expectations (instrumentality); and
- c. perceived valence outcomes (valence).

Positive valence leads to job satisfaction, while negative valence leads to job dissatisfaction.

2.6 IMPLICATIONS FOR MANAGING PRINCIPALS

The definition of job satisfaction used in this study is: *A sense of fulfilment brought about by a feeling of achievement and recognition* (see section 1.3.1). Managers, for example, at the Department of Education (DoE) are always concerned with the performance of employees, such as school principals. It is crucial to realise that principals value achievement (performance) and link it to recognition (reward). Since behaviour is the result of both internal and external forces on an individual, it is best to look into both if one wants to influence behaviour in any way. The DoE will have to look into the following three cognitive factors that influence performance and ultimately affect the job satisfaction of the employees, as explained by Pinder (2008:384) and Steers (1979:221), namely

- **Expectancy-related factors:** The DoE needs to ensure that the desired levels of performance are reachable by appointing principals in vacancies that they are trained and skilled for. This will enhance their level of confidence and improve their performance.
- **Instrumentality-related factors:** Rewards with positive valence are usually associated with good performance. Managers at the DoE should ensure that the principals link their desired outcomes to their desired performance. The inverse of this is also true. When the principal's view of the DoE is negative, it can be instrumental to poor performance. The researcher's interview with one of the principals of an underperforming secondary school said that he was

once instructed by a DoE official to report to school at seven o'clock every morning as a punitive measure for his school performing poorly. The threat resulted in the principal arriving early every morning, and going to sleep in the office. The results did not improve.

- **Valence-related factors:** The notion is that the kind of rewards which are given for good performance should be what the principals desire. Managers from the DoE should determine the outcomes that principals value. If there is a need for changing the reward system, then the DoE should make sure that the outcomes are sufficiently significant to motivate substantial change in behaviour. That might mean the DoE having to check the system for equity, and not for equality. Good performers should be better rewarded than poor performers. This is one of the frustrating aspects in education. The salaries of principals are usually determined by the enrolment and size of the school and not by the performance of such principals or schools.

2.7 THE THEORIES AND THEIR IMPLICATIONS FOR JOB SATISFACTION

Different job satisfaction theories have been presented above and classified as discrepancy theories, equity theories or the expectancy theory. The discrepancy theories outline some patterns of individual needs and the difference or discrepancy between what individuals need and what is available to them. The equity theories deal with the comparisons that individuals make regarding their job input and the resulting outcomes in relation to others in similar circumstances. The expectancy theory explains how individuals do their jobs with a certain amount of effort, taking into consideration the probability that their performance will lead to a desirable outcome. The theories presented can be viewed as different, but they are also interlinked.

Figure 2.4 shows the inter-link of the theories on job satisfaction.

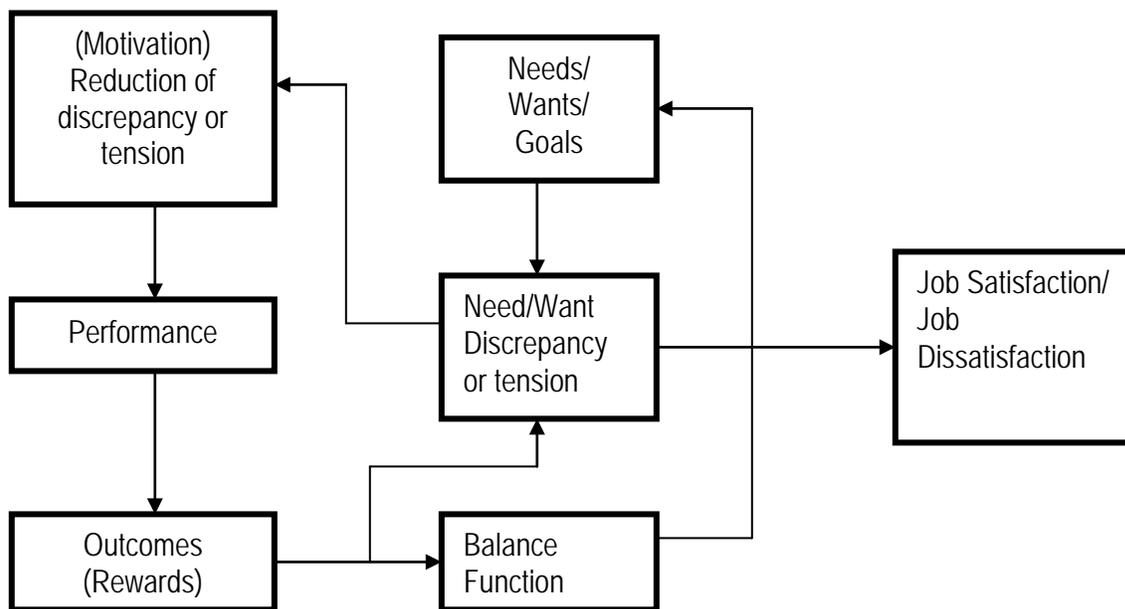


Figure 2.4: Proposed model of the production of job satisfaction

Source: Sell & Shipley (1979:61)

As shown by figure 2.4, people (such as school principals) have needs which can be classified as fulfilled or unfulfilled, while jobs have identifiable characteristics. Job satisfaction results from the correspondence between the needs of the individual and the characteristics of the job (Steers 1979:67). Cope (in: Sell & Shipley 1979:60) indicates that if an individual views his needs as unfulfilled, then a tension or discrepancy is created. An unresolved tension or discrepancy results in individuals feeling dissatisfied with their jobs. More tension can result in higher dissatisfaction levels. Tension can, however, also serve to motivate an individual to reduce the tension. That will result in individuals putting more effort into their performance with an expectation that the reward will follow accordingly. Individuals' needs and expectations should, however, be realistic to their situations, and that means they should have a realistic view of the characteristics of their jobs. This view can either lower the tension leading to higher job satisfaction, or the tension may remain high, leading to low job satisfaction. Job satisfaction, according to Mumford (1972:213), is

not something that remains constant; it alters during an individual's life-time as his/her needs and expectations change.

2.8 SUMMARY

This chapter formed the first part of the literature review. The researcher focused on the different job satisfaction theories, and their implications for the job satisfaction of school principals.

The next chapter will form the second part of the literature review, where the researcher will critically examine the research results of studies that focused on the job satisfaction of educators, and in particular, of principals.

CHAPTER 3

FACTORS THAT INFLUENCE JOB SATISFACTION

3.1 INTRODUCTION

In the previous chapter specific theories on job satisfaction and their implication for education managers, including school principals, and their job satisfaction were discussed.

This chapter constitutes the second phase of the literature review where the researcher will critically examine the research results of investigations that focused on job satisfaction in general, but in particular on the job satisfaction of educators and principals.

3.2 FACTORS THAT INFLUENCE THE JOB SATISFACTION OF SCHOOL PRINCIPALS

The definition of job satisfaction used in this study is *A sense of fulfilment brought about by a feeling of achievement and recognition* (see section 1.3.1). Respect, recognition and reward are regarded as critical factors in effective work relationships (Graham & Messner 1998:196). The same applies to the work of school principals, as they play a central and paramount role in the successful functioning of schools and education in general. The job satisfaction of school principals is central to their effectiveness, especially seeing that it is expected from school principals to perform. Conley, Glassman and Shaw (2007:55) indicated that there is a direct correlation between effective leadership and high learner performance.

Certain specific factors motivate a principal, as much as there are certain challenges that he/she has to face, all of which influence job satisfaction. Cooley *et al.* (2004:58) regard the following as motivating and challenging factors:

- Motivating factors:
 - the excitement that goes with the job;
 - the opportunity to work with educators;
 - the desire to make a difference by influencing the lives of educators and learners; and
 - a change from classroom routine.

- Challenging factors:
 - long hours;
 - politics;
 - limited mobility;
 - unsatisfactory salary;
 - escalating responsibilities; and
 - little or no job security.

Conley *et al.* (2007:55) highlighted the importance of the job satisfaction of principals. While high job satisfaction is linked to effectiveness, low job satisfaction can result in at least two dimensions being negatively affected, namely psychological and physical withdrawal from the job. Disillusioned principals are more likely to give up their jobs. This quitting may not only be physically but also mentally, where a person is “here but not here”. This leaves the learners, educators, and parents in a predicament, due to the ‘absence’ of the principal.

Steyn and van Wyk (1999:38) categorise the factors that influence the job satisfaction of educators and principals as *organisational structural factors*, *organisational practice factors*, and *background factors*.

Figure 3.1 below indicates the determinants of satisfaction and dissatisfaction.

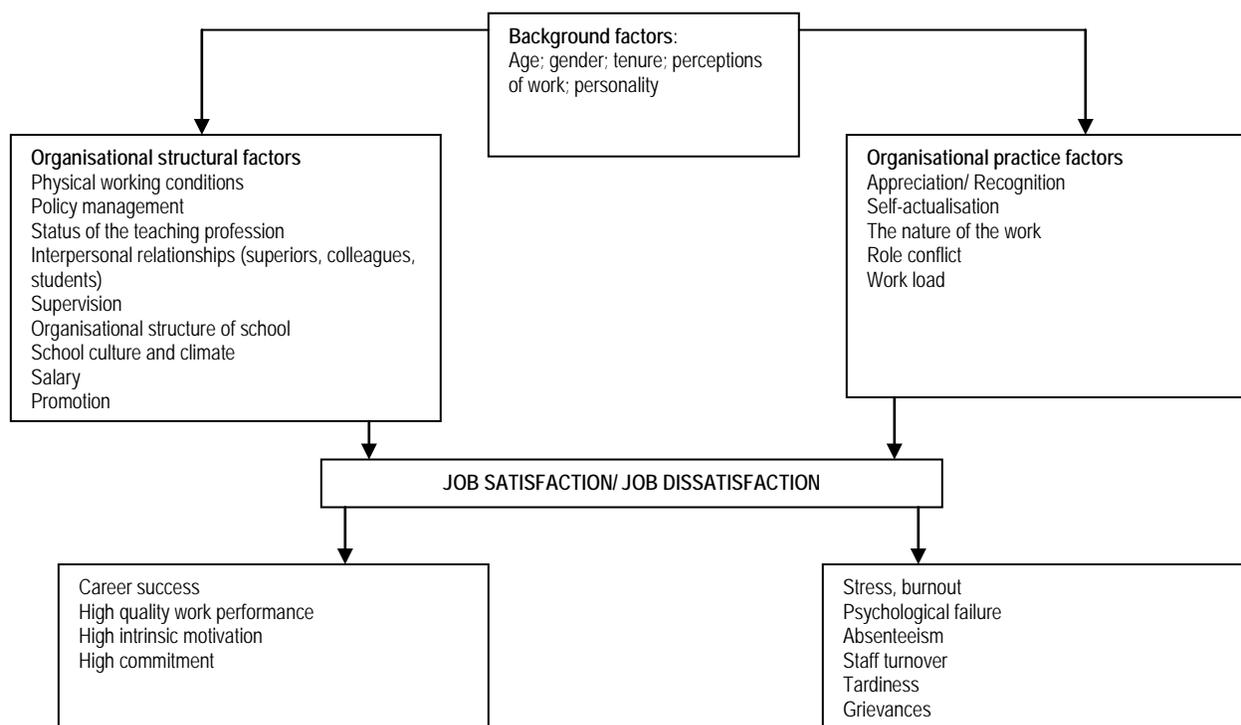


Figure 3.1: The determinants of satisfaction and dissatisfaction

Source: Steyn & van Wyk (1999:38)

What the diagram depicts is that individuals bring their different backgrounds to work. How an individual views and evaluates the organisational structural factors as well as the organisational practice factors depends on his/her background. This can lead to either job satisfaction or dissatisfaction.

The researcher will next critically discuss the above-mentioned three factors, namely the background factors, organisational structural factors and organisational practice factors, that influence the job satisfaction of educators, in particular of principals.

3.3 JOB SATISFACTION AND BACKGROUND FACTORS

Background or individual differences are based on several factors like gender, age coupled with experience, as well as the level of education.

The researcher will look into research done on some of these factors.

3.3.1 Gender

According to Hulin and Smith (in: Gruneberg 1976:175), early research on gender and job satisfaction indicated that the findings of investigations on gender differences and job satisfaction are somewhat inconsistent and contradictory, and show no clear significant correlation. Various researchers have come to different conclusions regarding the relationship between gender and job satisfaction. Some studies show women employees to be more satisfied than men, while other studies show men as being more satisfied than women.

According to Mimon and Oplatka (2008:138), most researchers indicated no significant differences between the two sexes in relation to job satisfaction. Gender differences can, however, be found in specific *dimensions* of job satisfaction. Roos (2005:70) indicated that when differences occur it can be due to the different roles and not necessarily to gender. This means that men and women occupying similar positions do not experience different levels of job satisfaction. The research on gender and job satisfaction shows that it is not gender *per se* that affects job satisfaction. Rather, it is the occupation-specific variables that have an effect. There are other variables like salary, age, tenure, level of responsibility, style of management, and role conflict that need to be examined for their possible influence on job satisfaction (Roos 2005:70; Fourie 2004:26).

According to Graham and Messner (1998:197), women principals approach their managerial tasks differently to men. Women are more concerned, nurturing and

caring. Whitaker (2003:159) refers to this type of leadership style as 'transformative and inclusive'. Females have a collaborative approach to management, which is different to that of their male counterparts. This is because female administrators tend to be more concerned about human relationships than men. Women place the accent on caring and love for others through responsiveness to others' needs, altruism and self-sacrifice (Oplatka 2002:223). Rather than use power as domination, women prefer 'power with' people. They prefer doing 'things with people' rather than 'making people do things' – a style often adopted by their male counterparts. Caring for staff, the learners, and instructional issues are of great value to women principals, and this has a positive impact on their level of job satisfaction (Mimon & Oplatka 2008:149).

Other factors, too, can affect the level of job satisfaction of women principals as compared to their male counterparts. According to Graham and Messner 1998:197), some of the crucial factors are the challenges and demands related to home and family responsibilities. Eckman (2002:57) indicated that the dual role of the principal as professional and as homemaker is one of the biggest barriers to a woman principal's career development. The expectation placed upon secondary school principals, especially in terms of extra-curricular activities (evening and week-end meetings), places a lot of strain on the female secondary school principal as compared to her male counterpart. According to Eckman (2002:57), the women secondary school principals who try to equally balance their commitment to their families and to the school show greater role conflict and less job satisfaction. However, this finding has proved to be controversial. A recent article in the *Business Times* (2009:15), conducted at the University of Illinois in Chicago, showed that women are incorrectly seen as having greater family-work conflict than men. The study indicated that even though female employees actually reported slightly less family-work conflict than men, their managers still perceived them as having greater family-work conflict. The more children a woman has, the greater the perception of family-work conflict. This is what, among other factors, makes the research results on gender and job satisfaction so contradictory, because when gender is co-varied with other variables, different results are obtained (Roos 2005:70). This is because of the

assumption that multiple roles lead to role conflict if the individual fails to make concessions that allow him/her to regulate time and energy in both spheres of family and work (Moore 2009:42).

Gender also influences perceptions of work. According to Kochan, Mathews and Spencer (2000:303), women principals view their tasks and ways of executing them more globally than men. Female principals usually identify the need to make facilities more inviting because they recognise the impact of deteriorated facilities to the morale. Male principals, on the other hand, seem to approach tasks in a linear, less integrated fashion. Males seldom make mention of facilities as 'problematic'.

3.3.2 Age

Studies show no clear-cut relationship between age and job satisfaction. Some researchers came up with the U-shaped model, while others referred to the inverted U-shape model (Roos 2005:68; Fourie 2004:26). Earlier studies conducted by Herzberg (in: Faris 1976:22) illustrate morale/job satisfaction versus age, as indicated below in figure 3.2 (the U-shaped pattern).

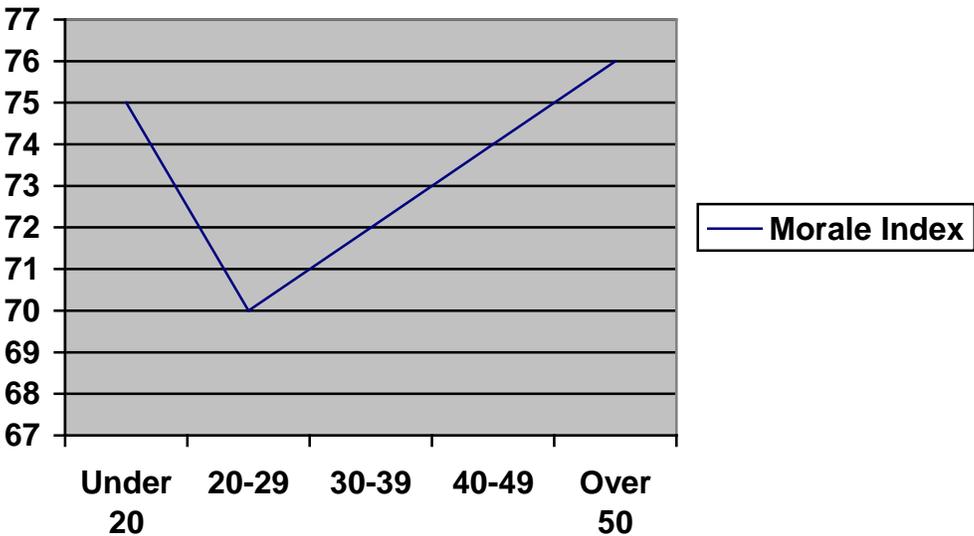


Figure 3.2: The relationship between age and morale

Source: Adapted and modified from Faris (1976:2)

The graph indicates that the morale of young employees as being high, and it tends to decline with an increase in age (20 to 29). Dissatisfied youngsters around the ages of 20 to 29 often have the inclination to move between jobs and do not stay around long enough to develop job satisfaction. During the mid-twenties their morale is very low. This could be because earlier on in life the young workers have very high expectations in terms of what the job holds for them. There is also a lot of job changing during that period. From the late twenties to early thirties there is a steady increase in job satisfaction coupled with a higher morale. At that point the individuals usually settle in their jobs, and may find satisfaction from other factors that do not necessarily have to do with the job itself (Chye, Hain & Kong 1993:31; Clark & Oswald 1996:57; McNeely 1988:163). Lawther (in: Ghazi 2004:69) indicated that while job satisfaction increases with age, job values remain constant with age. The determinants of job satisfaction are intrinsic to education for younger educators and extrinsic to education for older educators. According to data gathered by the United States based Walker Information Global Network, persons over 45 years of age are more likely to stay with their employer for the longest period. There are various reasons why people would choose to stay or leave the job. An important question on any employer's mind is, "Are people staying because they want to be here, ought to be here, or need to be here?" (Bennett 2002:1).

The U-shaped model suggests that there is a steady increase in job satisfaction with an increase in age, but other researchers seem to suggest the opposite. According to research done earlier by researchers such as Saleh and Otis (in: Gruneberg 1976:169), studies generally show an increase in the level of job satisfaction with age. Job satisfaction, however, shows a decline in the 'terminal period' - that is five years before retirement. This could also be applicable to principals. The decline in job satisfaction could be attributed to the perceived stagnation of the individual. This is due to the anticipated blocking of channels for self-actualisation and growth, such as achievement, recognition, advancement, responsibility, and growth in skills, which are the sources of true job satisfaction. It is at this time that individuals feel that

opportunities for advancement and promotion are limited. A person may feel redundant, and that decreases the level of job satisfaction.

Other factors that can impact on the relationship between age and job satisfaction are the physical pressures that individuals may start to feel. This is especially true if they perceive that their workload surpasses their energy levels due to fatigue or to ill-health that may come with age.

Figure 3.3 gives an indication of the levels of job satisfaction in comparison to age.

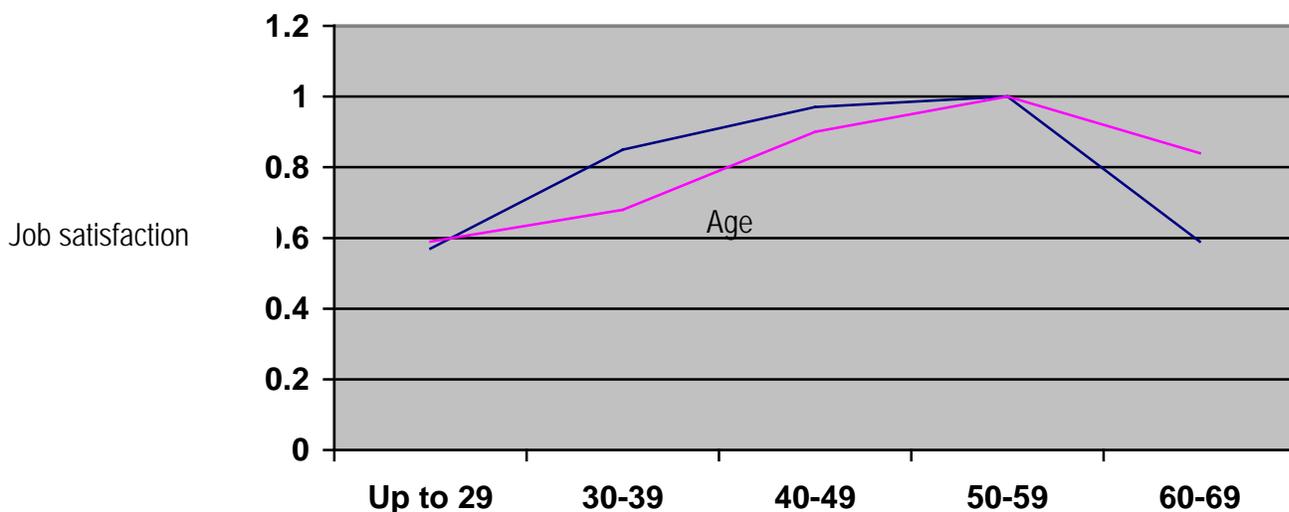


Figure 3.3: Levels of job satisfaction through five periods of work experience for two age groups

Source: Gruneberg (1976:17)

Tulgan (in: Pinder 2008:15) found that professionals between the ages of 21 to 31 in various professions display similar characteristics. They can be summed up in four consistent themes, namely

- belonging to a work unit where they can make a meaningful contribution;
- learning professional and personal development through access to sufficient information for self-development and involvement in decision-making;
- working in a context where they develop their own work problems; and

- experiencing a sense of security by remaining in one place or a few organisations, or moving on only when there is a need to.

