

**School management teams and the motivation of teachers to deliver quality education: A case study of secondary schools in Midrand, Gauteng Province**

**by**

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**submitted in accordance with the requirements for the degree of**

**MASTER OF EDUCATION**

**in the subject of**

**EDUCATION MANAGEMENT**

**at the**

**UNIVERSITY OF SOUTH AFRICA**

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**JUNE 2023**

## DECLARATION

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### **School management teams and the motivation of teachers to deliver quality education: A case study of secondary schools in Midrand, Gauteng Province**

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



**SIGNATURE**

**DATE: JUNE 2023**

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to thank the Lord God of heaven for His mercies upon me throughout this research study, and for successfully completing it.

I would like to express my deep and sincere gratitude to my supervisor, Dr TA Ogina, a senior lecturer in the Department of Educational Leadership and Management at the University of South Africa, for guiding and supporting me throughout this research study. Her sincerity, deep understanding of research, and motivation are exceptional. If it were not for her, I would not have known how to conduct and present research work. It was a great honour and privilege to study under her guidance. I am extremely grateful for the immeasurable effort she put into this research study. I pray that the good Lord blesses all her endeavours as well as her family.

I would like to acknowledge my colleague Vivian Chuchu, for all the support and encouragement throughout this research study. And, of course, special and sincere thanks to my brother Innocent and his wife, Mercy, and everyone else who supported me through prayer when the going got tough.

## **DEDICATION**

This work is the fruit of dedication and countless sacrifices. I heartily dedicate this dissertation to all the people who did not give up on me to finish my master's degree, especially my supervisor.

## **ABSTRACT**

The purpose of this study was to explore the strategic approaches that school management team (SMT) members employ or should employ to effectively support and motivate teachers to deliver quality instruction. The study was conducted in Midrand, a suburb of Johannesburg in Gauteng Province, South Africa. Midrand was chosen as a research site because in the township area there are performing and underperforming schools. The study adopted a qualitative approach and employed a case study design that involved four public secondary schools. It was guided by Locke's goal-setting theory and Herzberg's two-factor theory of motivation. The participants included one deputy principal, one Head of Department (HoD), and one teacher who has been teaching Grade 12 classes for the past two or three consecutive years, who were purposively sampled from each school. Telephonic semi-structured interviews were conducted to generate data from the participants, based on Covid-19 guidelines from the Gauteng Department of Education (GDE). The findings of the study showed that the approaches that the SMT members were employing to motivate the teachers did not meet the needs of the teachers. The teachers wanted the SMT members to demonstrate their expectations and render support and motivation that motivates and aids the teachers' delivery of instruction. More support and cooperation from the SMT members, the parents, and the learners were needed by the teachers as motivation to do their work. The strategic approaches to support and motivate the teachers that were suggested were giving deserving teachers time off, swapping classes, and giving teachers monetary incentives.

**Keywords:** school management teams, teachers, quality instruction, teacher support, motivation

## OPSOMMING

Die doel van hierdie studie was om die strategiese benaderings te verken wat skoolbestuurspan (SBS) lede gebruik of behoort te gebruik om onderwysers effektief te ondersteun en te motiveer om kwaliteit onderrig te lewer. Die studie is uitgevoer in Midrand, 'n voorstad van Johannesburg, in die Gauteng provinsie, Suid-Afrika. Midrand is as navorsingsarea gekies omdat daar in die informele nedersettings presterende en onderpresterende skole is. Die studie het 'n kwalitatiewe benadering gevolg en in die gevallestudie is vier openbare sekondêre skole betrek. Die gevalle studie was gelei deur Locke se doelwitstellings teorie en Herzberg se twee faktor teorie van motivering. Die deelnemers het een adjunkhoof, een departementshoof (HOD) en een onderwyser ingesluit, wat die afgelope twee of drie jaar Graad 12 - klasse onderrig het. Semi-gestruktureerde, telefoniese onderhoude is gevoer om data van die deelnemers te verkry, gebaseer op Covid 19 riglyne van die Gautengse Departement van Onderwys (GDO). Die bevindings van die studie het getoon dat die benaderings wat die SBS-lede gebruik het om die onderwysers te motiveer, nie aan die behoeftes van die onderwysers voldoen het nie. Die onderwysers wou hê dat die SBS-lede vir hulle meer rigting en ondersteuning moes gee en beter motivering om hulle te help met duideliker instruksies met die uitvoering van hulle take. Meer ondersteuning en samewerking van die SBS-lede, die ouers en die leerders was benodig deur die onderwysers as motivering om hul werk te doen. Die strategiese benaderings om die onderwysers te ondersteun en te motiveer, wat voorgestel was, was om verdienstelike onderwysers tyd af te gee, klasse om te ruil en geldelike aansporings.

**Sleutelwoorde:** skoolbestuurspanne, onderwysers, kwaliteit onderrig, onderwyser ondersteuning (onderwys hulp).

## ISFINYEZO

Inhloso yalolu cwaningo bekuwukuhlola izindlela zamasu amalungu ethimba labaphathi besikole (SMT) azisebenzisayo noma okufanele azisebenzise ukuze asekele ngempumelelo futhi agqugquzele othisha ukuthi banikeze imfundo enobucwepheshei. Ucwangingo lwenziwe eMidrand, indawo engaphansi kweGoli eSifundazweni saseGauteng, eNingizimu Afrika. IMidrand iqokwe njengendawo yocwaningo ngoba endaweni yaselokishini kunezikole ezenza kahle nezingenzi kahle. Lolu cwaningo lwamukele indlela esezingeni eliphezulu futhi lwasebenzisa ucwaningo olubandakanya izikole ezine zamabanga aphezulu zikahulumeni. Umbhalo ulandelela inkolelo-mbono ka-Locke yokubeka imigomo kanye nethiyori yezinto ezimbili zikaHerzberg zokugqugquzela. Ababambe iqhaza bahlanganisa iphini likathishanhloko oyedwa, iNhlolo yoMnyango (HoD) eyodwa kanye nothisha oyedwa obefundisa amakilasi eBanga le-12 iminyaka emibili noma emithathu ilandelana edlule, abathathwe ngamasampula ngamabomu esikoleni ngasinye. Izingxoxo zocingo zenziwa ukuze kutholakale idatha kubahlanganyeli, ngokusekelwe kumhlahlandlela we-Covid-19 ovela eMnyangweni wezeMfundo waseGauteng (GDE). Okutholwe kulolu cwaningo kukhombise ukuthi izindlela ebezisetshenziswa amalungu e-SMT ukugqugquzela othisha azihlangabezani nezidingo zothisha. Othisha babefuna amalungu e-SMT ababonise lokho akulindele futhi anikeze ukusekelwa nokugqugquzela okugqugquzelayo nokusiza othisha ekunikezeni imfundo. Ukwesekwa okwengeziwe nokubambisana okuvela kumalungu e-SMT, abazali, kanye nabafundi kwakudingeka kothisha njengesikhuthazo sokwenza umsebenzi wabo. Izindlela zamasu zokweseka kanye nokugqugquzela othisha ezaphakanyiswa kwakuwukunikeza othisha abafanelekile isikhathi sokuphumula, ukushintshana ngamakilasi, kanye nokunika othisha imali yokukhuthaza.

**Amagama angukhiye:** amaqembu abaphathi besikole, othisha, imfundo yobucwepheshe, ukusekelwa kothisha, ugqozi

## **LIST OF ABBREVIATIONS**

ANA - Annual National Assessment

CAPS - Curriculum Assessment Policy Statement

DoE - Department of Education

EEA - Employment Equity Act

GDE - Gauteng Department of Education

HoD - head of department

IEB - Independent Examinations Board

NSC - National Senior Certificate

PAM - Personnel Administrative Measures

SASA - South African Schools Act

SACE - South African Council for Educators

UNESCO - United Nations Educational, Scientific and Cultural Organisation

UNICEF - United Nations Children's Fund

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# CHAPTER 1

## INTRODUCTION AND ORIENTATION

### 1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

This research study aimed to explore the role and responsibilities of school management team (SMT) members in supporting and motivating teachers to provide quality education. This is because teacher motivation affects teacher performance, which is a significant factor in the determination of quality education (Richardson, 2005). Gard (2001) defines motivation as the sum of all the energies that drive people and help keep them on task. Motivation stimulates people to change their behaviour and sustain their endeavours to realise goals. Practical teaching that leads to educational objectives demands motivated and satisfied teachers (Han & Yin, 2016), and the compound tasks attached to the attainment of quality education are closely linked to teacher motivation (Utomu, 2018). Motivation, which is positive energy, drives teachers to do activities that promote quality teaching and learning. Despite the expectation that teachers need to be motivated, there has been increased dissatisfaction in the workplace and among teachers, which has resulted in teacher shortages in many Western countries, such as the UK, Germany, Australia, and the US (Han & Yin, 2016). Recent studies have shown how low teacher motivation levels have plunged over the years (Imakulata and Tokan 2019; Utomu, 2018). The literature on education in Africa also indicates that most teachers have low motivation (Adusei et al., 2016; & Imakulata and Tokan, 2019; Williams, 2018), and that the quality of education has deteriorated (Krzykawska & Źur, 2020). In South Africa, several studies have linked poor student performance to poor teacher motivation and job dissatisfaction (Heystek & Terhoven, 2015; Spaull, 2013; Steyn & Van Niekerk, 2012). However, what needs more research in all these studies is the role played by SMT members in supporting and motivating teachers to deliver quality instruction, which is what this research set out to explore.