School principals go through stages in their careers. The first stage can be regarded as the *induction stage*, where a new principal is socialised into his/her new role. The next stage is the *established stage*, and is characterised by growth and enthusiasm (Mulford & Edmunds 2009:147). The next stage is the *maintenance/renewal stage*. The age of the individuals at this stage is usually between 40 and 55 years. Now principals may experience diminishing opportunities for professional growth, feelings of stagnation, loss of enthusiasm, and disenchantment. They begin to feel redundant because the chances of promotion are slim. At the same time they have matured in age and experience, diminishing their opportunities to start a new career (Oplatka 2004:45). The limited mobility that the principals experience is a source of frustration and is a contributing factor to why educators are sometimes reluctant to apply for the post of principal (Cooley *et al.* 2004:59). Alternatively, the principal may feel high levels of self-fulfilment, enchantment, job satisfaction and self-renewal (Oplatka 2004:45).

3.3.3 Tenure

Job tenure is regarded as one of the independent variables that impact on job satisfaction. Job tenure and age are positively related. This is because the age of a person usually determines his/her experience, which, in turn, influences tenure. Thus, the U-shaped pattern that signifies the relationship between age and job satisfaction is equally applicable where tenure is involved. While some researchers found no significant direct correlation between job tenure and job satisfaction, some have linked job tenure to job satisfaction (Mimon & Oplatka 2008:139; Roos 2005:72).

Research by Graham and Messner (1998:197) showed that the more experienced, and thus tenured school leaders were significantly more satisfied with their co-

workers and with their remuneration than their inexperienced counterparts, who were significantly more satisfied with opportunities for promotion.

3.3.4 Personality and perceptions of work

A study conducted by Bennett (2003:1) indicated that individual personalities are differently related to organisational productivity, ranging from extremely negative to very positive. According to Nir (2000:333), personality characteristics may influence a school principal's behaviour and affect his/her level of performance. Nir (2000:333) distinguished between two kinds of personality traits, namely the internally controlled and the externally controlled. A person characterised by an external locus of control believes that life events are beyond his/her control, and can be ascribed to fate, luck, or destiny. People characterised by an internal locus of control, on the other hand, are more inclined to try to influence their environment. They are innovative, inquisitive, and curious. Such persons have more confidence in their ability to complete career decision-making tasks and are less alienated from their work, with a greater ability to handle stress. They do not rely on coercion, but rather use the power of persuasion when dealing with people. These people, as principals, experience more job satisfaction.

A study by Boris-Schacter and Merrifield (2000:90), on *Why particularly good principals don't quit* indicates that the principals demonstrate common personality traits and perceptions towards work. They have all removed the "burden of ascribed omniscience" by consciously rejecting the old-fashioned notions of principals as controlling mothers or fathers. They show a willingness to learn in response to what the role demands. This enhances their job satisfaction. One principal said that their task was to lead others towards learning, but that they could not lead where they would not go themselves.

3.4 JOB SATISFACTION AND ORGANISATIONAL PRACTICE

The *organisational practice factors* are factors that can be linked to Herzberg's motivators, and arise from the educator's professional activities and job performance (Steyn & Van Wyk 1999:38).

3.4.1 The nature of the work

Research on the job satisfaction of American educators, conducted by Moomaw and Pearson (2005:38), indicated working conditions as being more related to satisfaction than background variables such as sex, age, or years of experience. The nature of the job is an important determinant for employees to check whether good performance will lead to feelings of accomplishment, growth, and self-esteem, and whether individuals will find their jobs to be intrinsically motivating. Moomaw and Pearson (2005:38) confirmed that jobs that are intrinsically rewarding motivate educators and principals. Several behavioural scientists have thus concluded that the nature of a job is an important determinant of job satisfaction.

In their investigation on the correlates between job and growth satisfaction among secondary school administrators, Conley *et al.* (2007:54) found that in general, the best category of job satisfaction was the characteristics of the jobs performed by the administrator, such as the school principal. According to Pinder (2008:209), Herzberg's theory argues that jobs must feature a number of characteristics to permit them to arouse and satisfy growth needs. Jobs should permit achievement as well as recognition of the achievement. They should be interesting to perform and should permit feelings of growth and advancement, as well as feelings of responsibility on the part of the employee. Hackman and Oldham (in: Pinder 2008:209) developed a job characteristic model which can be summed up to indicate that jobs should be designed in such a way so as to generate experiences of meaningfulness, responsibility, and feedback for the employee.

3.4.1.1 *Meaningfulness*

'Meaningfulness' means that an employee, for example a school principal, has the notion that his/her efforts or input counts for something, or are somehow important to someone (Pinder 2008:209). According to Hacman and Oldham (in: Pinder 2008:210), there are three core factors that make a job meaningful, namely *variety*, *task identity* and *task significance*. These will be discussed below.

One of the earlier researches by Cooper (in: Mumford 1972:157) mentioned *variety* as being formed by physical and skills variety. Physical variety is identified by a series of simple jobs that an individual has to perform, instead of one only. Skills variety, on the other hand, refers to the use of different skills and talents by an individual. If a job entails skills variety it also has interest potential and will be more interesting and challenging than the one that provides only physical variety. According to Robertson (1992:59), if jobs are characterised by a limited variety, employees will experience job dissatisfaction. An increase in variety leads to less dissatisfaction.

Task identity refers to doing a job from beginning to end with visible outcomes or results.

Task significance is the degree to which a task has a significant impact on the lives of other people. Conley *et al.* (2007:54) regard work meaningfulness as a significant job characteristic variable, and a strong contributor to the job satisfaction of principals, as it requires the use of multiple skills and abilities.

3.4.1.2 *Responsibility*

Autonomy is required for principals to experience a sense of responsibility. Autonomy is the degree to which the job provides substantial freedom, independence, and discretion in scheduling the work and determining the procedures set in carrying it out (Pinder 2008:211). According to Mumford (1972:157), 'autonomy' implies control and

choice from a number of alternatives. It means setting goals and targets that are both clear and difficult. The more difficult a task is, the more satisfying it is to complete it successfully. Job satisfaction can be obtained from setting and attaining targets, particularly if they are self-imposed.

3.4.1.3 Knowledge of the actual results of the work

By means of feedback an individual can obtain knowledge of the actual results of his/her work. Feedback can be two-fold, emanating either from the job itself, or from the circuit manager or supervisor (Pinder 2008:211). Feedback from the job is immediate and more satisfying if an individual observes the effect of the results of the task and the reaction of the people that one interacts with. For the principal, feedback from the supervisor comes in the form of accountability. Lashway (in: Whitaker 2003:162) states that, "Today accountability demands results in the form of student achievement". In some cases principals face expulsion or suspension if they do not show any improvement in the results. When compared with other characteristics of the work, task feedback has the strongest correlation with job satisfaction.

Figure 3.4 indicates the relationship between core job dimensions, critical psychological states, and personal and work outcomes.

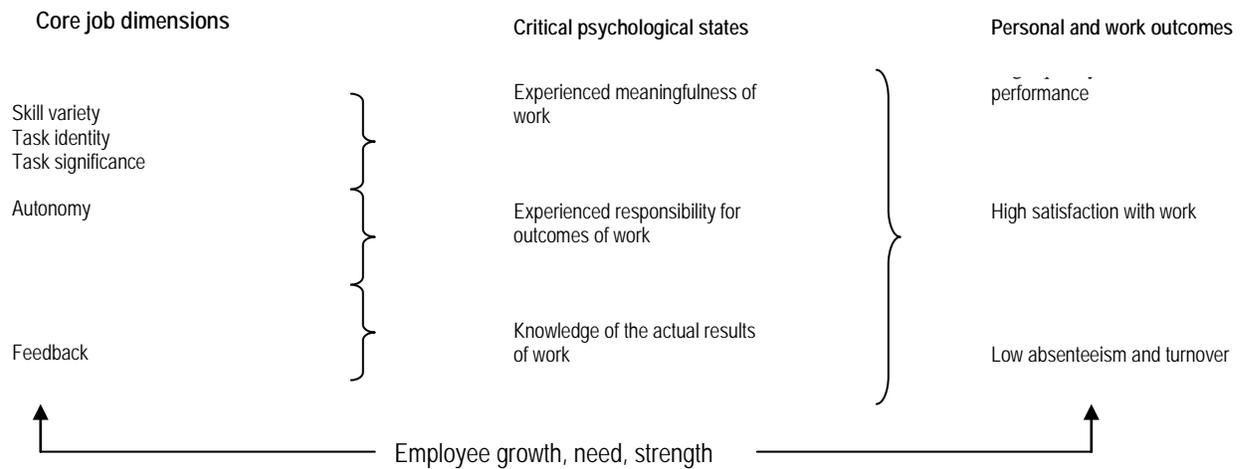


Figure 3.4: The job characteristic model

Source: Robertson (1992:63)

According to the model depicted in figure 3.4, psychological states (experienced meaningfulness, experienced responsibility for the outcomes of work, and the knowledge of the actual results of the work) have an impact on motivation, performance, and job satisfaction. The model is based on the notion of reward, where reward or reinforcement is obtained when a person knows that he/she is responsible for the performance of a task that has a certain value or meaning.

3.4.2 Role conflict

The role conflict that principals often experience affects their level of job satisfaction. An earlier research by Mumford (1972:132) defines a 'role' as "...the behaviour expected of an individual by others who associate with the individual". Conflict may arise when "...the way an individual sees his or her role differs from the way his or her role is perceived by others". Katz and Kahn (in: Van Niekerk 1998:49) define 'role conflict' as "...the simultaneous occurrence of two or more role expectations where compliance with one would make compliance with the other more difficult". According to Chrispeels, Harari, Martin, Rodarte and Strait (1999:425), role conflict and role

ambiguity have been researched as a way to understand the stresses that face school administrators, such as principals. Role conflict "...arises when a person is faced with expectations requiring behaviours that are mutually competing or opposing". Role ambiguity, on the other hand, is when there is "...a lack of clarity regarding the expectations of one's role, the methods for fulfilling those expectations and the consequences for effective or ineffective performance".

Principals are faced with the following types of role conflict:

- overload, which is the extent to which the various role expectations exceed the amount of time and resources available for them to be fulfilled; and
- intra-sender conflict, which refers to the extent to which two or more role expectations from a single role sender are mutually incompatible.

Catano and Stronger (2007:379) highlight the role conflict that school principals are faced with. Principals have to deal with education department officials, parents, educators, and learners, with each group having its own expectations. He/she is constantly trying to balance the conflicting needs and expectations of each group. Does the principal have to be a manager, disciplinarian, visionary, facilitator, transformer, instructional expert, or all of the above? The department expects specific instructional standards that have to be met and implemented by schools. The public, through the media, also have certain expectations of schools. Apart from the normal instruction that schools must provide, they have to pay attention to bullying, violence, and the emotional needs of the learners, and they also have to see to it that the performance of the learners improves. The effectiveness of the school principal is determined by the perceptions of each of the groups mentioned.

Hackman and Schutte (2006:438) indicate the responsibilities placed upon principals as including:

- developing a positive learner-centred culture;
- guiding instruction;
- supervising staff;

- managing resources; and
- serving as a link between learners, educators, parents and the community at large.

A principal also experiences a sense of conflict as he/she strives to be a leader and a visionary, as well as to handle an endless stream of management responsibilities. Management and leadership are described as conceptually opposite, and trying to integrate these roles results in role conflict. The conflict is worsened by the top-down imposition of standards and policies, while at the same time principals are urged to develop bottom-up, collaborative leadership strategies with educators (Cascadden 1998:154). This has the potential to affect the principal's job satisfaction and to create conflict.

Figure 3.5 indicates a role episode model adapted and modified from Chrispeels *et al.* (1999: 426).

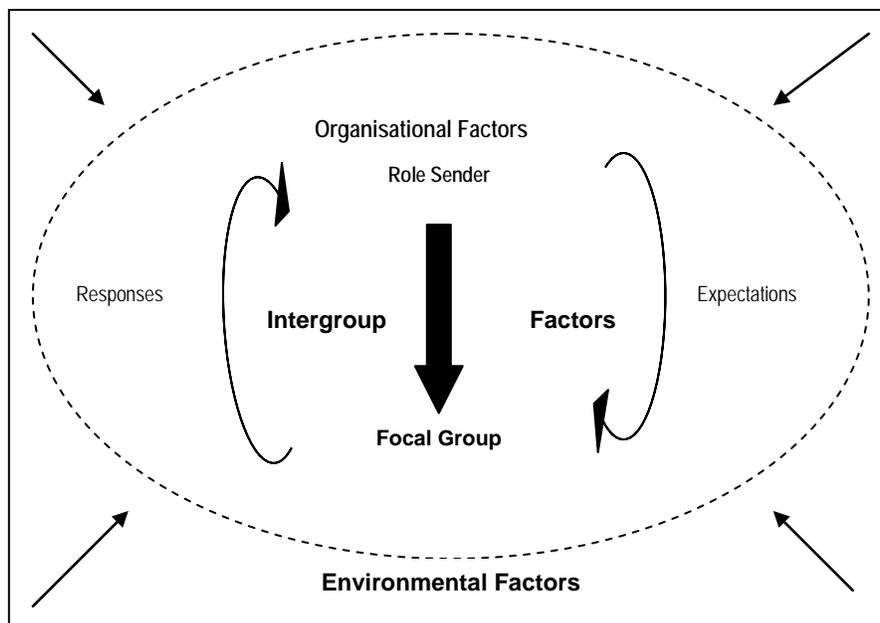


Figure 3.5: The role episode model

Source: Chrispeels *et al.* (1999:42)

According to Eckman (2002:71), what is expected from secondary school principals entails an extensive demand on their time, as well as role conflict in terms of extra-curricular activities, and evening and week-end meetings. Political dynamics also takes its toll. These increased time-demands are mentioned ever so often as a main turn-off for individuals who had visions of pursuing their careers as school principals (Whitaker 2003:161). Conley *et al.* (2007:54) confirm that role conflict is a significant predictor of job satisfaction, and that if role conflict is reduced, there should be an increase in job satisfaction.

The perception also exists that women secondary school principals have to cope with role conflict when they try to balance family responsibilities with the expectations of their jobs. However, research on women secondary school principals show that women are usually older than men when they obtain their first principalship, their children are more independent, and thus there is less role conflict. Accordingly, Eckman (2002:71) states that the older the principal the higher the job satisfaction.

3.4.3 Recognition/appreciation and self-actualisation

According to Steyn and Van Wyk (1999:38), recognition is one of the factors regarded as a motivator which is intrinsic to the job. Expecting recognition is a unique human characteristic that is related to growth, and results in job satisfaction. Studies conducted by numerous authors (in: Graham & Messner 1998:197) on the job satisfaction of school principals, indicate that intrinsic factors contribute towards job satisfaction. Their research confirmed Herzberg's claims that recognition and self-actualisation were among the major factors that motivated principals to perform at their maximum level, and thus led to high degrees of job satisfaction.

Positive feedback is a mainstay in the arsenal of tools used in operant conditioning, organisational behaviour modification programmes, and self-regulation programmes in work organisations (Pinder 2008:174). Ashford (in: Pinder 2008:173) reported on a

study where it was found that regardless of a person's seniority, recognition by a more senior person (e.g. the DoE) was seen as more important than recognition from peers or from self-evaluation. Research conducted by Whitaker (2003:170) on the superintendents' perceptions of factors that discourage applicants from applying for the post of principal cited a lack of appreciation and recognition as one of the major factors.

According to the definition of job satisfaction used in this research, recognition brings about a sense of fulfilment that one can describe as self-actualisation. Maslow regards self-actualisation as the highest level that an individual can achieve, and it can be related to job satisfaction. According to Pinder (2008:73), self-actualisation is that driving force that propels individuals to perform much more than they are currently doing. The bar is raised every time an achievement is obtained and is recognised as such. This perception is a crucial ingredient for school principals as it enhances better performance and the lifting of the standards of their institutions.

3.5 JOB SATISFACTION AND ORGANISATIONAL STRUCTURE

The organisational structural factors are linked with Herzberg's hygiene factors, referring to those outside the actual role and job performance of employees (Steyn & Van Wyk 1999:38).

Organisational structural factors include the following:

- the physical working conditions;
- the status of the teaching profession;
- school culture and climate;
- the organisation of the school;
- policy management;
- supervision;

- inter-personal relationships;
- remuneration; and
- promotion.

The researcher will look into some of these factors that, according to observation, seem the most important. Their implications for job satisfaction will also be explained.

3.5.1 Physical working conditions

Steyn and Van Wyk (1999:40) indicate that working in a poor socio-economic environment has negative implications for the job satisfaction especially of educators and principals. Schools in poverty-stricken areas experience problems such as a lack of resources, vandalism, theft and bullying, great numbers of illiterate parents (hence a lack of parental involvement), unsafe school facilities, and an increase in violence and crime in the school and neighbourhood (Netshitahame & Van Vollenhoven 2002:313).

Recent reports in the media have indicated how violence in poor communities affect the perceptions of educators and principals of their jobs. An article in the *Sunday Times* (Makwabe 2007:4) reported how an educator in a secondary school in Mitchells Plain in Cape Town was attacked by a parent when she tried to discipline a learner. The educator had to spend six months in therapy and was booked off for a year. A recent article in the *Sunday Times* (Makwabe 2009:7) indicated that an educator, whose ambition it was to nurture and educate learners, is afraid of entering her classroom after she was attacked by a learner in class. She ultimately had a nervous breakdown. She believes the learner was seeking attention, as his journal reflected deep resentment towards his parents. The boy spoke of a dysfunctional home where he felt unloved and neglected, and where he had to suffer constant beatings. He described his mother as a liar, and his father as a thief. The above are two examples of the situations principals have to deal with, and which may impact on their job satisfaction.

The North West Province in South Africa is predominantly rural and poor. According to Legotlo, Maaga, Sebege, Van der Westhuisen, Mosoge, Nieuwoudt and Steyn (2002:113), very few of the secondary schools here are equipped with well-stocked libraries and functional laboratories. Water and working toilets are sometimes non-existent. Some of the schools have no chairs, chalkboards, doors or windows. The lack of adequate text-books sometimes results in ten learners having to share one book. These are some of problems the principal has to face and which has a negative effect on his job satisfaction.

An article in the *Business Day* (Ryan 2008:6) highlights the plight of many children who attend school in unpleasant physical and social conditions that are not conducive to learning. Some children at rural schools live with their grandparents, or even in child-run families, who are desperately poor. The children often have no food, as the government's food programme for schools does not extend to secondary school level.

In an article in the *Sunday Times* (Naidoo 2007:4) it was indicated how poverty contributed to suicides among learners. At one secondary school in the Eastern Cape five learners committed suicide over a period of three years. The educators had no idea what the problem was until one learner left a suicide note indicating how tired she was of going to sleep on an empty stomach since her mother had left.

A study conducted by Legotlo *et al.* (2002:114) on the perceptions of stakeholders of the poor performance of grade 12-learners in the North West Province identified the poor socio-economic background of the learners as a factor. According to the research more than 50% of the learners in the sample were from low socio-economic backgrounds, and more than 30% of the parents had either received no schooling or only primary school education. Research also shows that the needs of learners from rural settings are different to those of learners in the urban areas. Learners from rural settings are likely to have many unique characteristics when it comes to prior knowledge, subject knowledge, previous experiences, and lifestyle. All of these

factors are indicative of how a learner will learn (Cheek & Ortlieb 2008: 48), and necessarily impact on the principal and his/her job satisfaction.

Principals in poor communities are faced with many challenges. Children in these communities often experienced some form of trauma in their lives which may result in depression, extreme anxiety, poor attachment to others, and anti-social behaviour. Their performance at school is thus affected, with an increased probability of the learners being retained or dropping out of school (Lyman & Villani 2002:246). In developing countries drop-out and retention rates appear most common with learners from a low socio-economic background. In these countries the causes of poor learner performance include aspects like poverty, malnutrition, absenteeism, and the lack of parental involvement (Legotlo *et al.* 2002:114).