This study focused on the strategic approaches that SMT members employ to support teachers and keep them motivated to provide quality education. The SMT in a school

setting consists of the school principal, deputy principal and heads of departments. The Personnel Administrative Measures (PAM,) (Department of Basic Education, 2016) mandate that the SMT be led by the principal and the deputy principal in playing a leadership and management role in the teaching and learning process. The Department of Education (2000) explains that SMT members should provide an environment that enables learners to learn and teachers to teach, and that it should ensure quality teaching and learning. SMT members, as instructional leaders, manage the curriculum and teacher behaviour, which directly affects the provision of quality education (Botha, 2013). Managing the quality of education is a concern to many, because education is an essential tool for the social and economic growth of a country (Madani, 2019). Unterhalter (2019) asserts that it is not any kind of education that matters, but quality education. Quality education is a holistic, non-segregated, and effective education, which every child should receive in a safe and healthy environment. A preliminary literature review revealed that the quality of education and teacher motivation in South Africa is deteriorating. This study, therefore, aimed to explore how SMT members are supporting and motivating teachers to provide quality education, and how they *can* support and motivate them to provide quality education.

## **1.2 STATEMENT OF THE PROBLEM**

Most countries and schools are struggling with high teacher turnover, where teachers are migrating from one country to another and from one school to another, and attrition of teachers leaving the profession (Williams, 2018). Attrition differs from one school to another, and it is closely related to teacher motivation. Haruthaithanasan (2018) and Tokan and Imakulata (2019) associate low teacher motivation with poor performance and poor education quality. In Africa, Adusei et al. (2016) revealed a downward spiral in teacher motivation, with many teachers leaving their posts. Although South Africa does not keep a record of the number of teachers the country loses due to international migration, it is estimated that about 1,000 professionals (among them teachers) migrate to other countries (South African Council for Educators [SACE], 2011; Vester, 2018). Some of the reasons cited for teacher migration are low salaries, poor working conditions,

and student discipline, among many others (Vester, 2018). The ongoing exodus of quality teachers has left a void, which has led to deterioration in the quality of education in some countries. South Africa's best performance was the lowest of that of all sub-Saharan countries that took part in a survey (Spaull, 2013). This could possibly be because the teaching and learning process is failing to meet the expected standards. These statistics send a strong and clear message to educational managers regarding their responsibility to support and motivate teachers to provide quality education. Börü (2018) maintains that teachers, who play a large role in the success of educational institutions, are not machines, but human beings, and that they therefore need motivation. Eres (2011) reminds principals that dissatisfied and demotivated teachers may weaken educational programmes. The gap identified in the literature, which this study aims to fill, is the approaches that SMT members employ to support and motivate teachers, amidst the considerable evidence of low teacher motivation and how this has affected educational outcomes.

### **1.3 RESEARCH QUESTIONS**

The main research question that the study intends to answer is 'What strategic approaches do SMT members employ to support and motivate teachers to deliver quality education?'

#### **Sub-questions**

The research sub-questions formulated to enable the participants to answer the main research question are as follows:

- How do SMT members perceive quality education?
- What do SMT members identify as factors inhibiting teachers' motivation and quality instruction?
- How do SMT members support and motivate teachers to deliver quality instruction?
- Which strategic approaches can SMT members employ to support and motivate teachers to provide quality instruction?

## **1.4 AIM AND OBJECTIVES OF THE STUDY**

The aim of this study is as follows:

- To explore the strategic approaches that SMT members employ and can employ to effectively support and motivate teachers to provide quality instruction. It is hoped that this study will generate ideas that will help SMT members to improve their approach to teacher support and motivation.

The specific research objectives that this study seeks to achieve are:

- To determine SMT members' perceptions of quality education,
- To examine the factors that SMT members identify as inhibiting teachers' motivation and quality instruction,
- To explore how SMT members support and motivate teachers to deliver quality instruction, and
- To explore strategic approaches that SMT members can employ to support and motivate teachers to deliver quality instruction.