3.5.2 Salary and status

An earlier study on the effect of salary on job satisfaction by Schwab and Wallace (in: Gruneberg 1976:115) indicated that controversy exists over the meaning of salary satisfaction, as put forth by various behavioural scientists. Herzberg (in: Gruneberg 1976:115) for instance, maintains that money can only lead to feelings of dissatisfaction as a hygiene factor, while Lock and Porter (in: Gruneberg 1976:115) define 'satisfaction' as "...a function of the employee's comparison to what exists on the job and what an employee is seeking on the job". Salary satisfaction results when the existing salary corresponds to the desired salary, and dissatisfaction increases when the two diverge. Accordingly, Lawler (in: Gruneberg 1976:115) also proposed that satisfaction with salary should be viewed as a function of the perceived discrepancy between the amount of money a person feels he or she should receive and the amount he or she actually receives. In an article in *The Star* Seale (2007:3) reported how one secondary school educator indicated that her appointment as a Head of Department at a school in Soweto brought about extra administrative duties besides her teaching workload, with only a slight increase in salary. She believes that

her earnings did not reflect her contribution as an educator and administrator of a high performance school.

The standard against which persons, such as school principals, compare their salary is based on what they perceive to be their input or worth in respect of the following:

- skills;
- experience;
- training;
- effort;
- age;
- education; and
- past and present performance.

These factors are also weighed against certain elements of perceived job characteristics, such as the level of difficulty of the job, the time spent on the job, and the responsibilities attached to the work. Pinder (2008:219) indicated that an increase in remuneration is expected by employees who perceive the increases in responsibility and input they have to make in their jobs. The responsibilities given to principals have increased and become more complex, and yet the salaries for principals have not always been commensurate to their responsibilities. The results of a study conducted on the factors that discourage educators to apply for principalship, indicated the salary not being sufficient, compared to the responsibilities that they as principals have. This fact has always been the most important factor discouraging educators from applying for the position of principal (Whitaker 2003: 162). The above observation has also been confirmed by other researchers, such as Cooley *et al.* (2004: 59); Marais, Monteith & Smith (2001:90); Pretorius (2002:1); and Steyn and Van Wyk (1999:39).

Most educators and principals feel that the salary they receive is not a reflection of their responsibilities. This fact is always compared to other professions where people earn better salaries. This problem is not unique to South Africa. A study of 590

secondary school educators and principals in the United Kingdom revealed that the salary they received was amongst the main sources of dissatisfaction. A study involving 445 secondary school educators and principals in California also identified the inadequate salary as one of the factors resulting in job dissatisfaction (Okoroma & Robert-Okah 2007:4).

An article in the *Business Times* by Pretorius (2002:1) mentions how the teaching profession has lost its status. According to Pinder (2008:193), status implies differences among people or social units in terms of honour, esteem, respect, and prestige. Status also serves as an incentive for those who hold the status and the rewards it brings. The general feeling among educators is that education has lost its status. One educator (Pretorius 2002:1) said, *“Fifteen years ago you knew if a qualified educator lived down the road, even if he was not from your own school. Today teaching is no longer respected. People are ambitious and look for better paying jobs with better incentives. In the corporate world people get good incentives while in teaching all that people do is work and work.”*

The respect and prestige that the profession once held has disappeared. According to Pinder (2008:196), this is because the traditional basis for comparing the status of different occupations is income. Seale (2007:3) indicated that one educator who has been teaching for many years said that despite all the years of hard work, she still has nothing to show for it, while many of her former learners have amassed wealth and property she never dreamed possible.

The irony of the whole matter of educator salaries is, according to Chapman *et al.* (2007: 22), the fact that educators' salaries form the biggest proportion of education spending in African countries, and in some cases even account for the largest part of the public service pay bill. Raising the salaries of educators is one way of attracting and retaining quality educators, but the large number of educators means that even modest changes to the educators' level of compensation could result in dramatic financial implications for the government, which most cannot afford.

3.5.3 Interpersonal relationships

A number of investigations have been carried out that have shown a consistent relationship between certain patterns of supervisory behaviour and worker satisfaction. One of the earlier researches on interpersonal relationships by Gruneberg (1976:109) indicated that workers usually have certain expectations from the attitude of their seniors, and the workers' satisfaction is influenced by whether the attitudes of the seniors conform to their expectations or not. Day (2005:284) indicated that what separates effective leaders from ineffective ones is not only the quality of vision, courage and resilience, but interpersonal relations. This is related to how much such leaders care about the people they lead. A study by Lee (2006:373) also demonstrated that principals who share humour in the workplace have educators with higher job satisfaction than principals who do not.

In a study on the factors that promote job satisfaction among school educators, interpersonal relationships showed the highest correlation with job satisfaction of all the variables tested (Maforah 2004:79). When interpersonal relations with educators in a school are good, the level of job satisfaction of principals will be influenced positively.

Interpersonal relationships have been a subject of study in various education environments, and viewed as one of the facets of a good school climate. The principal's role is, amongst others, that of a problem-solver, problem-manager, humanitarian, and administrator (Faraj, Kremer-Hayon & Wubbles 2001:151). Successful and effective principals need to have good interpersonal skills with their colleagues, the parents, learners, community leaders, and other social service personnel. The involvement of the stakeholders does not necessarily guarantee the success of programmes, but the lack of such support can sabotage even the most well-intentioned programme. School education is not offered for the school's sake,

but for the child, the family, the community, and even for the state (Kok & Rambiyana 2002:10). The principal needs to be able to interact well with all these stakeholders.

An article in the *Business Times* (2003:2) highlighted the fact that most people who resign from their jobs seek to escape from their managers, and not from the company. People mostly resign not to earn more money or to improve their careers, but because of poor relationships with their bosses. This is caused by the fact that often people are appointed into management positions not after having been evaluated for their management skills, but because they are good at their present positions, and because of their people-management skills.

3.5.4 School culture and climate

According to Pinder (2008:57), the organisational culture of an institution such as a school consists of the shared beliefs, norms, values, knowledge, and understanding held by all the members of the organisation. Values are what make the essence of any organisational culture. The benefits of an organisation with a strong culture include job satisfaction in addition to commitment, job proficiency, and tenure. A positive organisational culture becomes a strong managerial control device in the absence of more direct measures. According to Widerom, Glunk and Maslowski (in: Pinder 2008:57), research on culture shows evidence of some form of a link between organisational culture and organisational performance.

Climate, on the other hand, deals with interpersonal and social relationships among co-workers, individuals' relationships with their work, and the involvement of people, and how they get things done (Ostroff, in: Pinder 2008:54). In essence, climate deals with peoples' perceptions of the formal structures, rules and procedures, while culture deals with shared values, language, beliefs, and traditions. Culture offers an interpretation of the source of the organisational behaviour, while climate offers a focus on the meaning of organisational behaviour (in: Pinder 2008:58).

Pursch, Riestler and Skrla (2002:282) highlighted the fact that principals need to create a school culture that serves to empower educators, and to enact specific practices that lead to learning for all. The principal is the cultural leader and an initiator of concepts and ideas (Sergiovanni 2003:307), and leadership in a school impacts directly on the climate and culture of the school (Norton 2003:50). Principals have to provide an enabling environment that promotes and develops shared values and beliefs (McMillan, Meyer & Northfield 2009:171; Papanastasiou & Zembylas 2005:151; Pursch *et al.* 2002:281). Principals who recognise the importance of shared governance as a way of creating a conducive climate and culture within schools, create an environment where individuals are willing to take chances without fear of undue reprimand (Blasé & Blasé 2000:9). It might require a change in the mindset of the principals, because schools are regarded as cultural institutions where societal values and norms are developed and nurtured (Kofod, Krejsler & Moos 2008: 341). This, however, will only eventually serve positively to the principal, as a school with a strong positive culture and climate will result in the principal's job satisfaction. Research done by Day (2005:273) shows that successful principals of schools located in challenging socio-economic environments produced excellent results if they had visions accompanied by strong core values and beliefs. This is what is called a positive culture.

3.6 SUMMARY

This chapter formed the second part of the literature review. The researcher explicated research done on job satisfaction, specifically the job satisfaction of educators and principals. Background factors, organisational practice factors and organisational structural factors were focused on, and their relationship with the job satisfaction of principals was highlighted.

The next chapter will present the research design and methodology. The data collection instruments, reliability, validity, and sampling will be explained in detail.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

In chapters 2 and 3 an in-depth literature study on job satisfaction was presented. In chapter 2 the researcher examined the job satisfaction theories, and in chapter 3 the research results that focused on the job satisfaction of educators, specifically the job satisfaction of principals.

Issues from these two chapters form the content of this chapter where specific research questions are stated and the research design is explained. The research design followed in the empirical investigation of the study will be outlined in this chapter. The specific research questions, hypotheses and the research methods used will also be stated and explained.

4.2 SPECIFIC RESEARCH QUESTIONS AND HYPOTHESES

The general research problem, stated in chapter 1 (see 1.1), reads as follows:

What influences the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province?

Below follows the specific research questions that were formulated from the literature review. In chapters 2 and 3 the various factors that influence the level of job satisfaction of principals were highlighted. The factors raised in the literature review were formulated as specific research questions. Each question is followed by its corresponding hypothesis. Thus the views of the selected principals on various influences on their job satisfaction could be determined.

4.2.1 Research question and hypothesis 1

Is there any significant correlation between the general job satisfaction of principals of previously disadvantaged schools and

- * the nature of the work (derived from section 3.4.1);
- * their physical working conditions (derived from section 3.5.1);
- * role conflict (derived from section 3.4.2);
- * recognition and self-actualisation (derived from section 3.4.3);
- * salary (derived from section 3.5.2);
- * interpersonal relations (derived from section 3.5.3); and
- * school culture and climate (derived from section 3.5.4)?

Null-hypotheses:

There is no significant correlation between the general job satisfaction of principals of previously disadvantaged schools and

- * the nature of the work (H_{01});
- * their physical working conditions (H_{02});
- * role conflict (H_{03});
- * recognition and self-actualisation (H_{04});
- * salary (H_{05});
- * interpersonal relations (H_{06}); and
- * school culture and climate (H_{07}).

Experimental hypotheses:

There is a significant correlation between the general job satisfaction of principals of previously disadvantaged schools and

- * the nature of the work (H_1);
- * their physical working conditions (H_2);

- * role conflict (H₃);
- * recognition and self-actualisation (H₄);
- * salary (H₅);
- * interpersonal relations (H₆); and
- * school culture and climate (H₇).

4.2.2 Research question 2

How satisfied or dissatisfied are principals of previously disadvantaged schools with the following aspects of their work, namely

- * the nature of the work;
- * their physical working conditions;
- * role conflict;
- * recognition and self-actualisation;
- * salary;
- * interpersonal relations; and
- * school culture and climate?

4.2.3 Open-ended questions

What are the principals' views on:

- * The factors in their daily working lives that give them the most satisfaction?
- * The factors in their daily working lives that dissatisfied them the most?
- * How the Department of Education could improve the job satisfaction of principals of previously disadvantaged schools in the North West Province?

The aim of these questions was to obtain greater quality responses on the issue of job satisfaction.

The next section indicates the ethical measures that guided the investigation.

4.3 ETHICAL MEASURES

4.3.1 Informed consent

'Informed consent', according to Strydom (1998:25), implies communicating accurately all possible information about the research to potential participants so that they can make an informed choice whether to be participants or not. The researcher had to give the prospective participants a description of all the features of the study that might reasonably influence their willingness to participate (Christensen & Johnson 2008:109).

All the participants in this research were adults and were able to give their own consent. The researcher supplied all the details about the purpose, procedures, risks, and the benefits of the research to the participants prior to starting with the research.

4.3.2 Voluntary participation

Participants in this study were given a choice to participate or not. They were also given the assurance of the chance to withdraw if they so wished.

4.3.3 Anonymity and confidentiality

The participants were all assured by the researcher that all the information provided by them would be held in strict confidence. The participants were requested not to include their names, addresses, or the names of their schools.

4.3.4 Permission to tape-record interviews

For the qualitative phase of the research interviews were conducted. All the interviews were tape-recorded. Permission for the recording of the interviews was requested from the participants beforehand.

4.4 THE RESEARCH DESIGN

This research study made use of both the quantitative and qualitative research methods. This is referred to as a mixed-method approach. Using a mixed-method approach permitted the researcher to look into emerging themes or trends that could arise when conducting quantitative research, and which could be further explored by means of qualitative research. It meant the researcher was able to give voice to diverse perspectives and to better understand the phenomenon at hand. It also presented the researcher with the opportunity to compare the quantitative statistical results with the qualitative thematic results (Cresswell 2003:216; Clark, Cresswell, Gutmann & Hanson 2003:210; Tashakkori & Teddlie 1998:18).

Another reason for using the mixed-method approach was that both the quantitative and qualitative methods had limitations in data collection. The use of both methods addressed the disadvantages of using only one method. Mixing different methods strengthens the study at hand, and therefore strengthens the internal validity of the design which forms an important and integral part in this type of research (Brown 2004:96).

Tashakkori and Teddlie (1998:18) indicated that a mixed-method design or a two-phase study means that the researcher first conducts a qualitative study followed by a quantitative study, or *vice versa*. The two phases are separate. In the case of this study, the researcher conducted the quantitative research first, followed by the qualitative research phase. Each design phase is explained below.

4.4.1 The quantitative phase

4.4.1.1 The quantitative research design

The researcher used a quantitative research approach in the first part of the data collection for this study. The research design was a survey. Data were collected from a sample of the population relevant for the study.

4.4.1.2 Population and sampling

The study population for this research was all the principals of previously disadvantaged schools in the North West Province of South Africa. The North West Province is geographically vast and wide. The Department of Education consists of four districts. Each district has Area Project Offices (APO) where the schools are divided under the APO manager. The researcher chose a specific district because of it being conveniently situated, and which was accessible for conducting the research. Thirty principals of 30 secondary schools located in the rural villages and the townships in the district were purposefully selected by the researcher. The sample was made up of these principals, as indicated.

4.4.1.3 The data collection procedure

The researcher obtained permission from the APO managers in the district to conduct research in the schools (see annexure A for the request letter). The researcher made contact with the principals of the designated schools and formally asked for permission to make use of them as subjects for the research (see annexure B for the request letter). The researcher then requested the principals to complete the questionnaire which was, upon completion, collected by the researcher. This was done for all the principals that the researcher involved in the study.

* Data collection instrument (questionnaire)

The main data collection instrument used by the researcher for this phase of the research was a questionnaire (see annexure C). The questionnaire was made up of four sections (A, B, C and D). Section A consisted of the demographic and biographical backgrounds of the subjects. This included gender, age, years of experience as a principal, marital status, and the principal's highest academic qualification.

Section B was designed to cover both intrinsic and extrinsic factors (independent variables) that affected the level of job satisfaction of the principals (as dependent variable). The principals were requested to respond to the questions provided by choosing the most appropriate response by means of the following key:

- 1: very dissatisfied;
- 2: moderately dissatisfied;
- 3: moderately satisfied; and
- 4: very satisfied.

The questions were clustered together to address the following variables:

- * the nature of the work (Q6 – 15) – see section 3.4.1;
- * their physical working conditions (Q16 – 25) – see section 3.5.1;
- * role conflict (Q26 – 35) – see section 3.4.2;
- * recognition and self-actualisation (Q36 – 45) – see section 3.4.3;
- * salary (Q46 – 54) – see section 3.5.2;
- * interpersonal relations (Q55 – 62) – see section 3.5.3; and
- * school culture and climate (Q63 – 70) – see section 3.5.4.

Section C was designed to determine how principals evaluate their jobs.

The keys provided were the following:

- 1: definitely disagree;
- 2: disagree;
- 3: agree; and
- 4: definitely agree.

The 30 items in this section also covered the intrinsic and extrinsic factors focused on in the literature reviews (chapters 2 and 3).

The specific aspects highlighted by the responses and identified as independent variables were the following:

- * the nature of the work (Q71 – 74) – see section 3.4.1;
- * background factors (Q75 – 78) – see section 3.3;
- * recognition (Q79 – 80) – see section 3.4.3;
- * salary (Q81 – 84) – see section 3.5.2;
- * interpersonal relations (Q85 – 88) – see section 3.5.3;
- * their physical working conditions (Q89 – 92) – see section 3.5.1;
- * role conflict (Q93 – 96) - see section 3.4.2; and
- * school culture and climate (Q97 – 100) - see section 3.5.4

The dependent variables were the job satisfaction or dissatisfaction of the principals.

In the final section, section D, the principals were asked to

- briefly describe the factors in their daily working lives that give them the most satisfaction;
- briefly describe the factors in their daily working lives that dissatisfied them the most; and
- make recommendations to stakeholders to improve the job satisfaction of principals of previously disadvantaged schools in the North West Province.

4.4.1.4 Validity and reliability

The following measures were taken to ensure the validity of the instrument:

- * Content validity

The researcher had to judge the degree to which the questions in the test adequately represented the domain of interest (Christensen & Johnson 2008:152; Schultz & Schultz 1998:103). The items in the questionnaire were influenced by the literature reviews presented in chapters 2 and 3. The researcher ensured that the factors captured in the literature review were well-represented by the items in sections B and C of the questionnaire. The researcher also consulted with her promoter to check the instrument for content validity.

- * Face validity

'Face validity', according to Ary, Jacobs and Sorensen (2010:228) refers to the extent to which the researcher believes the instrument measures what it is supposed to measure, so that one can ask the question, "On the face of it, does it appear to be valid?" It is not a statistical measure but a subjective impression of how well the test represents what it is supposed to represent (Schultz & Schultz 1998:103). The items of the questionnaire were designed in such a way to measure the attributes they were supposed to measure and not anything else. Expert opinion was sought from the promoter to check for face validity.

- * Reliability

To ensure that the instrument's measurements are consistent and accurate, its reliability would be calculated through the Cronbach alpha on the scaled items of the questionnaire.

These reliabilities were as follows, indicating that the questionnaire can be regarded as reliable:

- * the nature of the work: .74;
- * their physical working conditions: .51;
- * role conflict: .88;
- * recognition and self-actualisation: .86;
- * salary: .93;
- * interpersonal relations: .85;
- * school culture and climate: .77; and
- * general job satisfaction: .65.

4.4.1.5 The pilot study

Five principals from the sample were used to pilot test the questionnaire. The main aim of pilot testing the questionnaire was to establish facts like:

- * Are the questions easy to follow?
- * Are the questions relevant to what the research aims to accomplish?
- * Is there a good flow of questions in the various sections of the questionnaire?
- * How long does it take to answer the questionnaire?

From the pilot study the researcher learned the following:

The questions were regarded by the principals as:

- * relevant;
- * interesting;
- * short and precise;
- * easy to understand; and
- * covering the aspects regarded as important to test.

4.4.1.6 Analysis of the quantitative data

To answer the research questions and to test the research hypotheses, both descriptive and inferential analyses were used (McMillan & Wergin 2010:12). The statistical relationships were tested by means of chi-square tests and other inferential statistics (Brown 2004:100).

4.4.2 The qualitative phase

4.4.2.1 The qualitative research design

The second phase of the research was qualitative. This phase served as a follow-up to the quantitative phase. This was a phenomenological approach that used selected principals from the same sample of subjects as the quantitative phase. The aim of this phase was to seek clarity on some of the observed trends from the results of the quantitative phase.

4.4.2.2 Sampling

The researcher purposefully selected maximum variation for this sample. The eight principals from the original sample for this phase of the research consisted of two female principals and six male principals from both township and rural schools. They had a maximum variety of teaching experience. The principals of these schools were interviewed to gain an in-depth understanding of the results obtained in the first section with the questionnaires. The aim was to probe the answers that were obtained by means of the questionnaires.

4.4.2.3 Data collection

Semi-structured interviews were used for this phase. The questions for the interviews were based on the results of the quantitative research. The semi-structured

interviews enabled the researcher to ask more probing questions. The questions asked included the following:

- What made them aspire to be principals?
- What were the principals' expectations and experiences when they were first appointed?
- What happened as time went by?
- What are their views on recognition for them as principals?
- What are their relations with the educators, the learners, and parents?
- What was their experience of their physical working environment at the schools?
- How did they experience their school cultures?
- What did they experience as satisfiers and as dis-satisfiers?

A convenient time and place for the respondents to be interviewed was determined. All the interviews were tape-recorded, for which permission was requested beforehand. The recorded interviews were transcribed *verbatim* (see appendix D).

4.4.2.4 Measures to ensure trustworthiness

'Reliability' and 'validity', as understood in quantitative research, is referred to as 'trustworthiness' in qualitative research (Shenton 2004:63). Unlike quantitative research where a research instrument can be used, the researcher is the instrument in qualitative research. He/she observes and identifies what needs to be identified. The focus is on the quality of the methods used by the researcher (Conrad & Serlin 2006:409).

The following tactics ensured trustworthiness (validity) during the qualitative phase (McMillan & Schumacher 2010:330):

- *Lengthy data collection period*

The data were collected over a relatively long period of time. This gave the researcher the opportunity for continual data analysis and comparison to refine ideas.

- *Participants' language*

The data were reported in the participants' own language.

- *Field research*

Interviews were conducted in the natural settings that reflected the reality of life experience more accurately than do contrived or laboratory settings.

- *Disciplined subjectivity*

The researcher monitored herself for subjectivity and biases.

- *Verbatim accounts*

Verbatim accounts from transcripts and direct quotes were used to illustrate the meanings of the participants.

- *Low-inference descriptors*

The concrete, precise descriptions from interviews were presented in the findings.

- *Mechanically recorded data*

A tape-recorder was used during the interviews.

4.4.2.5 *Data analysis*

The researcher used Guba and Lincoln's constant comparative method of analysis (Brown 2004:104-105).

a. Categorising and comparing units

The researcher prepared a transcript of the interviews with the participants. Then she carefully read through the transcript to capture any emerging themes and trends. Similar trends were classified together into units which were coded to form the themes and sub-themes or categories and sub-categories (Brown 2004: 104).

b. Integrating categories and their properties

Once tentative categories were identified, comparisons were made with the units to make sure that they were classified and integrated within the categories that best described their properties.

c. Delimiting the construction

Categories were examined over and over again so as to notice trends, themes, and units that could be clubbed together in order to limit the number of categories to be in line with the questionnaire.

d. External coder

The raw data were sent to the researcher's promoter who acted as external coder and who checked the themes and categories.

4.5 SUMMARY

This chapter outlined the research design used in the study. The research questions, hypotheses and the data collection methods used by the researcher were explained.

The results and findings of the empirical research will be presented and discussed in the next chapter.

CHAPTER 5

RESULTS AND DISCUSSION

5.1 INTRODUCTION

The previous chapter dealt with the research methodology and design. Questionnaires were used for the quantitative phase of the research and individual interviews were conducted with the principals for the qualitative phase.

In this chapter the quantitative results and the qualitative findings will be presented and explained. Results were arrived at, emanating from the questionnaire and the individual interviews that were used to collect the data. Also, deductions were made and interpreted.

5.2 RESULTS OF THE QUANTITATIVE PHASE

Thirty questionnaires were distributed to principals from previously disadvantaged schools and all were received back, giving a response rate of 100%. The results of the questionnaires are presented in the nine tables below. This is followed by the responses to the three structured questions that were given to the same 30 respondents at the end of the structured section of the questionnaire.

5.2.1 Biographical data

Table 5.1 illustrates the respondents' biographical information as determined by questions 1 to 5 of the questionnaire.

Table 5.1: Biographical data

Variable	F	%
Gender: Male	20	66.7
Female	10	33.3
Age: 20-30	4	13.3
31-40	18	60
41-50	8	26.7
Years experience as a principal: 2 or less	7	23.3
3 – 4	2	6.7
5 – 9	8	26.7
10 – 15	7	23.3
16 and more	5	16.7
Marital status: Married	23	76.7
Single	4	13.3
Divorced	1	3.3
Widow/Widower	2	6.7
Principal's highest academic qualification:		
Education diploma	3	10
B degree	11	36.7
BEd degree	3	10
Hons degree	9	30
M degree	4	13.3

Table 5.1 indicates the following:

- Two thirds of the respondents (66.7%) were males.
- The highest population of the sample (60%) was between the ages of 31 and 40 years, followed by 41 to 50 years (26.7% of the sample). Thus, the principals were relatively young.

- The majority of the respondents had more than five years' experience as principals.
- The majority of the respondents (76.7%) were married.
- The highest qualification for most of the respondents was a Bachelors degree (36.7%), followed by an Honours Degree (30%).

5.2.2 Research question and hypothesis 1

Is there any significant correlation between the general job satisfaction of principals of previously disadvantaged schools and

- * the nature of the work;
- * their physical working conditions;
- * role conflict;
- * recognition and self-actualisation;
- * salary;
- * interpersonal relations; and
- * school culture and climate?

The null-hypotheses stated that there were no significant correlations between the general job satisfaction of principals of previously disadvantaged schools and the above-mentioned variables. The results appear in Table 5.2.

Table 5.2: Correlations between the general job satisfaction of principals and the different variables, and its significance

Variable	Correlation with general job satisfaction	Significance
Nature of the work	.17	.38
Physical working conditions	-.06	.75
Role conflict	.19	.32
Recognition and self-actualisation	-.06	.75
Salary	.25	.18
Interpersonal relations	-.26	.17
School culture and climate	.03	.86

In none of these instances could the null-hypotheses be rejected – correlations were relatively low, but not significant. However, it is important to note that, since there were only 30 respondents, it would have been very difficult to get significant correlations on the 5% or 10% level.

The following is also worth noting from Table 5.2:

Negative correlations existed between general job satisfaction and (a) their physical working conditions, as well as (b) interpersonal relations.

The highest correlations were obtained between general job satisfaction and (a) salary, and (b) interpersonal relations, although these correlations were not high, probably due to the small number of respondents.

5.2.3 Research question 2

How satisfied or dissatisfied are the principals of previously disadvantaged schools with the following aspects:

- * the nature of the work;
- * their physical working conditions;
- * role conflict;
- * recognition and self-actualisation;
- * salary;
- * interpersonal relations; and
- * school culture and climate?

The results appear in the following nine tables. These are briefly discussed, and are argued in more detail and interpreted in the next section.

5.2.3.1 *The nature of the work*

Table 5.3 illustrates the respondents' perceptions of the nature of their work as principals in disadvantaged communities. The results were arrived at by means of questions 6 to 15 of the questionnaire.

Table 5.3: Respondents' views of the nature of their work (%)

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
6. The type of work you do as a principal		16.7	56.7	23.3	3.07
7. The kind of responsibilities you have		10	53.3	36.7	3.27
8. The opportunities for personal growth	13.3	30	26.7	30	2.73
9. Your achievement of a standard of excellence	3.3	23.3	60	13.3	2.83
10. The authority you have as a principal	10	20	40	30	2.9
11. The amount of freedom you have in decision-making	13.3	30	30	26.7	2.7
12. The level of importance of the tasks you perform		6.7	66.7	26.7	3.2
13. The variety of tasks you have to perform	13.3	20	36.7	26.7	2.79
14. Your level of understanding of the tasks at hand		3.3	53.3	43.3	3.4
15. Your level of training for the job	13.3	10	40	36.7	3

Table 5.3 shows the respondents' views of the nature of their work. Keeping the scale in mind, the higher the means, the more satisfied the principals were with that aspect of their work; and the lower the means, the more dissatisfied they were.

The following can be deduced from the results above:

The respondents expressed their most satisfaction with the following aspects of their work, as indicated by the means:

- their level of understanding of the task at hand (3.4);
- the kind of responsibilities they had (3.27);
- the level of importance of the tasks they performed (3.2);
- the type of work they did as principals (3.07); and
- their level of training for the job (3.0).

Respondents did, however, also express their greatest dissatisfaction with the following aspects of their work:

- opportunities for personal growth (2.73); and
- the amount of freedom they had in decision-making (2.7).

5.2.3.2 *Their physical working conditions*

The principals' views on their physical working conditions are illustrated in Table 5.4. These views were determined by questions 16 to 25 of the questionnaire.

Table 5.4: Respondents' views of their physical working conditions

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
16. The administration offices at your school	16.7	33.3	23.3	26.7	2.6
17. The financial support you get from the government	23.3	33.3	30	13.3	2.33
18. The financial support you get from the parents	40	50	6.7	3.3	1.73
19. The safety of the premises	36.7	40	16.7	6.7	1.93
20. The availability of sports grounds	66.7	23.3	6.7	3.3	1.47

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
21. The availability of teaching aids	16.7	46.7	36.7		2.2
22. The physical appearance of your school	40	20	33.3	3.3	2
23. The office you occupy	23.3	23.3	46.7	6.7	2.37
24. The amount of school fees paid by learners	43.3	36.7	10		1.63
25. The availability of classrooms	6.7	20	30	40	3.07

Table 5.4 shows the respondents' views on their physical working conditions. The table shows a general trend of being dissatisfied with their physical working conditions. The highest mean on the table (3.07) indicates that they were relatively satisfied with the availability of classrooms. There was, however, an expression of dissatisfaction regarding the following aspects:

- financial support from parents (1.73);
- the safety of the premises (1.93);
- the availability of sports grounds (1.47); and
- the amount of school fees paid by the learners (1.63).

5.2.3.3 Roles and role conflict

The respondents' views of their roles and possible role conflict were determined by questions 26 to 35 of the questionnaire. The results appear in Table 5.5.

Table 5.5: Respondents' views of their roles

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
26. The demands society places on you as a principal	13.3	50	36.7		2,23
27. The expectations from parents	26.7	23.3	46.7	3.3	2.27
28. The expectations from colleagues	10	16.7	53.3	20	2.83
29. The expectations from your supervisor	20	20	36.7	23.3	2.63
30. Your workload	36.7	20	23.3	20	2.27
31. The different roles you play as a principal	16.7	13.3	56.7	13.3	2.67
32. The time you spend at work	20	10	36.7	33.3	2.83
33. The type of instructions you get from your supervisor	16.7	36.7	30	16.7	2.47
34. The expectations of learners	13.3	16.7	60	6.7	2.62
35. The time you spend with your family	40	36.7	20	3.3	1.87

Table 5.5 indicates the respondents' views of the roles of the principals and the role conflict that they may experience in their workplace. The mean calculations show a general trend of dissatisfaction with the roles that principals had to perform and the general role conflict that was being experienced. Roles that caused dissatisfaction were:

- the demands of society (2.23);
- the expectations from parents (2.27);
- the workload (2.27); and
- the amount of time the principals spent with their families (1.87).

5.2.3.4 Recognition and self-actualisation

The principals' views on the recognition they receive from others and their self-actualisation were determined by questions 36 to 45 of the questionnaire. Table 5.6 illustrates the results.

Table 5.6: Respondents' views of recognition and self-actualisation

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
36. The level of respect from the parents	3.3	20	46.7	30	3.03
37. The level of respect from the learners			66.7	33.3	3.33
38. The level of satisfaction with your job	6.7	23.3	53.3	16.7	2.8
39. The recognition you get from your supervisor for your work	23.3	16.7	40	20	2.57
40. The kind of feedback you get from your supervisor	23.3	23.3	33.3	20	2.5
41. The kind of feedback you get from your colleagues	3.3	36.7	56.7	3.3	2.6
42. The kind of feedback you get from the parents	13.3	43.3	40	3.3	2.33
43. The kind of feedback you get from the learners	3.3	26.7	66.7	3.3	2.7
44. The level of respect you get from your supervisor	10	26.7	26.7	36.7	2.9
45. The level of respect you get from your colleagues	10	20	46.7	23.3	2.83

Table 5.6 shows the respondents' views on the level of recognition they experienced, and their self-actualisation. The table shows varying degrees of satisfaction. The least satisfaction was derived from the following sources:

- the feedback principals got from their supervisor (2.5); and
- the feedback they received from the parents (2.3).

There was, however, an expression of being relatively satisfied with the following:

- the level of respect the principals received from the parents (3.03); and
- the level of respect the principals received from the learners (3.33).

5.2.3.5 Salary

The principals' satisfaction or dissatisfaction with their salaries was determined by questions 46 to 54. Table 5.7 reflects the results.

Table 5.7: Respondents' views of their salaries

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
46. Your salary compared to your qualifications	26.7	26.7	36.7	10	2.3
47. Your salary compared to that of other professions	40	26.7	33.3		1.93
48. Your salary compared to your skills	26.7	36.7	36.7		2.1
49. Your salary compared to your workload	46.7	20	30	3.3	1.9
50. Your salary compared to your age	50	20	30		1.8
51. Your salary compared to your experience	43.3	30	26.7		1.83
52. The fringe benefits you receive	63.3	26.7	10		1.47
53. The impact of your salary on your performance	23.3	36.7	33.3	6.7	2.23
54. The impact your salary has on your lifestyle	30	33.3	33.3	3.3	2.1

Table 5.7 indicates the respondents' dis/satisfaction with their salaries. The table clearly indicates dissatisfaction with their remuneration on all levels. The greatest dissatisfaction was in respect of the following:

- fringe benefits (1.47);
- salary compared with age (1.8);
- salary compared with experience (1.83);
- salary compared with workload (1.9); and
- salary compared with the salary of other professions (1.93).

5.2.3.6 Interpersonal relations

The principals' satisfaction or dissatisfaction with their interpersonal relations with others was determined by questions 55 to 62. Table 5.8 illustrates the results.

Table 5.8: Respondents' views of their interpersonal relations

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
55. The professional relationship with your supervisor	6.7	26.7	36.7	30	2.9
56. The professional relationships with your colleagues	3.3	20	50	26.7	3
57. The professional relationships with the learners' parents		16.7	60	23.3	3.07
58. The professional relationships with learners		6.7	40	53.3	3.47
59. The atmosphere at work	10	16.7	46.7	26.7	2.9
60. Conflict management skills of your colleagues	6.7	36.7	43.3	13.3	2.63
61. The professional relationships among staff members	10	20	46.7	23.3	2.83
62. Your own conflict management skills		13.3	60	26.7	3.13

Table 5.8 shows the respondents' answers on the issue of interpersonal relationships. The table illustrates that principals were generally satisfied with the relationships at their schools. This was particularly true of the professional relationships that principals had with their learners (3.47), the parents (3.07), and their colleagues (3). The respondents also expressed satisfaction with their own conflict management skills (3.3).

5.2.3.7 School culture and climate

The principals' satisfaction or dissatisfaction with their school culture and climate was determined by questions 63 to 70. Table 5.9 illustrates the results.

Table 5.9: Respondents' views of their school culture and climate

Statement	Very dissat.	Mod. dissat.	Mod. sat.	Very sat.	Mean
63. Commitment from learners	30	30	33.3	6.7	2.17
64. Commitment from parents	23.3	63.3	13.3		1.9
65. Commitment from colleagues	6.7	23.3	56.7	13.3	2.77
66. The level of competence of your colleagues		26.7	63.3	10	2.83
67. The level of competence of your supervisor	3.3	33.3	36.7	26.7	2.87
68. School policies		10	70	20	3.1
69. Departmental policies	6.7	26.7	50	16.7	2.77
70. Your level of competence to function effectively		13.3	66.7	20	3.07

Table 5.9 shows the respondents' tendency to be dissatisfied with the level of commitment from parents (1.9). There does, however, exist greater satisfaction with school policies (3.1), and the level of competence that principals believed they had to complete their work effectively (3.07).

5.2.3.8 How principals evaluate their jobs

How the principals evaluated their jobs were determined by questions 71 to 100. Table 5.10 illustrates the results. Higher means indicate more agreement, while lower means show greater disagreement.

Table 5.10: Respondents' evaluation of their jobs

Statement	Def. disgr.	Disagree	Agree	Def. agree	Mean
71. My work is important			10	90	3.9
72. My work is boring	73.3	10	10	3.3	1.41
73. I am unable to grow in my work	23.3	40	26.7	10	2.23
74. I am comfortable with my working environment	13.3	40	30	16.7	2.5
75. My age influences my performance positively	3.3	10	50	36.7	3.2
76. My gender affects my performance positively	33.3	10	13.3	43.3	2.67
77. My qualifications affect my performance positively	13.3	3.3	43.3	40	3.1
78. I lack the experience to perform well	66.7	23.3	6.7	3.3	1.47
79. I get rewarded for the good work I do	46.7	36.7	13.3	3.3	1.73
80. My position has the status it deserves	10	40	40	10	2.5
81. My salary is equal to the effort I put into my job	40	36.7	20	3.3	1.87
82. My salary covers all my needs	46.7	53.3			1.53
83. My salary keeps me in my job	53.3	36.7	10		1.57
84. My poor salary will make me leave my job	40	43.3	10	6.7	1.83
85. My good relations with my colleagues assist me		16.7	56.7	26.7	3.1
86. Bad relationships with colleagues affect my performance	S26.7	43.3	20	10	2.13
87. Work is more important than people	30	36.7	16.7	16.7	2.2
88. Focusing on inter-personal relations is a waste of time	50	23.3	20	6.7	1.83
89. Poor working conditions affect my performance	10	36.7	30	23.3	2.67

Statement	Def. disgr.	Disagree	Agree	Def. agree	Mean
90. My poor working environment influences my commitment	10	30	40	20	2.7
91. The poor discipline of learners influence me	16.7	36.7	30	13.3	2.41
92. Poor working conditions motivate staff to leave	20	23.3	33.3	23.3	2.6
93. I have to keep long hours at work	10	20	33.3	36.7	2.97
94. The demands of my job are too much	10	13.3	16.7	40	3.07
95. The long hours at work affect my social life	10	30	26.7	33.3	2.83
96. My responsibilities at home affect my work	30	46.7	16.7	6.7	2
97. I love my job		6.7	26.7	66.7	3.6
98. My job is stimulating	3.3	3.3	56.7	36.7	3.27
99. I am satisfied with the work I do as a principal	6.7	10	50	33.3	3.1
100. I have considered leaving my job for another one	30	26.7	23.3	20	2.33

Table 5.10 shows that the respondents were generally positive about their jobs (indicated by an average of 3.6), in particular regarding the following:

- they think that their work is important (3.9);
- they believe their work is stimulating (3.27);
- age (3.2); and qualifications (3.1) were positive influences; and
- focusing on interpersonal relations was worth the effort (they disagreed that it was a waste of time, as indicated by an average score of 1.83).

The principals indicated that their jobs were demanding (3.07), and not boring (1.41), and they disagreed that they lacked the necessary experience to perform well (1.47).

However, dissatisfaction with some aspects of their work was also indicated. For example, they disagreed that:

- they were rewarded for the work they did (1.73);
- the salary they received equalled the effort they put in (1.87);
- they stayed in their jobs because of the salary they earned (1.57); and
- their salaries covered all their needs (1.53).

5.2.4 Responses to the open-ended questions

The respondents were asked three open-ended questions to be completed on the final page of the questionnaire. Below are the questions, as well as their responses. Table 5.11 gives an indication of the themes that developed by means of a qualitative analysis of the data.

Table 5.11: Issues addressed by the open-ended questions and the themes that developed

Issue addressed	Themes that developed
Factors that gave satisfaction	Working with learners Co-operation of staff Support from supervisors Administrative duties
Factors that caused dissatisfaction	Frustration with the Department of Education Frustration with departmental policies The poor physical environment Disciplinary problems with learners The poor work ethic of the educators Uninvolved parents
Recommendations for improvement	Improved funding and physical resources Re-visiting of some departmental policies Autonomy Appropriate training Incentives and rewards for principals

5.2.4.1 Factors in the principals' daily working lives that gave them the most satisfaction

In response to the question regarding the factors that brought most satisfaction in their daily lives, the following were mentioned by the male (M) and female (F) principals.

- **Working with learners**

Most of the respondents indicated that working with learners gave them the most satisfaction.

Below are some of the comments:

“The fact that I am dealing with young minds, guiding them and advising them gives me such great pleasure.” (M)

“Developing the precious minds of African learners ignites a determination and passion for my work.” (F)

Other responses indicated how principals derived satisfaction when the learners were committed and performed well in their studies. For example,

“When the grade 12 results are released and my learners have passed like they normally do, I am very happy.”(M)

- **The co-operation of the staff**

Most of the female principals indicated satisfaction with the co-operation and good relationships with other educators as a factor in their daily lives that brought about satisfaction. For example:

“The working relationship I have with educators and the SGB (School Governing Body) gives me joy.” (F)

A number of male principals also highlighted co-operation as a factor in their daily lives that brings satisfaction. One male principal wrote,

“A sense of ownership of functions of the school by the staff, LRC and SGB just makes me happy”.(M)

In addition to this, the males mentioned the punctuality of the educators; and the work done by all the stakeholders as assigned; support; and good human relations.

- **Support from supervisors**

Only six of the respondents (four male) mentioned the support they received from their supervisors as a factor that facilitated their job satisfaction. Two examples are:

“The support I get from my immediate senior, my circuit manager is good.”(F)

“The support (carrot and stick) by the regional manager is balanced.” (M)

- **Administrative duties**

Administrative work brought satisfaction for some principals, as shown by the views of a few individuals. This included general administrative work; developing policies; handling finances; and project management.

5.2.4.2 Factors in the principals' daily working lives that dissatisfied them the most

On the question of the factors that brought about dissatisfaction in their daily lives, the respondents had the following to say:

- **Frustration with the Department of Education**

The issue that was mentioned by most of the principals was that of frustration with the Department of Education and the way it functioned.

“Working with the Department gives me much grief”, one male emphasised.

The level of frustration seemed to be the same for both male and female principals. What was at the core of the frustration of the majority of respondents was the level of interference and the interruptions of their daily work lives by the Department. Some examples are:

“The authorities come abruptly to the school and disturb one from one’s daily plans. I am always out of school, in meetings and I am supposed to be teaching.” (F)

“Visits from the departmental officials are time-consuming and wastes time.”(F)

“Interference” (M) and “uncoordinated demands and instructions come from the Department of Education that are time-consuming.” (M)

“These workshops that are arranged during school hours by officials from the department make me want to scream.” (M)

To the above were added indecisions on the part of the Department of Education regarding dealing with disciplinary cases of educators, as well as insufficient support from supervisors.

- **Frustration with departmental policies**

The respondents mentioned several frustrations concerning departmental policies. One male principal referred to the “...interference from the circuit office by officials with policy matters at the expense of creativity”, as his main gripe.