## **1.5 RATIONALE FOR THE STUDY**

Several studies have reported that most teachers are underperforming and are unwilling to volunteer or go the extra mile in their duties, let alone fulfil their contractual responsibilities (Haryono et al., 2020; Njiru, 2014; Shepherd-Jones & Salisbury-Glennon, 2018; Utomu, 2018). All the aforementioned behaviours are signs of amotivation, according to the sources cited above. Such teacher behaviour has an impact on the standard of instruction expected of teachers, and it may ultimately manifest in poor student performance and low educational standards (Heystek & Terhoven, 2015; Njiru, 2014). In South Africa, there are three common standards for gauging learner performance: the National Senior Certificate (matric) examinations, the Annual National Assessments (ANAs), and grade-specific requirements (Spaull, 2013). Williams (2018) reports that the majority of learners fall far short of the disruptions and restrictions brought about by the Covid-19 pandemic.

The motivation behind this study is the lack of sufficient data on how SMT members support and motivate teachers for effective teaching and learning that aims to promote quality education. As a researcher, I have witnessed SMT members that join the staff in lamenting the effects of Covid-19 and other unfavourable working conditions, but rarely come up with suggestions on how they can compensate for these losses. Some SMT members seem to ignore what the staff members are experiencing (which is a reality), and simply remind them of their obligations, without providing support and motivation. Supporting and motivating teachers is one of the core duties of the SMT, to ensure quality teaching and learning, according to the Department of Education (DoE, 2000) and the PAM (2016).

Utomu (2018) points out that most research on teacher motivation has been quantitative in nature. Therefore, this investigation takes a qualitative approach to try and obtain detailed data and nuances from the participants on teacher support and motivation, to fill the narrative gap that may exist. The researcher hopes that the findings and conclusions to be presented at the end of this study will be a source of data on teacher motivation, and that the study will offer suggestions for school leaders and educational managers to use in supporting both motivated and demotivated teachers. All the efforts are aimed at ensuring that the standard of instruction leads to better educational outcomes.

## **1.6 RESEARCH METHODOLOGY**

The term 'research methodology' in this study refers to all the procedures followed from data collection to the presentation of the results (McMillan & Schumacher, 2014). Research methodology encompasses the research approach, paradigm, and design; the population and sampling; and data collection and analysis (Kumar, 2011). This study follows the interpretive paradigm. The central endeavour of the interpretive paradigm is to understand the subjective world of human experience, and to understand the views of the subjects, not those of the researcher; hence, the key tenet of this research paradigm is that reality is socially constructed (Kivunja & Kuyini, 2017). The ontology underpinning this study is that of multiple subjective realities that coexist with each other (Perera, 2018). Epistemology is concerned with the nature of knowledge and the process by which

knowledge is acquired and validated (Rehman & Alharthi, 2016). A qualitative approach was followed, and a case study design was utilised.

The study was carried out in Midrand, a suburb in the metropolis of Johannesburg in Gauteng Province, South Africa. The sample consisted of 12 participants, namely one teacher and two SMT members from four public secondary schools that follow the national Curriculum Assessment Policy Statement (CAPS) curriculum. The schools and participants were all purposefully selected with the help of the district office and the school principals. Two schools that have been achieving an overall pass rate of above 50% in their National Senior Certificate (matric) examinations, and two other schools that had a pass rate below 50% in the past two or more consecutive years, were chosen. The selected teachers and their heads of departments were those who had obtained the highest pass rate in the same school for the past two or more consecutive years. The principals were chosen by virtue of their position as school leaders. Data were collected through semi-structured individual telephonic interviews, and they were analysed using the thematic approach to data analysis.

## 1.7 DEFINITIONS OF KEY TERMS

- **Teacher motivation** is the reason why a person prefers teaching as a profession, and why they remain committed and motivated, which manifests in the energy expended on teaching (Han & Yin, 2003). In this study, 'teacher motivation' as a term will be used to describe the drive, or push; the willingness; and the resilience that helps teachers to continue with their service.
- **School leaders** are the people in a school whose role and responsibilities are to lead and manage people and activities so that the goals of the school are achieved (Leithwood & Riehl, 2003). For the purposes of this study, the term 'school leaders' refers to SMT members (the principal, the deputy principal, and the heads of departments). The principal is responsible for organising, monitoring, guiding, and influencing critical processes in the school. The

responsibilities of the deputy principal and the heads of departments are to supervise the teachers and the teaching and learning process.