One policy that was a source of dissatisfaction was the Section 21 policy that resulted in most poor schools being classified as non-fee schools. Concerning that policy, one principal stated,

“The fact that my school is a non-fee school means that I cannot do certain projects because the regulation is that Section 21 money cannot be used to improve infrastructure”. (F)

The other policy mentioned by several principals as a source of frustration, is the Post Provisioning Model (PPM) that the Department of Education uses to allocate educators to schools. Regarding this policy, one of the respondents said,

“There is an unfavourable PPM establishment in schools”.

According to the principals, this has resulted in the following:

“There are insufficient educators in schools due to the allocation policy of the Department.” (F)

“There is political influence on post occupation.” (M)

“Teachers get imposed on schools.” (M)

Certain policies made it difficult to operate and function effectively. One respondent stated:

“[I am dissatisfied by] the fact that some policies prevent me to discipline as I would like to ... like the pregnancy policy. When a grade 12 learner who has registered for exams is pregnant, they are allowed to sit for exams no matter how long they have been away from school.” (F)

The other unwritten policy by the department is the expectation that principals have to ensure that extra classes are presented during school holidays. One respondent said,

“We no longer have holidays due to the expectation of the department to conduct holiday classes and we need that time to rest and recuperate.”

- **The poor physical environment**

Previously disadvantaged schools experience problems with infra-structure, as expressed by one of the male respondents,

“The structural adjustment conditions we find ourselves in hamper the delivery of quality public education”.

Another respondent believed, “Poor facilities and lack of maintenance is at the order of the day in our poor schools”.(M)

Principals also mentioned the following: a serious shortage of water (M); poor roads leading to the school, and that were particularly bad when it rained (F); electricity problems that were a serious impediment to effective teaching (F); and the unkept school environment, that included dilapidated buildings, tall grass and shrubs “...that have grown all over the place make the school uninviting”.(F)

- **Disciplinary problems with learners**

Several problems with ill-disciplined learners were highlighted by the principals. The problems included: absence from school or class; being noisy; loitering; late-coming; unruly behaviour; and drug and substance abuse.

- **The poor work ethic of the educators**

Five principals mentioned the lack of commitment from staff members as a source of dissatisfaction for them. One of the symptoms of a lack of commitment, as indicated

by the respondents, is educator absenteeism. Some educators were often absent from class.

One respondent said,

“There is nothing that bothers me more than having to tell people what they know they are supposed to do. Teachers want to be reminded to attend classes all the time”.

Other educator problems that were mentioned included the fact that educators wanted to be instructed what to do (M); or to be reminded what their job was (F); and the negative attitudes of some teachers “especially the lazy ones” (F).

- **Uninvolved parents**

The response from several principals on the matter of the involvement of parents is illustrated by the words of one respondent who said,

“Failure by the bulk of parents to take interest in the education of their children results in them failing to attend meetings. Most even fail to pitch to collect their children’s progress reports”. (M)

Other principals indicated that they had to deal with difficult parents who defended their children when they misbehaved (M); were uninvolved in their children’s academic careers (F); or were ‘absent’.

“Some of the parents work far away from home and go home only at the end of the month. You get no support from parents”, one said. (F)

5.2.4.3 Recommendations

The following recommendations were made by principals to improve their job satisfaction:

- **Improved funding and physical resources**

One female respondent summarised the views of many principals as follows,

“My school, for instance, does not have the following which I think would help: an administration block, laboratory and library, hall for assembly and for other uses as well as toilets for both learners and educators. The 25 female educators including the principal have to share toilets with the girls while the 10 male educators have to share with the boys”.

What most respondents agreed on, is that their schools needed more funds to enable them to rise up to the level of previously advantaged schools (F); better infra-structure so that they have resources comparable with the previously advantaged schools(F); and improved sports facilities, such as the previously whites-only schools have(M).

- **Re-visiting of some departmental policies**

Respondents believed that there needed to be a serious review of some of the department’s policies. The review needed to include the following:

The Post Provisioning Model (PPM)

Principals had strong views on this policy and its implications for the effective running of their institutions. They had this to say:

“There has to be enough supply of educators and timeous upgrading of the PPM especially at the beginning of the year.”(M)

“Revisit the question of PPM as it has resulted in our schools being understaffed.” (M)

“Revisit the PPM so that principals should not be forced to teach but to concentrate on managerial issues.” (F)

The Section 21 policy

Respondents were of the opinion that a system that was meant to improve their status was actually working against them. Examples include:

“Review the section 21 budget and paper budget for stationary and textbooks. It is killing us.” (M)

“Supply resources and Section 21 money on time. It is always late.” (M)

“Increase the money allocation of section 21.”(M)

Labour laws for disciplining educators

The principals mentioned that “...lazy educators get away with murder” because they are protected by labour laws that made it very difficult to discipline them effectively. One respondent said,

“Relax labour laws to deal with ineffective educators. I feel like a toothless dog most of the time and what is frustrating is that the educators know that I am powerless.” (M)

Appointment of educators

Respondents indicated their frustration in that they had limited influence in terms of educators being appointed to their schools. In most cases the quality of the appointments was questionable and sometimes delayed, for example:

“Appointments take too long. This needs to improve.” (M)

“Fill vacancies with competent people and without delays.” (M)

“Allow the principal to be creative to even appoint teachers at their schools.” (M)

Other policies

One female respondent believed that there ought to be a revisit of the pregnancy policy.

- **Autonomy**

Some of the principals, the majority of whom were male, wanted more autonomy and space to function effectively. One male respondent stated,

“Give principals the opportunity to act as the school’s CEO [Chief Executive Officer]”.

Other recommendations included that schools should be given more autonomy to deal with problems (M); and space to do their work effectively (M); and support for the effective and efficient management of the schools. (M)

- **Appropriate training**

Although the principals expressed their frustration on the interruptions at their schools, they also suggested the importance of relevant training. One female respondent suggested the creation of a platform for interactive sessions to share the best practices with previously advantaged schools as a way of uplifting the previously disadvantaged schools. To this some male respondents added relevant topics for training, including: disciplinary issues; classroom management; conflict management; financial management; policy development; leave of absence, and commitment.

- **Incentives and rewards for principals**

Several respondents expressed their opinion on how the Department of Education could show its appreciation for the work done by the principals. These included merit awards (M); incentives (F), (M); salary adjustments (F); and subsidies for cars (F). One male respondent summed the principals’ views up by saying,

“Learn to accept recommendations from principals as they are the people on the spot”.

5.3 FINDINGS OF THE QUALITATIVE PHASE

Interviews were conducted with eight principals from the 30 that completed the questionnaires. The purpose of the interviews was to gather additional information on some of the responses obtained during the quantitative phase of the research. The sample consisted of two female and six male principals. The respondents were requested to answer a number of questions. The questions, as well as the responses are listed below.

5.3.1 What made them aspire to be principals

The responses from the principals to this question were three-fold, and related to career development, salary, and departmental appointments.

5.3.1.1 Career development

Most of the principals' responses were that they were expecting or, at least, had hoped for promotion. They mentioned that they had already been deputy principals or Heads of Department (HOD), or had had some form of leadership training. One reply was,

“Experience. I think I was ready. I had been a HOD for six years and a deputy principal for nine years. I felt ready to take it further. The principal left and I applied for the job and got it”.

5.3.1.2 Salary

Only one respondent mentioned salary as a motivation to become a principal, namely

“Honestly I wanted promotion. I wanted to earn more money. I wanted to know what it feels like to be principal, what I can do to implement. I wanted to know if I can make it, but number one was the salary and number two is trying to express myself.”

5.3.1.3 Appointments in the department

Two of the respondents indicated that they did not even apply to be principals. They were simply appointed by the department, for example,

“I did not apply. I was just appointed. There was a school that had bad problems and I was deputy principal at my school. I was approached by the circuit manager to come and assist at that school as a principal”.

Another principal in the same position indicated,

“I thought I was not yet ready to be a principal”.

5.3.2 The principals’ expectations and experiences on first being appointed

The respondents had various expectations when they were first appointed. These included: support from the Department of Education; being able to address challenges; being leaders that “called the shots”; good remuneration; co-operation with others; and guidance from role models.

Some of the respondents obtained the support that they badly needed at the beginning of their leadership roles. One said,

“I got 100% support from the department... the performance of the school I headed improved. That gave me a confidence boost”.

For some respondents, adjusting to the position and overcoming the initial challenges was a problem. Challenges included: winning the confidence of the staff at the beginning; not being given time by the SGB to settle in; having to organize people; being exposed to different situations and different opinions; and an “obsession” with Grade 12 results.

5.3.3 What happened as time went by

Most of the respondents indicated that they settled into the role of being principals as time went by. One mentioned good support from the department, namely

“We really maintained good results. The inspectors were really helpful. You could report non-cooperative teachers and be sure of something being done”.

However, other respondents complained of a lack of support from the department, and fatigue (“I think I got tired along the way”).

In indicating how things were then, the responses of the participants were influenced by their years of experience. Principals who had between one and two years of experience had this to say,

“We got a 83.4% matriculation pass rate last year. It was a confidence booster for me. Most of all everyone is coming around now. Like I said I don’t know how long this will last”;

and

“I can say that most of the things are taking shape”.

The other respondents had different opinions based on how their schools were performing. One respondent, whose school was a leading school in respect of performance in the province, indicated that he had “settled in”. Others whose schools

had not been performing well, complained that their staff were unmotivated – “dragging their feet to class”.

Some respondents reported negative attitudes, and referred to a lack of support for principals, and not wanting to be a principal any more –

“I do not think it is worth it. I am tired”.

5.3.4 Views on being recognized as a principal

In respect of recognition for their work, one principal simply said,

“I do not think there is any”.

However, if schools had good results, the principals obtained recognition. For example:

“The good results helped a great deal. So far so good. I am still riding the cloud. I hope it lasts. Everyone recognizes me at the moment”.

However, another principal believed that he as a person needed to be rewarded in some way. He stated:

“As an individual I have not received any recognition for the work and the leadership I am offering my school to remain up there. I have not received a certificate, a trophy, a cheque or a gift voucher. I feel bad because it is like the department does not recognise what I do as principal”.

Other respondents based their recognition on their salaries. One stated:

“The way we are paid is not the same as the amount of work we are expected to do. Principals are treated as doormats. Principals get blamed for every situation but when you perform you still do not get recognized”.

5.3.5 The principals’ relationships with educators, learners, and parents

The respondents all indicated that they had positive, professional relationships with the majority of the educators at their schools. There were a few educators who posed problems, but they were generally in the minority. Some comments are:

“It is okay, they [the educators] don’t like it though when you discipline them”.

“ ... I can say 70% of the educators are positively involved”.

“It is two-fold. It is good with those who do their best as committed educators... I have a problem with educators who are doing a disservice to the country”.

All the respondents indicated in their responses to be having good relationships with the learners in their respective schools. They believed the learners were co-operative and respected them as principals.

Regarding their relationships with parents, six of the respondents indicated they had good and supportive relationships with the parents. Parents were generally seen as supportive, co-operative and respectful of the principals. However, two respondents complained about the lack of support they received from the parents. One said,

“I work with communities that are detached from the school. The majority of learners are from farming communities, children of farm labourers from around here. The SGB tries its best to involve parents. We don’t always win but we try”.

5.3.6 How principals experienced the physical working environment and conditions at school

The respondents indicated that they were only “partly happy”. Dissatisfaction was in respect of: the red-tape one has to handle to get something done; and having “...to wait forever to get anything done”; the lack of maintenance of the school grounds and buildings; and the shortage of sports facilities.

5.3.7 How principals experienced their school cultures

On defining their school culture, the principals’ responses ranged from an undefined ‘school culture’: “It is difficult to define...”, to those who thought that they were in the process of building something,

“...let me say something is developing and it is positive”; and

“I am currently trying to build something”.

There were also those responses that showed that some form of culture had already been established. For example:

“The institution espouses values of respect, cooperation, believing in one another, good relations and a spirit of togetherness”.

“...we strive for excellence...we value the respect of our colleagues”.

“It is transformed. When I first came in it was called “yozo-yizo”, everyone did what they wanted”.

5.3.8 What principals experienced as satisfiers and non-satisfiers

About half of the principals indicated satisfaction with their work in spite of various challenges. Job-satisfiers included: the performance and progress of learners; a love for working with people that respect them and make them feel good about themselves; and opportunities for development and self-actualisation.

However, half of the interviewees were not satisfied with their jobs and were eager to leave the profession. Most of the factors that resulted in dissatisfaction were related to the Department of Education in some way; the people they had to deal with on a daily basis; and the lack of training to be a principal.

Regarding the Department of Education, frustration was caused by the red-tape required by the department; their policies; and a system of extreme control:

“Red-tape, lots of red-tape from the Department of Education. The processes are frustrating. It is like you have no mind and have to run everything past them”.

“Policies from the Department... are frustrating and the implementation of some of them is so impractical”.

“Interference from the Department”.

“The way the Department deals with principals ... it is like we are not educated professionals... the policies that the Department has are above the principal.”

“Before you stretch your arm you have to check if the policy allows you to do it. It is madness”.

The pressure to improve their performance was also a cause of dissatisfaction. The system used to measure performance quite often resulted in bitterness and anger. If there was any improvement it was not lasting, as the methods used were not sustainable. The principals were often compelled to work long hours and give extra classes after school, over weekends and during the holidays. In addition, their schools were often compared to previously advantaged schools with their 100% pass rates.

The principals also strongly believed that the system that was in place for the appointment of personnel in schools (the PPM) needed improvement. This system frustrated principals, since they had no influence on the recruitment of educators.

The respondents also felt that the funding mechanism used in previously disadvantaged schools (quintile system) worked to their disadvantage. One said,

“The money is never enough to bring the changes that are required. Our schools remain disadvantaged. I do not see how we are ever going to reach the status of town schools. We are way off”.

They pointed out that schools in very poor communities were classified as no-fee schools, and were regarded as Section 21 schools (non-profit organisations). There existed specific rules and regulations regarding the spending of the money, as explained by one respondent,

“We have to pay for electricity, buy printing paper, ink, pay for the telephone, water, the list is endless....we have to employ a security guy as is required by the Department, and we use a lot of money to pay him. ...you cannot even think of employing extra teachers, you are not allowed to anyway.....we do not have a general worker to clean the school because we do not have money”.

In addition, the parents gave no extra money for school projects, and the department often paid out the funds very late.

Also related to money, some of the respondents indicated their salaries as a great source of dissatisfaction.

Some principals made mention of the people they had to deal with on a daily basis, such as learners with 'absent' parents, and unmotivated educators. Regarding the parents, they mentioned:

- child-minded homes: "...where the parents are absent, either dead or away to work somewhere";
- poor parents: "...children come to school without food and spend the whole day without food";
- the low literacy level of the parents: "...it results in parents expecting teachers to become parents as well".

Certain educators were also a bone of contention. Some were unmotivated. This was particularly true of temporary educators.

Finally, the lack of induction of new principals and of definition of the role of the SGB was also mentioned. One principal indicated that,

"...the SGB should realise its place".

5.4 DISCUSSION OF THE RESULTS

The results indicate that principals had certain expectations when they entered the profession and were first appointed. The results also show that, on the part of the novice principals, there existed much expectation and anticipation for the journey ahead. The new principals in the research indicated how things were still working well for them when they had the support of their colleagues, the parents, and their

supervisors. The standard used for sustaining the support from all quarters was the performance of the grade 12 learners.

For the principals who have been in the field for a number of years, the experiences were different. What seems to emerge from most respondents is the dissatisfaction with the “obsession” with the grade 12 results that everyone had. Secondary schools’ day to day activities revolved around making sure that grade 12 results were good at the end of the year, and an improvement on the previous years. If the grade 12 learners did not perform well, the school was regarded as “trapped”, and that means that that specific school needed special attention from the Department of Education.

However, some principals of schools whose grade 12 learners performed well, were not happy either. One such a principal indicated how discouraging it was to be a principal. He named a lack of appreciation and recognition as reasons.

In general, the principals identified the following as factors that satisfied or not satisfied them, and as ways to improve the situation.

5.4.1 Factors that caused job satisfaction

According to the quantitative results and the interview data, the principals mostly expressed satisfaction with the nature of their work, and with the different relationships they had.

5.4.1.1 The nature of the work

Table 5.3 indicates that the respondents were satisfied with the kind of responsibilities they had; the type of work they did as principals; their understanding of the task at hand; the importance of the tasks they performed; and their training for the job. Section 5.2.4.1 also showed that the principals were happy to do general

administrative work; to develop policies, to handle finances, and with project management.

5.4.1.2 Relationships

Table 5.8 shows that the principals were generally satisfied with the relationships at their schools. This was particularly true of the professional relationships that principals had with their learners, the parents, and their colleagues. The responses to the open-ended questions particularly indicated satisfaction with working with the learners; staff members who cooperated; and supervisors who were supportive (5.2.4.1). Table 5.6 also indicates that the principals were happy with the respect they received from the parents and the learners.

The two main factors mentioned by respondents that resulted in their satisfaction are in line with the discussions in chapter 2 on the theories of job satisfaction. The higher-order needs, mentioned by Maslow (section 2.3.1), that result in job satisfaction are:

- social needs (interpersonal relations);
- the need for esteem (the value that one places on oneself and also receives from others); and
- self-actualisation (the feeling of achievement and self-satisfaction).

The principals expressed the need for achievement, dominance, exhibition, and affiliation in their daily lives as principals, as explained by the theory of Murray (section 2.3.3). This is also confirmed by McClelland's learned-needs theory (section 2.3.4), namely that individuals learn and develop the need for achievement, for power, and for affiliation. Herzberg refers to such needs as intrinsic needs or motivators that have to do with the nature of the work, and result in the satisfaction of the individual. Herzberg (section 2.3.5) mentions the following needs which are in line with the principals' responses:

- achievement;
- recognition;
- the work itself;
- responsibility; and
- advancement and growth.

According to Herzberg (section 2.3.5), the work should be interesting to do. Jobs that require a variety of skills, like those of principals, can be intrinsically motivating.

5.4.2 Factors that caused job dissatisfaction

5.4.2.1 Poor management by the Department of Education

The level of interference with and interruptions in their daily working lives by the Department of Education (see section 5.2.4.2) was at the core of the frustration of the majority of the principals. This not only wasted their time, but also left them without autonomy (also see table 5.3).

Some departmental policies also caused frustration. These included the Section 21 policy that resulted in most poor schools being classified as non-fee schools. The other policy mentioned by several principals, was the Post Provisioning Model (PPM) that the Department of Education uses to allocate educators to schools. This left schools without sufficient or with poor educators. The other unwritten policy by the department is the expectation that principals needed to ensure that extra classes were taken during school holidays.

5.4.2.2 Pitiable physical working conditions

According to Table 5.4, the principals were dissatisfied with the security of their premises, and the lack of the availability of decent sports grounds, such as those of the advantaged schools. Section 5.2.4.2 confirmed that poor physical conditions were

a bone of contention for the principals. These included poor facilities; the lack of maintenance of the school buildings and grounds; the shortage of water; electricity problems; and the poor roads leading to the schools.

5.4.2.3 Role conflict

Table 5.5 shows that the principals were dissatisfied with the demand the society makes on principals; the expectations from parents; and their workload. They were also unhappy about the little time they had available to spend with their families.

5.4.2.4 The lack of recognition

From Table 5.6 it seems that the principals were not satisfied with the recognition they received from their supervisors and the parents. They wanted to be recognized and rewarded for their hard work.

5.4.2.5 Poor salaries

The principals were unhappy with the lack of fringe benefits. They were also dissatisfied with their salaries in comparison with their age, their experience, their workloads, and in comparison with other professions.

5.4.2.6 Uninvolved parents

Table 5.9 shows that the principals were dissatisfied with the level of commitment from the parents. This was confirmed by the interviews (see 5.2.4.2). Principals often had to deal with difficult parents who defended their children when they misbehaved, and they were uninvolved in their children's academic careers, or were simply 'absent' for a variety of reasons.

5.4.2.7 Undisciplined learners

Several problems with ill-disciplined learners were mentioned (see 5.2.4.2). These problems included: being absent from school or class; being noisy; loitering; late-coming; unruly behaviour; and drug and substance abuse.

5.4.2.8 Poor work ethic of the educators

The lack of commitment from staff members was a source of dissatisfaction for the principals (see 5.2.4.2). It often happened, for instance, that educators were absent from class.

The factors that resulted in the job dissatisfaction of the respondents as mentioned above, are referred to as extrinsic or hygiene factors by Herzberg (section 2.3.5). These factors have to do with the environment that respondents function in, and include the following:

- company policies;
- supervision;
- working conditions;
- salary;
- status; and
- security.

Maslow refers to these factors as lower-order needs (section 2.3.1). The process theories further explain the concept (discussed in chapter 2) by means of the equity and expectancy theories. The respondents compared what they brought to work (in terms of education, experience, training, and effort) to what they received (in terms of salary, fringe benefits, status, and privileges). Thus, they discovered some discrepancy in terms of equity, and this resulted in job dissatisfaction for many of

them. Working in poor socio-economic environments has negative implications for job satisfaction (section 3.5.1), as indicated by the respondents' views.

5.4.3 Recommendations for improvement

The principals' views on what they would recommend for improvement are detailed in section 5.2.4.3. In particular they recommended:

- improved funding and physical resources;
- the re-visiting of some of the departmental policies;
- more autonomy for principals;
- appropriate and relevant training for principals; and
- incentives and rewards.

These recommendations are understandable, considering the job satisfaction theories as delineated in chapter 2, and elaborated on above.

5.5 SUMMARY

This chapter presented the results of the qualitative and quantitative phases. Deductions were made and delineated. The findings from the questionnaire and individual interviews were interpreted in the light of the job satisfaction theories in particular, as explained in chapter 2.

The next chapter will present the conclusion from the results and recommendations will be made. Limitations of the study will also be indicated.

CHAPTER 6

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

6.1 INTRODUCTION

In chapter 1 the general research question was stated as: *What influences the job satisfaction of principals of previously disadvantaged secondary school in the North West Province?* Accordingly, in section 1.2, the aims of the study were listed as:

- To determine empirically, through quantitative means, the factors that influence the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province. This would enable generalisation.
- To determine qualitatively the factors that influence the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province as a means of seeking clarity on the quantitative phase of the empirical study. The two phases are thus seen as complementary.
- To make recommendations to education managers on how the job satisfaction of principals of previously disadvantaged secondary schools can be improved.

In chapter 5 the results of the quantitative and qualitative phases and a discussion of the results were presented.

In this chapter the conclusions from the results obtained and explained in chapter 5, will be given. Recommendations will be made and the limitations of the study will be highlighted.

6.2 CONCLUSIONS

6.2.1 Factors that enhance the job satisfaction of principals

Results from this study show that there are certain factors that enhance the job satisfaction of the principals selected from previously disadvantaged secondary schools in the North West Province, as much as there are those that result in job dissatisfaction. What can be deduced from the results is that the following two factors enhance the job satisfaction of the principals, namely the nature of the work, and interpersonal relationships.

They will be briefly discussed.

- The nature of the work

It is evident from the results that the principals regarded their work as stimulating, important, and not boring, due to its varied nature that required varying skills. They are satisfied with the type of work they do and the training they had in order to perform their duties, although some thought that more relevant training could be provided.

The nature of the work that principals do left them with a feeling of accomplishment, growth and self-esteem. This is because the characteristics of the jobs performed by principals as administrators are intrinsically motivating. This then comes as no surprise that the principals show high levels of satisfaction with the nature of the jobs that they perform.

- Interpersonal relationships

Satisfaction with the nature of their work was more evident with principals who have good interpersonal relationships with their colleagues, the learners, parents, and

supervisors. What most principals expressed as the source of their greatest satisfaction, is the opportunity they have to work with people. The following can be deduced from the results, namely that principals in the previously disadvantaged schools in the North West Province

- enjoy working with cooperative staff;
- value recognition from their peers, colleagues and supervisors;
- enjoy working with learners, in particular if the learners did well; and
- value the support they get from the parents.

6.2.2 Factors that cause the principals' job dissatisfaction

Although the principals were satisfied with the nature of their work, half of the respondents, during the interviews, indicated that they were dissatisfied with their jobs as principals due to organisational structure issues, and would consider leaving the profession if an opportunity arose. The remaining 50% expressed similar concerns but showed a willingness to stick it out in their positions as principals. This is a worrying trend, because if 50% of a workforce is merely hanging in there, it is bound to affect their performance, and something needs to be done.

The factors that cause the most dissatisfaction with the selected principals in previously disadvantaged schools in the North West Province have to do with the environment that they function in. Most of the principals who participated in the study were dissatisfied with their poor work environment.

Results from the study indicated that the majority of the principals were frustrated with what they regarded as poor management on the part of the Department of Education. The lack of autonomy that the principals perceived to have, was a source of great dissatisfaction, as they could not make important decisions concerning their institutions. Most principals expressed their frustration with the interference of the Department that left no room for innovation and initiative. There was a lot of 'red-tape' that they had to deal with to get something done at any given point. Some of the

departmental policies were regarded as the main reasons why their schools were not improving and attaining the standard they were hoping for. Some of the policies that were mentioned in particular included:

- the Post Provisioning Model (PPM);
- the section 21 policy;
- labour laws on the disciplining of educators;
- the appointment of educators; and
- policies concerning learner discipline (expulsion, pregnancy, etc).

These are just some of the policies that principals felt needed to be looked into and revised, because the way they were implemented caused significant dissatisfaction.

The principals believed that these policies were the cause of their problems with

- ill-disciplined learners;
- the poor work ethics of the educators;
- poor results;
- their pitiable physical working conditions; and
- uninvolved parents.

Results from the research shows that principals regarded low salaries as a lack of recognition for the work they did. The expectations from learners, parents, colleagues, and supervisors increased the workload of principals. Also was mentioned the time they had to spend at work. Principals therefore regarded the amount of effort that they put into their work as not aligned to the reward (remuneration) that they received at the end of a month. The results of the research showed that the principals were not in the profession for the money. They believed that the reward system should be improved on grounds of their input. What was interesting in the results was that the majority of the principals in previously disadvantaged schools in the North West Province indicated that they would not leave their profession primarily because of the money, but because of the other frustrating factors mentioned above, in particular with the manner that the Department of Education influenced their lives.

6.3 RECOMMENDATIONS

6.3.1 Recommendations for the SGB and other school managers

Results from the research prompted the following recommendations for the SGB and school managers:

- The School Governing Body

The SGB is appointed to schools and occupy office for a three to four year cycle. SGB members can do much to assist the principals, and to have a positive influence on the smooth running of previously disadvantaged schools in the North West Province. It will enhance the job satisfaction of the principals. What were mentioned are the following:

- attend training programmes to clarify the role they are supposed to play in schools;
- understand their complementary duties to the principals and other academic staff;
- understand and support the vision and mission of the school;
- be part of the strategic planning of the school;
- develop their own strategies that complement the vision of the school during their term of office; and
- be a link between the parents and the school.

As indicated by the results (section 5.3.8), some principals complained about the lack of support that they received from the SGB, mainly because of the lack of understanding of the role of the SGB. Some principals had their efforts to improve the school frustrated by SGB members who did not understand the vision of the school. Being part of the strategic planning of an institution will assist especially the chairperson of the schools committee to understand the short-term and long-term

plans in respect of all the academic and non-academic spheres of the institution. Previously disadvantaged schools are not developing very well, especially as regards non-academic issues like the physical environment, sport, culture, and entertainment, because of a lack of support from the SGB. Members are elected to the SGB, but do not always assist the school to realise its goals. Principals and staff members would be less frustrated by undisciplined learners and uninvolved parents if the SGB formed a link between the school and the parents. The SGB could play a very influential role in developing a positive climate and culture in schools through its complementary role in the smooth running of secondary schools in previously disadvantaged communities.

- School managers

School managers, as the immediate supervisors of principals, could play an important role in enhancing the job satisfaction of principals, or in decreasing their level of job dissatisfaction. The following recommendations were deduced from the results of the study:

- Reduce bureaucracy

The results of the study indicated the frustration that the principals experienced due to bureaucracy. They have to knock on several doors to get answers to questions or to receive support with their problems. School managers could do well to increase their accessibility and render services that could be of assistance to the development of schools, especially of those that were previously disadvantaged.

- Implement participatory decision-making

Autonomy is something principals value. It gives them the ability to make decisions for their institutions that will give them joy in executing. At the time of the study, most principals believed that decisions about their institutions were taken on their behalf, and they were merely instructed to implement them. This resulted in bitterness, because some of the decisions taken did not necessarily address the issues the

principals were faced with. Being instructed to do something was not the same as doing something voluntarily.

- Recognise effort and performance

Most of the principals who participated in the study felt that their efforts were not being recognised at all. Failure to perform well academically in most cases resulted in the school not being recognised for its efforts in other spheres. This resulted in principals giving up on even trying to do something else that could eventually have helped, even to improve the academic results. The irony is that principals of schools that were performing well academically also believed they were not getting the recognition they deserved as individuals. Although a school sometimes received a trophy and a certificate, the principal would never be rewarded for leadership. However, if the results were poor they were personally held accountable. School managers should recognise their effort as well as their performance.

- Use motivational strategies

The principals communicated the negative strategies that the school managers used as a way of enforcing better performance. The scare and intimidation tactics that were sometimes used did not produce the desired results, but resulted in defiance. School managers should devise innovative, motivating processes that bring about job satisfaction, and that act as an inspiration to perform.

- Train the School Governing Body

The SGB in previously disadvantaged schools is somehow not playing the complementary role that it is supposed to in the development of the schools that it is serving. Relevant training needs to be provided on the role the SGB should play to be effective for school development.

6.3.2 Recommendations for the Department of Education

The Department of Education as an employer of principals has a major role in enhancing the job satisfaction of principals, or in promoting the factors that could result in a decrease in their dissatisfaction. The results of the research indicate the frustration of the principals with many of the policies that were developed by the Department of Education for the administration of schools. The policies are meant to redress past injustices and develop the previously disadvantaged schools. However, the policies that were developed by the department seemed to have worsened the situation in some instances. Thus, the policies need to be reappraised and revised, where necessary. Below are the recommendations deduced from the results of the research:

- Review the Post Provisioning Model

The results of the research showed that most principals of the previously disadvantaged secondary schools in the North West Province are unhappy with the Post Provisioning Model. It did not cater for the individual needs of schools and mostly addressed the learner-educator ratio only. The Department would do well to revisit this model.

- Review the Section 21 regulatory rules

Most principals expressed their concern with the classification process. Once a school has been classified it becomes almost impossible to change a quintile. The other frustration principals expressed was with the rules governing the use of the Section 21 money. The regulation stipulated that the money could not be spent on certain developments. Principals found the system unfavourable for them, especially as regards the poor physical conditions of their schools. Their non-fee status also put them at a disadvantage to a certain extent, as that limited their sources of revenue. The department will have to investigate the impact of the system on previously disadvantaged communities and assess whether some amendments were necessary.

- Review the labour laws for disciplining educators

The principals expressed their frustration in terms of the process and the time it took to discipline educators. The system was perceived as non-effective and non-intimidating. Principals thought that there were very few effective ways for them to discipline educators who were absent from class, or did not submit their work as requested. The department could investigate more effective and efficient systems to support principals in the handling of ill-discipline at their schools.

- Review the appointment process of educators

The principals were concerned over the fact that they did not have much influence in the appointment of the educators who get to teach at their schools. They experienced this as the main reason for the lack of the improvement of the matriculation results, because sometimes the educators appointed are not up to the task at hand, or lack the experience or the passion to do the job well. The department should revisit the process of the appointment of educators, and ought to get the input of the principals on this issue. This will go a long way in improving the quality of educators that are appointed, and thus improve the job satisfaction of the principals of previously disadvantaged schools.

- Review other regulatory policies

The principals expressed their concern over some of the other regulatory policies of the department. For example, the examination registration rules that allow a learner in grade 12 who has registered to write the examinations at the end of the year, to sit for the exams, irrespective of the number of days he/she has been absent from school. The principals want to be able to use their discretion to allow learners to write examinations. The policy on pregnancy is also one other policy that some principals are uncomfortable with. Thus, the department should look into some of these policies raised as a source of concern and dissatisfaction. Involving principals in the revision

of these policies may enhance their job satisfaction, because they are the ones who will have to implement these policies.

6.3.3 Recommendations for further study

The following are some of the most important issues that need further investigation as indicated in this study, namely

- how training programmes for SGB members can be designed and implemented to enable them to fulfil their duties, especially in previously disadvantaged secondary schools;
- how the involvement of the parents in the previously disadvantaged secondary schools may be improved;
- how the interaction and coordination between school principals and the Department of Education can be improved; and
- how the identified policies that cause the job dissatisfaction of principals in previously disadvantaged secondary schools can be improved.

6.4 LIMITATIONS OF THE STUDY

The following limitations of this study are acknowledged:

- The research was limited only to a few schools in the North West Province which is predominantly rural and poor. The results in other provinces, like Gauteng, could have been different, due to the different socio-economic conditions.
- Due to the vastness of the settlements, the villages and townships, as well as the distances between them, the researcher was limited in the number of schools (and thus principals) that could be reached within a reasonable timeframe.

6.5 SUMMARY

This study investigated the factors that affect the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province. The aims of the study were to determine empirically, by quantitative and qualitative means, the factors that influence the job satisfaction of the principals, and to make recommendations on ways to improve their job satisfaction. In the quantitative phase the research design was a survey. Data were collected from a purposefully selected sample of 30 principals of 30 secondary schools conveniently situated in rural villages and townships, which were accessible. Thereafter a phenomenological approach was used to select eight principals from the same sample. The aim was to, by means of interviews, seek clarity on the trends observed in the quantitative phase. The researcher purposefully selected participants of maximum variation regarding gender, geographical location and years of experience.

The results showed that the factors that enhanced the job satisfaction of the selected principals related to the nature of their work in the sense that it was stimulating, it was viewed as important, and varied. They were also satisfied with their interpersonal relationships. These were linked to cooperative staff members; appreciative colleagues and supervisors; well-behaved learners; and supportive parents.

There were, however, also factors that led to the job dissatisfaction of the principals. In particular, the majority of the principals were frustrated with poor management on the part of the Department of Education. This had to do with a lack of autonomy of the principals, excessive bureaucracy, and poor policies. The principals believed that these policies exacerbated their problems with ill-disciplined learners; the poor work ethics of the educators; poor matriculation results; their pitiable physical working conditions; and with uninvolved parents. The results also showed that the principals thought their workloads were not well-aligned with their salaries, and that reward systems were needed.

A number of recommendations were made to the SGB and other school managers, as well as to the Department of Education. Recommendations for future research in line with the results and the conclusions that were reached were also put forward.

Finally, some limitations of the study were pointed out.

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LETTER TO THE APO MANAGER, REQUESTING PERMISSION TO DO RESEARCH

Date:

TO: The APO Manager, Ngaka Modiri Molema District

FROM: Tsholofelo Maforah (DEd. student at UNISA)

RE: Permission to conduct research in secondary schools in the area

RESEARCH TOPIC: Influences on the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province.

Dear Sir/ Madam

I hereby tender my request for consent to conduct research to elicit responses from principals of secondary schools that fit the description of previously disadvantaged in the area.

The responses will contribute towards the research carried out by myself for a dissertation in Doctor in Education offered by the University Of South Africa.

The anticipated value of this research will depend on the feedback that I receive from the questionnaire attached (Section A, B, C) and follow-up interviews.

Please note that all information collected will serve for no other purpose than that of academic research. The estimated time to complete the questionnaire will be about 20 minutes. The questionnaire and follow-up interviews will be conducted in the principals' free time and will not encroach on their work time.

It is hoped that the feedback I receive will add to the ongoing research on job satisfaction.

Thank you for your cooperation and assistance.

Tsholofelo Maforah

LETTER TO THE PRINCIPALS, REQUESTING PERMISSION TO DO RESEARCH

Date:

TO: The Principal

FROM: Tsholofelo Maforah (DEd-student at UNISA)

RE: Permission to conduct research with you

RESEARCH TOPIC: Influences on the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province.

Dear Sir/ Madam

I hereby tender my request for consent to conduct research to elicit responses from you as a principal of a previously disadvantaged secondary school in the North West Province.

Your response will contribute towards the research carried out by myself for a dissertation in Doctor in Education offered by the University Of South Africa.

The anticipated value of this research will depend on the feedback that I receive from the questionnaire attached (Section A, B, C).

Please note that all information collected will serve for no other purpose than that of academic research. The estimated time to complete the questionnaire will be about 20 minutes. It is hoped that the feedback I receive will add to the ongoing research on job satisfaction and will hopefully lead to better conditions of employment for you as a principal.

Please sign the letter of consent attached to this letter to indicate your understanding of the process.

Thank you for your cooperation and assistance.

Tsholofelo Maforah

THE QUESTIONNAIRE

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V1

JOB SATISFACTION OF PRINCIPALS

This survey aims to provide information on the job satisfaction of principals of previously disadvantaged secondary schools in the North West Province. The survey is undertaken for a DEd degree. The questions are answered **anonymously** and for research purposes only. Do not give your name. Please complete the questions honestly. Answer **all** questions – it should not take more than about 25 minutes.

SECTION A

Please indicate your choice by making an X on the relevant answer.

1. Gender:

Male = (1)

Female = (2)

V2

2. Age:

20-30 = (1)

31-40 = (2)

41-50 = (3)

50+ = (4)

V3

3. Years as a principal (present year included)

2 or less = (1)

3 – 4 = (2)

5 – 9 = (3)

10 – 15 = (4)

16 or more = (5)

V4

4. Marital status

Married = (1)

Single = (2)

Divorced = (3)

Widow/Widower = (4)

V5

5. **Highest** academic qualification

Education Diploma = (1)

B Degree = (2)

BEd degree = (3)

Hons Degree = (4)

M Degree = (5)

D Degree = (6)

V6

SECTION B

Please indicate your level of satisfaction with the following aspects of your work by crossing the number that best represents your feelings. The numbers have the following meanings:

1= Very dissatisfied;

2= Moderately dissatisfied;

3= Moderately satisfied; 4=Very satisfied

(V 7 to 71)

6. The type of work you do as a principal	1	2	3	4
7. The kind of responsibilities you have	1	2	3	4
8. The opportunities for personal growth	1	2	3	4
9. Your achievement of a standard of excellence	1	2	3	4
10. The authority you have as a principal	1	2	3	4
11. The amount of freedom you have in decision-making	1	2	3	4
12. The level of importance of the tasks you perform	1	2	3	4
13. The variety of tasks you have to perform	1	2	3	4

14. Your level of understanding of the tasks at hand	1	2	3	4
15. Your level of training for the job	1	2	3	4
16. The administration offices at your school	1	2	3	4
17. The financial support you get from the government	1	2	3	4
18. The financial support you get from the parents	1	2	3	4
19. The security of the premises	1	2	3	4
20. The availability of sports grounds	1	2	3	4
21. The availability of teaching aids	1	2	3	4
22. The physical appearance of your school	1	2	3	4
23. The office you occupy	1	2	3	4
24. The amount of school fees paid by learners	1	2	3	4
25. The availability of classrooms	1	2	3	4
26. The demands society puts on you as a principal	1	2	3	4
27. The expectations from parents	1	2	3	4
28. The expectations from colleagues	1	2	3	4
29. The expectations from your supervisor	1	2	3	4
30. Your workload	1	2	3	4
31. The different roles you play as a principal	1	2	3	4
32. The amount of time you spend at work	1	2	3	4
33. The type of instructions you get from your supervisor	1	2	3	4
34. The expectations from learners	1	2	3	4
35. The amount of time you spend with your own family	1	2	3	4
36. The level of respect from the parents	1	2	3	4
37. The level of respect from the learners	1	2	3	4
38. The level of satisfaction with your job	1	2	3	4
39. The recognition you get from your supervisor for your work	1	2	3	4
40. The kind of feedback you get from your supervisor	1	2	3	4
41. The kind of feedback you get from your colleagues	1	2	3	4
42. The kind of feedback you get from your parents	1	2	3	4

43. The kind of feedback you get from the learners	1	2	3	4
44. The level of respect you get from your supervisor	1	2	3	4
45. The level of respect you get from your colleagues	1	2	3	4
46. Your salary compared to your qualifications	1	2	3	4
47. Your salary compared to other professions	1	2	3	4
48. Your salary compared to your skills	1	2	3	4
49. Your salary compared to your workload	1	2	3	4
50. Your salary for your age	1	2	3	4
51. Your salary compared to your experience	1	2	3	4
52. The fringe benefits you get	1	2	3	4
53. The impact of your salary on your performance	1	2	3	4
54. The impact your salary has on your lifestyle	1	2	3	4
55. The professional relationships with your supervisor	1	2	3	4
56. The professional relationships with your colleagues	1	2	3	4
57. The professional relationships with learners' parents	1	2	3	4
58. The professional relationships with learners	1	2	3	4
59. The atmosphere at work	1	2	3	4
60. Conflict management skills of your colleagues	1	2	3	4
61. The professional relationships among staff members	1	2	3	4
62. Your own conflict management skills	1	2	3	4
63. Commitment from learners	1	2	3	4
64. Commitment from parents	1	2	3	4
65. Commitment from colleagues	1	2	3	4
66. The level of competence of your colleagues	1	2	3	4
67. The level of competence of your supervisor	1	2	3	4
68. School policies	1	2	3	4
69. Departmental policies	1	2	3	4
70. Your level of competence to function effectively	1	2	3	4

SECTION C

Using the following scales, please place an X in the appropriate box. The numbers have the following meanings:

1 = Definitely disagree; 2 = Disagree; 3 = Agree; 4 = Definitely agree

(V 72 to 101)

71. My work is important	1	2	3	4
72. My work is boring	1	2	3	4
73. I am unable to grow in my work	1	2	3	4
74. I am comfortable with my working environment	1	2	3	4
75. My age influences my performance positively	1	2	3	4
76. My gender affects my performance positively	1	2	3	4
77. My qualifications affect my performance positively	1	2	3	4
78. I lack the experience to perform well	1	2	3	4
79. I get rewarded for the good work I do	1	2	3	4
80. My position has the status it deserves	1	2	3	4
81. My salary is equal to the effort I put in my job.	1	2	3	4
82. My salary covers all my needs	1	2	3	4
83. My salary is what is keeping me in my job	1	2	3	4
84. My poor salary will make me leave my job	1	2	3	4
85. My good relations with colleagues help me	1	2	3	4
86. Some bad relationships with colleagues affect my performance	1	2	3	4
87. Work is more important than people	1	2	3	4
88. Focusing on interpersonal relations is a waste of time	1	2	3	4
89. Poor working conditions affect my performance	1	2	3	4
90. My poor working environment influences my commitment	1	2	3	4
91. The poor discipline of learners influence me	1	2	3	4
92. Poor working conditions motivate staff to leave	1	2	3	4
93. I have to keep long hours at work	1	2	3	4

94. The demands of my job are too much	1	2	3	4
95. The long hours at work affect my social life	1	2	3	4
96. My responsibilities at home affect my work	1	2	3	4
97. I love my job	1	2	3	4
98. My job is stimulating	1	2	3	4
99. I am satisfied with the job I do as a principal.	1	2	3	4
100. I have considered leaving my job for another one.	1	2	3	4

Reminder:

1= Definitely disagree; 2 = Disagree; 3 = Agree; 4 = Definitely agree

Briefly describe the factors in your daily working life that give you the most satisfaction.