- **Quality education** is a holistic and non-segregated kind of education, which every child should receive (Slade, 2017). In this study, the term 'quality education' describes a kind of holistic instruction given to students to prepare them for this life and future life.
- **Pass rates** are the results of a written examination, given as a percentage (Wyse & Anderson, 2019). For the purposes of this study, 'student pass rate' indicates the number of students, presented as a percentage, who passed their National Senior Certificate examination.
- **Instructional leadership** is the practice of school leaders in which they create favourable teaching and learning environments and then work together with teachers to maintain quality teaching practices (Brolund, 2016). In this study, the term describes the activities (emotional, social, and educational) that the SMT members engage in to guide, motivate, and supervise teachers, and ensure effective teaching and learning.
- A **school** is any public institution established to offer instruction to pupils in programmes for preschool, kindergarten, or any combination of Grades 1 to 12 (Zinth, 2005). In this study, a school is a place where the teaching and learning of students take place under the supervision of qualified teachers.
- A **teacher** is a person who imparts knowledge or skills to another (Rajagopalan, 2019). They are a qualified person providing teaching and learning in a school.

## 1.8 CHAPTER OUTLINE

The study comprised of five chapters. The first chapter is the summary of the whole research project. It highlights the problem that was investigated; why it was researched; how it was researched, where, and from whom data was collected; and how the data was analysed, the findings presented, and conclusions made. The limitations and delimitations of the investigation are also outlined.

The second chapter is a discussion of written information that tries to answer the main problem under investigation, and the discussion is divided into sub-topics. The literature sub-themes are quality education, the role of teachers in providing quality education, the responsibilities of SMT members, teacher motivation and support, and the context of the study.

Chapter three details the whole process and procedure for carrying out the study, namely the data collection methods employed, ethical considerations, measures to ensure the credibility and trustworthiness of the study, and the data presentation and analysis. In short, the chapter explains when, where, how, and from whom data was collected, presented, and analysed.

The fourth chapter presents and discusses the main research findings, and it includes verbatim quotations from the participants. Participants' biographical data is also presented.

Chapter five gives the conclusions of the study based on the findings, and it then suggests recommendations and the way forward.

## **1.9 SUMMARY OF THE CHAPTER**

This chapter introduced the background of the study, the statement of the problem, the main research question, the sub-questions, the aim of the study, and the rationale for the study are presented. This is followed by a brief explanation of the research methodology and a chapter outline. The following chapter presents a review and discussion of the literature on quality education, and the role of school management teams in teacher motivation.

## **CHAPTER 2**

### **LITERATURE REVIEW ON QUALITY EDUCATION AND THE ROLE OF SCHOOL MANAGEMENT TEAMS IN TEACHER MOTIVATION**

#### **2.1 INTRODUCTION**

Chapter one explained the background of the study, the problem statement, the research questions, the aims and objectives, and the purpose of the study. In this chapter, the literature that addresses the research questions is discussed. The main research question of this study is 'What strategic approaches do school management team (SMT) members employ to support and motivate teachers to deliver quality instruction?' The literature review in this chapter is presented according to five broad themes, namely quality education, the role of teachers in providing quality education, the responsibilities of SMT members, teacher motivation and support, and the context of the study. It is based on the assertion by Marishane and Botha (2011) that schools are responsible for making their education competitive and effective.

#### **2.2 QUALITY EDUCATION**

Education has been recognised as one of the universal human rights since the adoption of the Universal Declaration of Human Rights in 1948, and many nations in the world have declared that it is the right of every person to get an education. Education is an essential tool for the social and economic growth of a country and its people (Madani, 2019). Unterhalter (2019) asserts that it is not any kind of education that matters, but quality education. Quality education is important because the 21st century needs people with an education that equips them with competent skills that provide sustenance, not just literate people. The definition of quality education differs from country to country, and from region to region. Mola and Dagnew (2020) posit that each country's definition is set according to its economic, political, social, and cultural vision. Thus, many researchers, policymakers, and practitioners concur that there is no simple or universal definition of quality education (Iwu et al., 2018; Madani, 2019; Mola & Dagnew, 2020; Unterhalter,

2019). However, a few authors have defined the term as discussed in the following paragraph.