Briefly describe the factors in your daily working life that *d*issatisfies you most.

What would you recommend to stakeholders to improve the job satisfaction of principals of previously disadvantaged schools in the North West Province?

EXTRACT OF A SAMPLE INTERVIEW

INTERVIEW 1

Key: I- Interviewer	R- Respondent
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I: *How old are you?*

R: 59 years old.

I: *How long have you been a principal?*

R: Since 1986, it's 24 years now.

I: *What made you decide to be a principal?*

R: I was given the post. Things were different then. I was still a HOD and there was a school without a principal and I was offered the post. I have always wanted to be in management, but I thought I was not yet ready to be a principal. I was afraid and uncomfortable but I was encouraged by some of the educators in the school I was supposed to lead. They promised to assist me and cooperate, so I took the post.

I: *What were your expectations when you first got the job?*

R: I thought it is a prestigious position. You call the shots and everyone follows. I even thought the increased salary will make me happy.

I: *What was your experience at the beginning?*

R: There was a lot of administrative work. There was however a lot of support from the department of education in the form of school inspectors. The parents and teachers were cooperative. The learners knew their place. There was a lot to learn and I had a lot of adjusting however, I think principals were respected then than they are now.

I: *What was your experience as time went by?*

R: There was improvement and adjusting, there was a time I was in a farm school and I got support from the farmers, school inspectors as they were called then. The feeder schools were doing a good job and sending good learners to my school. The results were great. We really maintained good results. The inspectors then were really helpful. You could report non cooperative teachers and be sure of something being done. If teachers could not cope, they would resign and go. The times were good.

I: *What is your experience now?*

R: Things have changed a lot since then. Principals do not get as much support as they used to. Teachers, learners and parents are no longer as supportive as they were when I first became the principals. We no longer have school inspectors but circuit managers who do not offer you much support. When you have problematic teachers and you report the matter to them, nothing ever gets done. In most cases they expect you to handle the matter but once you discipline the teacher you do not get support from them. The teachers know this and they know that they can get away with almost any thing. Principals are powerless now as compared to when I first started. The position has no prestige anymore. The learners no longer want to work. Teachers do not want to control the learners. Parents expect you to parent their kids. They do not want to attend meetings and support their children. It is worse with the new curriculum because the excuse everyone has is that they do not understand anything. It is a problem. In my school right now, the SGB wants to be paid for the work they do at the school. They do not understand their role in the school. The chairperson sometimes wants to override your decisions. It is a battle I tell you I envy people like yourself who knew when to quit. I am old now where can I go?

I: *How do you feel about the recognition you get as a principal?*

R: Once you do not perform, that is if the grade 12 results are poor the circuit office does not recognise you even if you perform in other spheres. They just say you do

not perform even if you are good at other things. They don't see that at all. You know when I talk about recognition I include support so that when you have problems you know you can get support. Things have changed, as an example you know with learners we no longer have corporal punishment, you talk to them, call in motivational speakers to come and motivate them and yet nothing changes.

I: *How do you feel about your salary?*

R: Salary, hei, there is no salary. We are struggling. We live from hand to mouth. You can see I am driving an old, old and battered car. I am waiting for pension and use that money to improve my house and buy a car. The increase we get does not make any difference. We were promised OSD and we thought it will make a difference. It did not.

I: *How do you feel about your relationship with educators?*

R: It is okay, they do like it though when you discipline them. You sort of mix firmness and relax so that it is not tense at work. Once you become too strict it gets very tense and the atmosphere is not good. Some of the departmental policies like PPM make principals look like bad people. Some of the educators take it personally when you declare them redundant and they have to be moved to another school. You can draw the table with everyone so that you are transparent as you can but when people have to be moved, it is always very tense. The friends of the person who has left remain angry for a while. Those are some of the factors that affect relationships.

I: *What is your relationship with the learners?*

R: It is good. The only problem is late coming at my school. The learners travel long distance on foot from other neighbouring villages to get to school. They are always late and that is what makes us fight most of the time.

I: *What is your relationship with the parents?*

R: It is a problem because parents are not supportive. You find that out of 400 learners, whenever you call meetings, only between 30 and 40 parents will attend.

We even tried cooking for them. It did not help. We send letters and even do radio announcements but they still do not come. When the learners are misbehaving, there is no one to talk to. But I have discovered that some children stay alone without parents. The parents are either in Johannesburg and come home once in a while or they have died. Some kids stay with their grannies that are too old to even come to the school. You deal with what you have. It is a challenge that the department is not willing to acknowledge.

I: How do you experience the physical working conditions at your school?

R: They are okay considering that it is a village school except for the old original buildings. The new structure is still in good condition. There is a lot of vandalism however. We are not sure whether it is the villagers or the learners. Vandalism occurs when we are not there. We put a television with decoder for them to be able to watch learning channels, it was stolen overnight. It is discouraging. We have no sports grounds. There is no extramural activity. The teachers are also not interested, they stay far and will like to go as soon as the lessons are over.

I: How would you describe your school's culture?

R: It is difficult to define, you have some teachers who really work hard, but there are some who are really not interested. I call them "cheque collectors". They hate it when I say that but it is the truth. Our results are not good as such. We have been what is called a "trapped" school for several years now. Our grade 12 results which are used as a measurement of performance are always around 50%. We used to get 70% during the 1990 years. We had dedicated educators then and the culture was that of excellence. Like I said, things have changed.

I: Are you satisfied with your job?

R: I am not. There is a lot of pressure from the department due to the performance of the learners. I am getting no recognition and appreciation. All the years of hard work for the department, I am about to retire and I am sorry that I will leave feeling the way I do now. If I was still young, I would be searching for another job.

I: *What are the factors that satisfy you?*

R: Educators who do their job without being pushed. I love it when learners do their work and pass well. It gives a good feeling. That is a reward. I can tell you right now, there is very little satisfaction I get from being a principal.

I: *What are the factors that dissatisfy you?*

R: The attitude of the educators, learners and sometimes parents towards work. The SGB at the moment is just amazing. I told you they want to be paid. The fact that my school is classified as a section 21 is a problem on its own. The money is not enough, we get only R77 000.00 for the year. There is a lot that needs to be done. The environment should be conducive. Money goes towards electricity and printing papers. You can hardly afford a gardener or a cleaner. Once you are declared a no-fee school, the parents will never give a cent for any school project. When the school started in the 1990s parents used to pay R50.00 per annum as development fund. That money used to go a long way to do things for the school. We could embark on projects together with the SGB on a yearly basis to improve the school. Now parents are not prepared to spend a cent to an extent that the SGB is even requesting to be paid. Amazing staff I tell you.

I: *Why are you still a school principal?*

R: I used to love my job. It is only now, especially because I am not getting the support from the department. It is like one is not trying their best. All you get from the department is criticism and pull downs. Nothing you do is ever enough. I try my best to improve results. We do extra classes, winter school, afternoon classes and all that. Our results still do not improve. We have however realised that our feeder schools send us learners who are not ready for secondary school. They get condoned to the next level. We have to admit them in spite of the fact that some of them can hardly read or write. No wonder our results do not improve. The background is bad, and it is a miracle that we even get 50% pass rate. The schools that are referred to as top schools usually pick and choose learners. The learners are good performers from

supportive parents and the principals get support and recognition from the department. They are winners all the way. We are the ones who need most of the support from the department but we do not get it due to the performance of our learners.

I: *What would you like to add to the issue of the job satisfaction of principals previously disadvantaged secondary schools?*

R: Not very much. I think I have said my piece. I only wish that educators can love their jobs. The SGB should realise their place. The department should give support. Schools should get more financial assistance and finally that we should get the salaries we deserve. I guess that is a long way off.

I: *Thank you very much for your time.*

R: You are welcome.

EXTRACT OF A SAMPLE INTERVIEW
INTERVIEW 2 (Female)

Key : I – Interviewer

R- Respondent

I: *How old are you?*

R: 59 years old

I: *How long have you been a principal?*

R: 7 years.

I: *What made you decide to be a principal?*

R: I did not decide. I was just appointed. There was a school that had problems and I was deputy principal at my school. I was approached by the circuit manager to come assist at that school as a principal. I was later removed from that school when the principal returned and I was given another school, that's the one I am at right now. Personally I would not have applied to be a principal. I was comfortable as a deputy and I realised that I am most happy in the classroom than in an office. Being a principal would limit my movement in class. Besides time had already caught up with me I was 52 years old when I was first approached, I had already started countdown towards retirement (Laughs).

I: *What were your expectations when you first got the job?*

R: I expected support from the department seeing the conditions under which I was appointed. I also expected support from the teachers, learners and parents. I was not sure of what was going to happen, I was not even sure if I would like what was expected from me.

I: *What was your experience at the beginning?*

R: I got 100% support from the department. The learners had been tired of the instability in their school and I was a welcomed relief. Everyone was willing to give me

a chance to prove myself. The performance of the school I was heading improved. That gave me a confidence boost.

I: *What happened as time went by?*

R: Things started to change. There was a lot of laxity that started creeping in. One has to push to get things done. Even the department have sort of taken a back seat now. I sometimes feel like I am on my own.

I: *What is the situation now?*

R: I can say things are not as expected. The results have gone down last year after a good performance the previous year. I am worried about the yoyo effect. Up and down. Some educators are dragging their feet to class. The learners need to be pushed for a lot of things, the same as the parents.

I: *How do you feel about the recognition you get as the principal*

R: I am enjoying it. The fact that I was requested to come and rescue two schools one after the other, was recognition enough for me. It meant someone believed in me and thought I had the capability to turn things around. The acceptance I received from the teachers, parents and learners made realise my value.

I: *How do you feel about your salary?*

R: I am not happy especially when I compare the amount of work I have to do. The reality is that I have also not put a lot of heart into the amount I am getting especially because I had no interest in the position of a principal in the first place but now that I am here, I can see the difference between what I do and what I earn. I think there is a big gap.

I: *How do you feel about your relationship with educators at your school?*

R: I am fine with educators. I know that I will not be liked by everyone. But I am satisfied with the professional relationship.

I: *What is your relationship with the learners?*

R: The learners give the respect. I am happy.

I: *What is your relationship with the parents?*

I: Parents give me a lot of respect. It could be due to the past problems they had with the previous principals and the circumstances under which I was employed. Everyone is just supportive.

I: *How do you experience the physical working conditions at your school?*

R: The physical environment is not good at all. The school is long overdue for renovations. It is demoralising. My school is a section 21 school. We get no fee from parents and learners. We rely solely on what we get from the department, it is not enough. There are so many things that cannot be done due to lack of funds. I have noticed that a no-fee school has lots of disadvantages because it communicated to parents that they do not have to contribute any money to the school. The money that we get however has limits and restrictions. It was better when you could get some contribution from parents in the form of school fund because then one could manage to do certain things.

I: *How would you describe the culture at your school?*

R: Both learners and educators seem to have some form of aspiration. There is some form of aspiration to work towards being a good school. There are a lot of things that stand in our way. Finance is the main one but I can tell you that the aspiration is there.

I: *Are you satisfied with your job?*

R: I am. I do not know perhaps it is because I love teaching in spite of the circumstances. As long as I am teaching, I am happy.

I: *What are those factors that satisfy you?*

R: Working with people is the main thing, working with learners. Sharing knowledge with learners and my colleagues satisfies me. I get most satisfaction when I see my learners develop. When I see the improvement from where they start to what they become. Even when I meet them in the street and they say “ma’am how are you. You see I am grown up and responsible”. I love that.

I: *What are those factors that dissatisfy you?*

R: If I see people not committing fully, lack of commitment. I am a workaholic maybe it is unfair but I expect people to work. It disturbs me when people do not want to work or fail to give their all.

I: *Why are you still a principal?*

R: Maybe because I enjoy teaching. I feel I can give more at school than anywhere else.

I: *What would you like to add on the issue of principals of secondary schools of previously disadvantaged communities and job satisfaction?*

R: One, finances. It is my wish that those schools could be highly financed by the department and bring them up to the level of the previously advantaged schools. Why, because there are certain resource material that we are unable to get due to lack of lack of finance.

Two, is that we get rejects from other schools due to the nature of our schools. All the best learners go to those better schools and that is good for our schools. So those are the two main reasons why are think our schools are not going to improve for a long time.

The third reason is that most of the learners in our schools are staying alone without parents and guardians. There are lots of child-minded homes. The parents have died or are working far, the kids remain with grannies where there are grannies or they are just on their own sometimes with an elder sister or a brother. When you have

problems with the learner, there is no responsible person that you can call. It is a problem. The social background of the learners is sometimes a contributing factor to their poor performance.

I: *Thank you for your support.*

R: You are most welcome.

EXTRACT OF A SAMPLE INTERVIEW

INTERVIEW 3 (Male)

Key: I – Interviewer	R- Respondent
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I: *Thank you for the time you have given me to conduct the interview as a follow-up to the questionnaire you filled up. How old are you?*

R: 44 years old.

I: *How long have you been a principal ?*

R: 7 years.

I: *What made you decide to be a principal?*

R: Honestly, I wanted a promotion. I wanted to earn more money. I wanted to know what it feels like to be a principal, what I can do and implement. I wanted to know if I can make it, but number one was the salary and number two is trying to express myself.

I: *What were your expectations when you first got into the job?*

R: I expected co-operation. In fact I thought that things are just easy but after I was thrown in I could see the system was a bit unfair to me because I was a HOD first and I became a principal. That was a quantum leap for me. It was too much for me but I managed to settle in. I think it took me three years to settle in. So basically I thought things were easy, I discovered as I was in that things were not as easy as I thought.

I: *What was your experience right at the beginning?*

R: Yo, yo, eish it was a nightmare, it was a nightmare in that there was a cabal of teachers who wanted to remove me. The SGB wanted to remove me, they even went to the circuit manager and told him to remove me. There was an upheaval. The HOD for education had to come in and intervene. I was basically new and the SGB was in their second year. They had time study things and now it was time for

implementation. They did not give me time to settle in, they implemented on top of my head. Changes were taking place and then the upheaval began but there were those who were sympathising with me. It was a terrible experience but I cannot blame or put the whole blame on the SGB, I think I was also responsible in one way or the other. My inexperience and expectations should have contributed somehow.

I: *What happened as time went by?*

R: As time went on I began to settle in, people began to understand me and I began to understand them. I think I was able to handle the situation but at the beginning it was difficult for me. I can say that I have since managed to settle in.

I: *What is the situation now?*

R: My experience now is such that I am at ease. I have settled in. I do not have problems anymore. The situation is okay maybe because most of the people who were negative have since left the school. My attitude has changed as well. I am very positive about my job. The problems that are there are very insignificant and can be easily handled.

I: *How do you feel about the recognition you get as a principal?*

R: My school has received recognition in many ways from the department of education. We have received trophies and certificates from the Department of Education for performance. My school is one of the top performing schools in the province and the country. As an individual I have not received any recognition for the work and the leadership I am offering my school to remain up there. I have not received a certificate, a trophy, a cheque or a gift voucher. I feel bad because it is like the department does not recognise what I do as a principal. I was in Limpopo last month and I noticed that the Department Of Education in Limpopo recognises good performance more than in the North West province. The award event was spectacular with attractive trophies and the like. I am not sure if principals get recognised in any way, maybe it is my perception but I still feel that principals need recognition for their efforts.

I: *How do you feel about your salary?*

R: (Laughs for a long time) Ah, it must be increased. It is little. It should be increased. Basically, I have a feeling that principals have more work than Circuit managers, Area managers and even Directors. I have never been a circuit manager but I have an impression that we at school are hard done. I look at our salaries and I think they should be improved.

I: *How do you feel about your relationship with the educators at your school?*

R: We have come a long way. Sometimes I feel like I am too soft. Sometimes my relationship with educators should be can I say they should fear me. Sometimes I feel like we are too much of buddies. I do not like that, but I feel that they respect me. I think we have a cordial relationship because I have always believed that what keep an organisation working are good relationships more than anything else. So on that score I feel that it is fine but sometimes I feel that it is too much, they should fear me.

I: *What is your relationship with the learners?*

R: Well, they just take me as their principal. They respect me. I can say we have an orderly kind of relationship. I like it.

I: *What is your relationship with the parents?*

R: The parents are wonderful, supportive and believe in the school. They believe in me. They are responsive to meetings. When you ask them to come for meetings, they come in large numbers. When you have special projects they donate money. The relationship is just wonderful.

I: *How do you experience the physical working conditions at your school?*

R: It is not as desirable as I will like it to be. The yard is huge and needs a lot of attention. My office is okay, the classrooms are just fine. There is still a lot of work that needs to be done on the physical appearance of the school. I notice that

everyone takes pride in their surroundings, the small improvements that we have done as a school seem to improve the mood.

I: How would you describe the culture of your school?

R: Our culture is to always wanting to do the best. I have managed to convince the teachers that they are the best. As an example, if a teacher sets a question paper and the standard is too low, the rest of the staff members use the question paper as a joke with everyone laughing about it. No one wants to be in that position. They value the respect of their colleagues. We strive for excellence. What I appreciate the most is the initiative taken by educators to make sure that we attain the standard. We traditionally have winter school for the grade 12 class. This year to my surprise I discovered that the teachers have decided to introduce winter school for the grade 9 class. We have also introduced afternoon studies for them so as to improve their results. It is a good feeling to realise that everyone has the best interest of the school at heart.

I: Are you satisfied with your job?

R: No, it is too much. There is too much work. So much so that I cant even attend to my classes. Sometimes I feel that the school is too big, 1500 learners. What would satisfy me really is a situation where things are done the way I will like to see them done. Sometimes there is some kind of laxity on the part of educators and even the learners. I can generally say that my work is too much so that I end up postponing certain things and they end up pilling up which is also not good.

I: What are the factors that satisfy you as the principal?

R: What satisfies me the most is to see learners passing well. To see teachers being responsive to the instructions that I give or the decisions that we arrive at and carrying them out to the letter. Another thing that satisfies me is independence on the part of educators, doing things without me knowing like the example of the grade 9 winter school and study. I just saw the grade 9 learners at school with their educators.

That really is the independence that I am talking about and it is a source of satisfaction on my part.

I: *What brings about dissatisfaction?*

R: Workload, learners go out of the way, misconduct of learners even in the part of educators. Salary. Ahm, this is as far as I can remember now. The list could be long. Yes, interference from the department on who you can employ or not. Ja, you see that one is a real source of dissatisfaction.

I: *Why are you still a principal?*

R: I am not getting other jobs that I am applying for. I want to put it as plainly as all that because on an ongoing basis I do apply for jobs and posts that I see in the papers so I am not getting those jobs that is why I am still a principal. If I could get a chance I would go out. Or even if I were to become an ordinary teacher with the same salary, I would take it.

I: *What else would you like to add on the issue of principals of previously disadvantaged secondary schools and job satisfaction?*

R: I feel that the department is not doing enough to put us in par with previously advantaged schools. I once mentioned this to the premier of the North West when he visited my school. Perhaps the current view is that there are no longer white and black schools so our children can go anywhere they want. But I have a feeling that something should be done to put those schools in par with previously advantaged schools. Previously disadvantaged schools have a lot of challenges. I can mention a few things here:

- Firstly it is the physical working conditions are not conducive. It is very discouraging. It affects performance.
- Principals are not given the recognition they deserve in schools.
- The amount of funding available is not closing the gap at all especially with the quintile and section 21 systems. The poor schools are going to remain poor unless the system is changed somehow.

- Last point which is worrying me a great deal is that results do not improve because due to lack of funds we are unable to employ additional teachers to help reduce the workload. We cannot even employ extra- curricular teachers for music or professional coaches like the former advantaged schools do. We do not have money for that. Whatever money we get from the department has strict measures on how it can be used. You cannot employ a teacher and pay them from that money. I tell you my sister you can be expelled and I have seen principals expelled or removed for doing just that. It is sad.

One other thing that I hate personally with my job is this IQMS (Intergraded Quality Management Systems) which is a performance appraisal for educators. I hate doing that work. It is one of those things that I feel are just adding up to my workload as a principal. I wish principals did not have to this at all.