Quality education refers to the worth of an education, with reference to its inputs, the teaching and learning process, and the output/outcome (Fagbamiye et al., 2004). It is the result of a combination of several factors, namely the school leaders, the teachers, the resources, and the working conditions. According to UNICEF (2000), quality education encompasses the realisation of a well-rounded child who is ready to learn and take part in activities that are designed to inculcate new experiences, in an environment that is safe and healthy. In their definition of quality in education, Mola and Dagnev (2020) refer to the relevance of what is taught and learnt, and how well it fits the present and future needs of the learners. From the definitions above, four aspects stand out when defining quality education: the learner, the processes, the content, and the outputs of the teaching and learning process. The definitions seem to put the learner at the centre, because the content, the inputs, and the teaching and learning process all revolve around learners and must impact the educational outcome. Therefore, quality education is a holistic, non-segregated, and effective education, which every child should receive in a safe and healthy environment. The question that arises, and which is discussed in the following section, is what quality education entails.

### **2.2.1 What quality education entails**

A small difference exists between researchers' views on what quality education entails. The difference is that some researchers use umbrella terms, while others enumerate and elaborate. For example, some researchers just cite 'environments', while others point out aspects that fall under the environment, such as facilities and social relationships. In this study, quality education consists of quality learners, quality learning environments, quality content, quality processes, and quality outcomes/output, which have been identified in the literature (Iwu et al., 2018; Madani, 2019; Mola & Dagnev, 2020; UNICEF, 2000). The components are interdependent, and they influence each other. They will be discussed in the following subsections.

- ***Quality learners***

Learners are an essential component of quality education. Madani (2019) asserts that when designing an educational policy in an attempt to ensure quality education, learners must be at the centre. The reason is that learners are the recipients of education, and they are the primary clients. Education is meant for the learner, and therefore it must impact the learner before anyone or anything else. Thus, learners' interests, capacities, knowledge, and circumstances, such as their health, gender, race, language, culture, religion, social status, and migration status, should be considered when planning education. UNICEF (2000) posits that physically and psychosocially healthy children learning in quality environments with family and school support are likely to succeed more in school than in situations where these elements are missing. Quality learners are those children who have access to good nutrition and health services, and who live and learn in safe environments. Research attests to the difficulty learning that children living in areas prone to war, violence, and droughts face (Madani, 2019; UNICEF, 2000). Quality learners are children who receive educational content that equips them with the social, emotional, and intellectual skills that help them become responsible and self-reliant. They are those children who have the confidence to solve problems because they have been equipped with the necessary skills.

- ***Quality learning environments***

Another component of quality education is the environment in which education takes place. UNICEF (2000) posits that learning can occur anywhere, but generally outcomes sought by education systems happen in quality learning environments. Learning environments include physical and psychosocial factors. Physical factors include school facilities, class sizes, and teaching and learning resources, among other things. Iwu et al. (2018) found that a lack of teaching resources was among the top three obstacles contributing to teachers not reaching their teaching and learning goals. In a study on factors affecting education in sub-Saharan Africa, poor facilities and large class sizes were found to be among the top five hindrances (Krzykawska & Żur, 2020). In South Africa, most schools, not only those in rural areas, struggle with teaching and learning

because they are inadequately resourced, and in some cases have large classes, with up to 70 learners per class (Naudé & Meier, 2019).

Apart from physical structures, psychosocial factors also influence the quality of the learning environment. Inclusive environments and school policies, and disciplinary measures that promote the health and safety of learners, are some of the psychosocial factors affecting teaching and learning. In a study on school discipline, Rubin (2004) found a strong relationship between a healthy and emotionally safe school environment and the quality of teaching and learning. He reported that learners and teachers in healthy and safe environments concentrate solely on learning and teaching, and that they trust each other (Rubin, 2004). One of the classroom implications of Abraham Maslow's hierarchy of needs is that learners learn better if their basic needs, such as food, shelter, and safety, have been adequately met. This implies that healthy psychosocial and physical environments, coupled with other factors, are most likely to enhance the quality of instruction. The term 'psychosocial' refers to the interrelationship of social factors and an individual's thoughts and behaviour (Woolfolk, 2014). Social factors for learners include their learning environment, social support, and social disruption.

- ***Quality content***

Quality content is another component of quality education. The quality of the content learners receive has a significant impact on quality education. Quality content refers to the intended and taught curriculum of schools (UNICEF, 2000). Globally, the intended curriculum is student-centred, non-discriminatory, and standards based. It incorporates quantitative literacy (mathematics and science) and qualitative literacy (social studies, life skills, and geography) (Madani, 2019). In addition to literacy skills, the content has to meet both local and international standards. Quality content should be interesting to the learner; it should be learnable and valid, that is, it should be consistent with social realities; it should solve current and future problems. According to the South African curriculum, CAPS (2010), quality educational content is content that equips learners with the knowledge, skills, and values needed for self-fulfilment and meaningful participation in

society. It provides access to higher education, and it enables the transition of learners from educational institutions.

- ***Quality processes***

Quality processes are another component of quality education, which includes the teaching and learning process (Unterhalter, 2019), that is, the school and classroom climate, culture, and human interactions. Interactions include those between school leaders and teachers, between teachers, between teachers and learners, between learners, and between the school and parents or the community. Iwu et al. (2018) acknowledge that educational processes, particularly the input of teachers and administrators, have gained special attention as an element that ensures quality education. The reason for the shift in attention, according to Mola and Dagneu (2020), is that teachers are a key determinant in the achievement of quality education, because of their direct involvement in the process, which includes teaching and learning. However, Mizala and Schneider (2019) argue that the provision of good teacher training, learning conditions, and other facilities without consideration of growing and motivating the teacher may not yield positive results. So, the quality of teachers, that is, their qualifications, motivation, self-efficacy, ongoing professional development, and dedication, is an element in the attainment of quality education. Therefore, the current study focuses on teacher motivation and support as an element of quality education. Motivation in this study pertains to motivation from the SMT, who are middle managers and leaders in the school. Botha (2013) and UNICEF (2021) stress the need for quality leadership, at both national level and school level. This is because leadership creates favourable working conditions, and it guides, supports, develops, and monitors the teaching and learning process.

- ***Outputs***

The fifth component of quality education is the outputs. Quality education is measured by educational outputs such as academic achievements. Thus, UNICEF (2000) posits that academic achievement in general, and achievement in literacy and numeracy in particular, represent a key educational outcome. Kundra (2018) defines educational outputs as the direct effects of instruction on students in relation to their knowledge

acquisition, skills, beliefs, and attitudes. In other words, the quality of education is measured by the capabilities and competitiveness of its products. However, Madani (2019) maintains that schools are not adequately equipping their students, which means that the adequacy of graduates is debatable. Thus, Woya (2019) stresses the quality of outcomes as an essential aspect of quality in education. Some researchers, such as Senol and Dagli (2017), are of the opinion that educational institutions should devise their own approaches to quality if they are to improve the quality of their outputs, while Hanushek (2005) argues for the need for government-set standards to maintain uniformity. As the researcher in this study, I am of the view that educational standards should be set nationally, as suggested by Hanushek (2005), to eliminate disparities. What are the indicators of quality education, and how do we judge quality education? These questions are answered in the following subsection.

### **2.2.2 The indicators of quality education**

Quality is reflected in a range of indicators and thus judged. Government spending on education, teacher–student ratios, teacher qualifications, test scores, and length of time students spend in school are some of the indicators (Madani, 2019; UNICEF, 2000; Woya, 2019). Grover’s (2015) study on developing indicators for quality education found 15 indicators, and the top three are planning, problem-solving, and understanding between teacher and student. Grover (2015) concludes that the large number of indicators and the differences in opinions show the difficulty in defining and judging quality education. In my view as the researcher in the current study, the elements that make up quality education are those factors discussed in section 2.2.1, namely quality learners, quality content, quality processes, quality learning environments, and quality outputs. In simpler terms, the quality of the aforementioned factors indicates how good an education system is.

Chepkonga (2017) and Mizala and Schneider (2019) cited the circumstances in different countries as a challenge faced when the same criterion is used to measure the quality of education. For example, most African countries are aiming at having all school-going-age

children enrolled in school, while Western countries wish that all their learners could have access to technology (Lee & Kaluarachchi, 2020). So, in Africa, having learners acquire basic literacy skills is an achievement. Therefore, using the same standard to measure the quality of education in African countries and Western countries becomes problematic and unfair, because of the different situations in these countries. Lee and Kaluarachchi (2020) argue that imposing Western education on African learners will not work, for the same reason, namely the differences in circumstances. This is why it is difficult to define quality because quality is relative. However, Kundra (2018) suggests that as much as every country strives for its best, that best should be close to that of the countries regarded as 'doing well'. As the researcher in this study, I support the view that it is difficult to use the same criterion the world over to measure quality, but rather that governments should define quality education and measure the quality of their own education by looking at their country's demands and those of the 21st century, and then aligning their inputs and processes accordingly. But why *quality education*, and not just literacy? This question is tackled in the following subsection.