I: *Thank you so much for your time.*

R: You are welcome

EXTRACT OF A SAMPLE INTERVIEW

INTERVIEW 4 (Male)

Key: I- Interviewer	R- Respondent
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I: *Thank you for honouring this appointment, this interview is a follow up to the questionnaire you filled up. Let me start by asking a personal question and say ,how old are you?*

R: 41 years old.

I: *How long have you been a principal?*

R: 13 years.

I: *What made you decide to be a principal?*

R: An opportunity arose and I got encouragement from all quarters that I have potential to be a principal. I took the challenge for leadership. I applied because I had completed some leadership programmes of SADTU and leadership programmes of the Department of Education. An opportunity arose and I took it.

I: *What were your expectations when you first got the job?*

R: I love and enjoy challenges, so I expected challenge. It was a new job, added responsibilities. I was ready for the excitement and everything else.

I: *What was your experience like at the beginning?*

R: I was given an underperforming school. I wanted to see where I could take it. My expectations were high. I wanted to see the school transforming the school. I wanted to take the school to higher ground. I wanted the learners to perform at the best of their ability and introduced programmes that would enhance their performance.

I: *What happened as time went by?*

R: It was to check what else the school could do to improve itself. We came up with a school development plan to reinforce learner achievement not only academically but also in extra curricular issues.

I: *What is the situation now?*

R: It is a challenge. Education is dynamic. There have been lots of changes. New curriculum has meant that people had to be retrained and re-skilled. People have to adapt to changes and it is continuous learning. Some people are finding it hard to adjust. I am fine with it because I love challenges.

I: *How do you feel about the recognition you get as a principal?*

R: There is a perception from others that I am doing good. It is a reflection from others that is continually communicated to me. I love the recognition. The contribution is encouraging.

I: *How do you feel about your salary?*

R: Well, the only part of me that can be fully satisfied is my stomach and nothing else. I normally say that people who are rich are those who do not earn a salary. I can say I am content for now.

I: *How do you feel about your relationship with the educators?*

R: It is two fold. It is good with those who are their best as committed educators and I share the same vision that benefits the learners. I have a problem with educators who are doing a disservice to the country. I say country because these kids are going to be future leaders. What are we doing for the country then if we short change them?

I: *What is your relationship with the learners?*

R: It is good. They are able to know what is expected of them. I give them an opportunity to express themselves so that they develop their communication skills. I

give them opportunities to compete with other learners all over the country and they are able to stand their ground in a convincing manner.

I: What is your relationship with the parents?

R: My school is a boarding school. I work with communities that are detached from the school. The majority of the learners come from the farming community, children of farm labourers from around here. The SGB tries best to involve parents. We don't always win but we try.

I: How do you experience the physical working conditions at your school?

R: I am lucky that I have facilities that other principals are longing for. It is an old school and it was made to accommodate children from farming communities. The buildings are not bad on the inside. We need renovations and maintenance on the outside. But like I said, we have more than most.

I: How would you describe the school culture?

R: The institution espouses values of respect, cooperation, believing in one another, good relations and a spirit of togetherness. We try our best to live up to those values. We remind each other on a continuous basis about what we stand for.

I: Are you satisfied with your job?

R: Yes I am, in spite of the challenges.

I: What are those factors that satisfy you?

R: My current working conditions. The type of engagement I have with the educators, SGB and the learners. I see it as a new opportunity for development and learning. I am satisfied with all that.

I: *What are the factors that dissatisfy you?*

R: Red tape, lots of red tape from the department of education. The processes are frustrating. It is like you have no mind and have to run everything past them. The approach of the government towards the schooling system is not good at times. I do not think enough is done to improve the state of education in the country especially the previously disadvantaged communities.

I: *Why are you still a school principal?*

R: I continue to enjoy my work. There are new challenges and that is fine. I am one of those principals that the department calls “fire extinguishers”. We are normally sent to troubled spots. That has made me appreciate challenges. I have no intention of leaving my job. I love it here.

I: *What would you like to add on the issue of the job satisfaction of principals of secondary schools of previously disadvantaged communities?*

R: New principals should be inducted. You cannot be left on your own on a trial and error basis. That is where wrong habits are cultivated and taken on towards later years. Help new principals. The other problem I realise is that the SGB role is blur at the moment. They are not sure of their functions and limits.

I: *Is that all you wish to say?*

R: Yes

I: *Thank you.*

EXTRACT OF A SAMPLE INTERVIEW
INTERVIEW 5 (Male)

Key: I- Interviewer

R- Respondent

I: *Thank you for coming, this is a follow-up to the questionnaire you filled earlier on. Can I be personal and ask how old you are?*

R: 40 years.

I: *How long have you been a principal?*

R: 12 years.

I: *What made want to be a principal?*

R: My mom was a principal. I initially went to study medicine and I developed a passion for teaching and I stopped training for medicine and went into teaching. I always wanted to become a principal.

I: *What was your expectation when you became a principal?*

R: A good life. My mother had made it look very attractive. Good salary. The top guy. I would give instructions and people would jump.

I: *What was your experience at the beginning?*

R: I had a background of having been a secretary for SADTU. I thought it will be easy for me to bargain and put issues forward. I thought I understood the frustrations of the educators and that I could handle issues like those. I realised once I became a principal that governance is something else. They view you to be on the other side of the fence.

I: *What happened as time went by?*

R: I think I got tired along the way. When I started I used to get good results. I was moved to a rural school all of a sudden everything had changed. The learners were

different. The teachers were different. The culture was different. There was just no commitment. It was disturbing. The results were poor as well.

I: *How is your current situation?*

R: I want a promotion and get out of a school. I do not want to be principal anymore. The challenges are just too many. I do not think the effort is worth it. I am tired.

I: *How do you feel about the recognition you get as a principal?*

R: The way we get paid is not the same as the amount of work we are expected to do. Principals are treated as door mats. Principals get blamed for every situation but when you perform you still do not get recognised. What is the use?

I: *How do you feel about your salary?*

R: It is never enough. As a principal it is difficult to even operate another business to increase your earnings as you work long hours including holidays sometimes even weekends. You just wish you had good benefits so as to compensate for the long hours you keep. It is demoralising.

I: *How do you feel about your relationship with the educators?*

R: It is wonderful. I can say about 70% of the educators are positively involved. We work as a team. The school operate on five legs and everyone knows their position and responsibilities.

I: *What is your relationship with the learners?*

R: It is good. I cannot complain much. Obviously there are some odd ones but it is fine.

I: *What is your relationship with the parents?*

R: It is good, they attend 3-4 meetings a year and the attendance is always good. The SGB is also great.

I: *How do you experience the physical working conditions at your school?*

R: I am partly happy. The buildings are new but the school was not properly build. Renovations are necessary. With our section 21 money, there is nothing one can do. There is no maintenance because there is no money.

I: *How would you describe the culture of learning at your school?*

R: When we started we had no culture but now we are developing something. Let me say something is developing and it is positive.

I: *Are you satisfied with your job?*

R: Well, up to 50%. I am waiting to go out.

I: *What are those things that satisfy you?*

R: Working with people makes me feel good. I enjoy leadership and directing and developing people.

I: *What are those things that dissatisfy you?*

R: Money is on top. The way the department deals with principals. It is like we are not educated professionals. There is lack of autonomy. I know we have to operate within certain rules, but do you need permission even to breath? The policies that the department has are above the principal. Before you stretch your arm you have to find out if the policy allows that or not. It is madness. You never ever make decisions as a principal.

I: *Why are you still a principal?*

R: I told you, I am waiting to go out. Any chance I get I will not hesitate. I am busy applying for other positions. I want out.

I: *What else do you want to add on this matter of the job satisfaction of secondary principals of previously disadvantaged schools?*

R: The issues of labour are a sore point for me. The government appoints teachers and they are send to your school. You have no influence or very little influence on

who comes. You cannot even recruit according to your school's needs. You get someone here who does not fit what you were looking for and you have to see what to do. No wonder results are not improving. Something needs to be done. A while back, a principal would be involved in searching for a teacher. Not now. This bothers me a great deal. That is why I want that promotion so that I can go and sit in the office and tell principals what to do.

I: *You feel very strong about this.*

R: Indeed I do.

EXTRACT OF A SAMPLE INTERVIEW
INTERVIEW 6 (Male)

Key: I- Interviewer

R- Respondent

I: *Thank you once again for your time. As explained to you this a follow-up to the questionnaire you filled up. My first question is ,how old are you?*

R: 45 years old.

I: *How long have you been a principal?*

R: 12 years.

I: *What made you decide to be a principal?*

R: I felt I was ready. It has always been my plan. I felt I had outgrown the HOD position.

I: *What were your expectations when you first got the job?*

R: I thought I will have role models who would guide me through the process. It was not so.

I: *What was experience at the beginning?*

R: I found this obsession with matric results. It was just amazing how the focus was on that and nothing else

I: *What happened as time went by?*

R: Nothing much changed. The obsession continued, and you sort of also get into the mode of things. I guess it is a matter of if you can't beat them, join them.

I: *How are things now?*

R: I am just hanging in there.

I: *How do you feel about the recognition you get as a principal?*

R: I do not think there is any.

I: *How do you feel about your salary?*

R: It is not compatible especially when people decide salary with politics. I mean our salaries were always low and to pay us well requires political will. I do not think that will happen.

I: *How do you feel about your relationship with the educators at your school?*

R: I usually tell the teachers that: "Look we do not have to be friends. We are professionals and let's treat each other as professionals". So we get along fine on a professional basis.

I: *How do you get along with the learners?*

R: Fine, no problem.

I: *How do you get along with the parents?*

R: We get along fine even with the SGB.

I: *How do you experience the physical working conditions at your school?*

R: You get things very slowly. You fill in request forms and wait for ever to get anything done. You just fill it up because you have no choice. There is lots of red tape. When you enquire you get send from pillar to post. Basically I am not happy with the physical state of the school.

I: *How do you describe the culture the culture of your school?*

R: It is transformed. When I first came in it was called "yizo-yizo" everyone did what they wanted.

I: *Are you satisfied with your job?*

R: Yes I am if I was to start all over again, I would still be a principal.

I: *What are those factors that satisfy you?*

R: Being able to express my potential.

I: *What are those things that dissatisfy you?*

R: Red-tape. I find demands from the department unfair most of the time.

I: *Why are still a principal?*

R: I love it here. Like I said, if I were to start all over again, I would be a principal.

I: *What else would you like to add on this issue of the job satisfaction of principals of previously disadvantaged secondary schools?*

R: The problem is that the previously advantaged schools are getting recognition. We are told not to compare ourselves with them, yet the expectation from us is the same. If they produce 100% pass rate, we are told that we should produce the same. I ask myself, don't they realise that the conditions are different? The department does not want to acknowledge this.

The other point that frustrates principals is the PPM model. We have no influence on the on the recruitment of educators. We can't get the expertise we require from the educators. It is frustrating us as principals, some of the teachers we have are not competent enough. If it were within our powers we would have long replaced them. The system is working against us and yet the expectation for improvement lies on our shoulders.

I: *Is that all you want to say?*

R: Yes and I hope this helps somehow.

I: *It does. Thank you very much.*

EXTRACT OF A SAMPLE INTERVIEW

INTERVIEW 7 (male)

Key: I- Interviewer

R- Respondent

I: *Thank you for agreeing to be part of the research. As I explained, this is a follow-up part of the questionnaire you've filled. How old are you?*

R: 40 years.

I: *How long have you been a principal?*

R: 2 years.

I: *What made you decide to be a principal?*

R: I was a deputy principal before I got the position of a principal. It is the normal succession, deputy principal and the principal. I felt that I was ready and had received training. The opportunity came when my principal left and I took the plunge.

I: *What were your expectations at first?*

R: I thought I was ready to lead. I thought I was ready to face challenges. The position always looks good and attractive from the outside. The previous principal had involved me in a lot of staff and trained me.

I: *What was your experience at the beginning?*

R: It was a challenge to win the confidence of the staff at the beginning. They were not taking me seriously at first. I have been a teacher with them for a while and some had been my friends. It was becoming difficult for them to know that I am serious about certain things. The other challenge was that the school was under performing. Grade 12 results have been bad for a while now and everyone was looking to see how I was going to handle the situation.

I: *What happened as time went by?*

R: Matters were getting better and we started focusing on the job at hand. We were pulling together to realise our vision. I just have a fear that will the co operation be the same going forward.

I: *What is the position now?*

R: We got 83,4% matric pass rate last year. It was a confidence booster for me. Most of all everyone is coming around now. Like I said I don't know how long this will last.

I: *How do you feel about the recognition you get as a principal?*

R: The good results helped a great deal. So far so good. I am still riding the cloud, I hope it lasts. Everyone recognises me at the moment.

I: *How do you feel about your salary?*

R: (laughs), it is not good I can tell you that especially when you compare with the amount of work one has to do.

I: *What is your relationship with the educators at your school?*

R: The relationship is good obviously there will be those pockets, you win some and lose some. Generally it is good.

I: *What is your relationship with the learners at your school?*

R: They are cooperative. There is still a lot of work to do but it is good.

I: *What is your relationship with the parents?*

R: The majority of the parents are co-operative. They attend meetings. The SGB is supportive as well.

I: *How do you experience the physical working conditions at your school?*

R: The school is in bad shape, the ceilings are falling, the classrooms are leaking. No laboratory and library. Learners can't do practicals. We have to travel to Pretoria University for the grade 12 science students to do practicals. It happens only once a year for a short period. It is expensive and we do it if we have funds otherwise it is just theory. The grade 11 and grade 10 never get to see a lab. You sometimes you have shift learners around especially when it is raining. It consumes valuable time. The only good building in the school is the administration block which has been recently built. That was after many years of waiting. At least I have a decent office right now.

I: *How would you describe the culture at your school?*

R: We are still trying to find ourselves. There is a lot that still needs to happen because we are having a shortage of teachers. This PPM system that the department uses is no good. It does not take into account certain factors. In my school there are educators who teach up to 200 learners per grade. If you are a language teacher and there is paper 1,2 and 3. Think of all the scripts you have to mark. If you have to teach more than one grade you are in trouble. People then start to cut corners in order to survive. You can't talk of the culture of excellence, neither can you say the culture of cheating, that leaves the culture of survival.

I: *Are you satisfied with your job?*

R: I am not, and this is shocking because I am new. What I am experiencing now, is not good. I do not see how I can continue for many more years to come, unless I decide I don't care anymore and just earn my meagre salary.

I: *What would you say satisfies you at the moment?*

R: Well, the matric results for now. I don't know if it will be the same next year.

I: *What are those things that dissatisfy you?*

R: Policies from the department. They are frustrating and the implementation of some of those is so impractical.

I: *Do you think you will continue to be a principal?*

R: Well, unless something changes, I do not think I will stay for long. Age is catching up with me. If I intend moving I should start looking or resolve to be like all the complaining principals who are still in the system.

I: *What else would you like to add on this matter of the job satisfaction of principals?*

R: I can tell you that the previously disadvantaged schools are going to remain disadvantaged because of the policies of the department. Firstly the quintile system of classifying schools has left us more wanting than before. Once you are classified as a section 21 school it means you cannot charge school fund. You get money from the government that is too little to cater for any improvements in the school. The money quite often comes late in the year. For instance the first payments for 2010 only happened in May, when it was supposed to have happened in February. You find that you have accumulated debt. When the money comes, you remain with nothing. The second payment is supposed to be in June but they will come in October or November and as usual will pay for the accumulated debt. We have to pay for electricity, printing papers, ink, telephone, the list is endless. You have to operate four to five sometimes even six months without money. We do not have a general worker to clean the school because we don't have money. We have employed a security guy as is required by the department and we use a lot of money to pay him. You cannot even think of employing extra teachers, you are not allowed to anyway. That means you have to deal huge work load that make the teachers not to their best. You know that we are always compared to the former model C schools. The comparison is so unfair. We really want to reach their standard but the gap is too big and the resources we have do not begin to close the gap.

Secondly, we get personnel appointed for us by the department, even the school clerk. You find that you have this incompetent person who increases your workload instead of reducing it. You cannot even fire them. Oh my I am scaring you am I not? But that is all in the life of a principal in a rural disadvantaged school. It is a story of survival.

I: *Is that all you want to say?*

R: Yes. I am very emotional about this.

EXTRACT OF A SAMPLE INTERVIEW

INTERVIEW 8 (Male)

Key: I- Interviewer	R- Respondent
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I: *Thank you for coming. This is a follow-up interview to the questionnaire you filled earlier on as I explained to you. I hope you are ready. First question is to find out how old you are?*

R: 48 years old.

I: *How long have you been a principal?*

R: 1 year now.

I: *What made you decide to be principal?*

R: Experience. I think I was ready. I have been a HOD for 6 years and a deputy principal for 9 years. I felt I am ready to take it further. The principal left and I applied for the job and got it.

I: *What were your expectations at the beginning?*

R: I thought I will be making final decisions as an accounting officer. That I will guide people professionally and motivate and influence. I have been aspiring for the position and I was ready to try it out.

I: *What was your experience at first?*

R: I realised that leadership is a challenge. To organise people means being exposed to different situations and different people with different opinions. The day to day running of the school has its many challenges. You never know what the day holds and how it will end.

I: *What happened as time went on including your current position now?*

R: I can say that most of the things are taking shape although working with people has proved unpredictable as people usually have their own perception of how things have to be done. Sometimes you think you are right only to find that you are wrong. That is why I say that most of them I feel I am achieving.

I: *How do you feel about the recognition you get as a principal?*

R: At the moment I am getting support from the parents, they do recognise me fully. I can say I am enjoying 95% support from the teachers. It is still a wait and see approach with the department. Other principals have warned me that the performance of the grade 12 will determine a lot of things for me.

I: *How do you feel about your salary?*

R: It is not satisfying when you compare it with the extra mile that principals are supposed to take. It is actually more than the salary one takes home.

I: *What is your relationship with the teachers at your school?*

R: It is good. I am not complaining at the moment.

I: *What is your relationship with the learners?*

R: Good.

I: *What is your relationship with the parents?*

R: Good, no problems.

I: *How do you experience the physical working conditions at your school?*

R: There is serious shortage of furniture. The supply is very low from the government. There are enough classrooms at the moment but they are not furnished so it does not help. There is a lot of vandalism from the learners and the villagers. Doors, electrical appliances are taken, the workmanship in most of the classes is of such poor quality almost everything is broken. The contractors use the cheapest of material for

construction, and nobody checks. It is difficult to instil seriousness when conditions are not okay. How do have other students fighting over chairs? It is first come first served basis.

I: *What about the culture of your school, how can you describe it?*

R: I am currently trying to build something. When the principal left, the school was at its lowest. We had been having poor grade 12 results for a while. He did not leave under favourable conditions. It took a while before I was appointed as a principal. There was some opposition to my appointment. I can say things are settling down now. I think it will take 2-3 years for a strong culture to develop.

I: *Are you satisfied with your job?*

R: Not 100%.

I: *What are the factors that satisfy you?*

R: Respect from stakeholders and the relationship I have with the parents. The teachers are coming along and it is encouraging.

I: *What dissatisfy you?*

R: Some lack of co operation from some staff members. You know when you have to follow people to do their work. It is not nice because they get paid at the end of the month. They are professionals who do not want to act in a professional way. Sometimes the SMT cannot be trusted. You discuss certain critical issues and they go tell the staff members behind your back and you just get negative air out of nowhere.

I: *Why are you still a principal?*

R: I think I am managing the challenges. I have no intention of leaving. I am grown up now, I cannot start a new career unless I get promoted within the Department of Education.

I: *What else would you like to add on the issue?*

R: Rural schools have lots of problems. As a principal you have to deal with the following:

- Child minded homes where the parents are absent, either dead or away to work somewhere. That creates a problem of discipline. You have no one to talk to. There is a lot of poverty to deal with where children come to school without food and spend the whole day without food. The low level of literacy among parents also results in parents expecting the teachers to become parents as well. As a principal you become a social worker as well. Parents expect you to solve their wayward children when you want to get assistance from them concerning their wayward children. This affects results because the teacher –parent partnership does not exist.
- Secondly, the section 21, no –fee status does not work for us. The money is never enough to bring about the changes that are required. Our schools remain disadvantaged. I do not see how we are ever going to reach the status of town schools. We are so way off. The attitude of the educators does not help. Sometimes I don't blame them because the circumstances under which they are expected to work are not good and encouraging.
- The other problem is that you get temporary teachers who are so committed, they are not sure of their future and are not so concerned about some of the crucial things as results. They come to work but commitment is not the same as they were permanent. They know you have no power to hire or fire them, so you get what you can get. When a temporary teacher leaves, it takes a while before they are replaced. That means extra load for teachers. It is bound to affect results.
- If the results of your school are not good. You get classified as trapped. You are the compelled to work long hours. Extra classes after school, weekends, holidays. There is no rest. Teaching is stressful and holidays are made for one to gather strength again. It is one thing to do it on a voluntary basis but to be compelled to have all those long hours is not nice. In most cases the results do not improve because people are just angry at being forced to work.

- The sore point for me is the way teachers are appointed. I wish there was a way we could influence that or be allowed to appoint teachers when we have vacancies. Sometimes you get people who do not live up to expectation. You are supposed to work with them and produce something of substance. Sometimes it is almost impossible. Being a principal is hard work and I think most people do not realise that especially if you are in a rural poor school somewhere.

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I: *Thank you so much for your contribution.*

R: You are welcome.