### **2.2.3 Reasons for the need for quality education**

Quality education is needed for the following reasons. Firstly, UNICEF (2000) states that education is an important tool for the social and economic growth of a country. Because every government strives to improve the lives of its citizens, they demand that schools provide quality education. Secondly, quality education reinforces a society's wealth and growth, where individuals can easily improve their own personal efficacy, productivity, and income (Madani, 2019). Thirdly, it reduces inequalities and tries to achieve gender equality (Thangeda et al., 2016), and it breaks the cycle of poverty (UNICEF, 2000). The ways education affects poverty can help end it. The need for quality education is also informed by the changes and advancements taking place globally. For example, the ongoing technological advancements demand an education system that does not only meet society's current needs, but its future needs as well. The roles and responsibilities of teachers that contribute to quality educational outcomes are discussed in the following section.

## **2.3 THE ROLES AND RESPONSIBILITIES OF TEACHERS IN PROVIDING QUALITY EDUCATION**

The SACE Act 31 (2000) recognises any person registered or provisionally registered with them as an educator, or teacher. The Employment of Educators Act (EEA) (Act 76 of 1998) defines a teacher, or educator, as a person who educates or trains other persons or provides professional educational services, such as therapy or psychological services. There are standards, expectations, and responsibilities that learners, parents, the community, employers, and stakeholders expect of teachers, or educators. Generally, teachers are expected to teach and take care of learners under their supervision. They are expected to accept and adapt to any change in line with their profession. For example, UNESCO (2020) states that during school closures due to the Covid-19 pandemic, teachers were expected to become online teachers overnight, and by mid-April 2020 in South Africa, most of them were. It looks like teachers are expected to do almost anything related to education, but what are their official roles and responsibilities? In the following subsection, I discuss the roles and responsibilities of teachers.

### **2.3.1 Teachers' roles and responsibilities**

According to the PAM (Department of Basic Education, 2016), a role is one's position in a team. In other words, it is the teacher's purpose in the school. The Cambridge Online Dictionary defines responsibility as a thing one is required to do as part of a job, role, or legal obligation. The 'thing' referred to can be a duty, a task, a function, or an obligation one can be held accountable for. This implies that one's role determines one's responsibilities. Teachers' roles and responsibilities differ depending on their position in the school, for example, specialist teacher, junior or senior phase teacher, or primary or secondary school teacher. For example, teachers in the lower grades have a greater caring role than teachers in the higher grades, due to the age of the children they teach. Primary school teachers prepare learners for high school, while secondary school teachers prepare learners for further education.

Specialist teachers teach non-academic subjects, such as Physical Education or Performing Arts, and their responsibilities differ from those of their counterparts that teach academic subjects, such as Science or Mathematics. The former prepares learners for non-written examinations, while the latter prepares learners for national or international written examinations. In South Africa, the DoE, the SACE, Acts such as the South African Schools Act (South Africa, 1996) and the EEA (Act 76 of 1998), the PAM (Department of Basic Education, 2016), and other policies guide teachers' work and conduct. For example, the Department of Education plans, monitors, assesses, and evaluates primary and secondary education. The SACE stipulates teachers' responsibilities, rights, and ethical behaviour.

Makovec (2018) states that there are three factors that influence the teacher's role, and they are internal and external factors, beliefs, and expectations. Internal factors include those that affect a teacher's perception of their role, such as self-efficacy. By contrast, external factors include views and expectations of the teacher by stakeholders, such as learners, parents, school leaders, colleagues, and the public. Beliefs often play a central role in a school and in the delivery of knowledge. Teachers' beliefs can have both positive and negative influences on their role. However, Eraslan's (2021) advice is that, since beliefs are emotionally charged, they need to be checked, so that they do not control teachers' reasoning. Expectations determine teachers' understanding of their role. Expectations come from knowledge acquired during teachers' college years, as well as on the job, due to their interactions with stakeholders. In this study, teachers' roles, responsibilities, and expectations are viewed in terms of how they contribute to the achievement of quality education, because their purpose is to facilitate and advance educational goals. Teachers' responsibilities and expectations are examined below.

- Teaching

Schools are different, and so are their needs. The differences determine the responsibilities teachers assume in their role as class teachers. Among other things, a teacher plans, prepares, and delivers lessons; assesses, records, and reports learners'

developmental progress and behaviour; maintains good classroom order and discipline; and provides guidance and advice to learners on educational and social matters (LeadAfrika, 2018; SACE, Act 31 2000). Calaby (2020) maintains that the primary duty of any teacher is to make sure that students receive the best out of the learning situation. Onjoro et al. (2015) add another task, that of motivating learners to develop their ability. Teachers are expected to deliver quality teaching, with support from the SMT. Son et al. (2016) state that quality teaching relates to a person's expertise and capability to use knowledge appropriately. However, the literature shows that most teachers, despite having the knowledge and expertise, are not delivering according to expectations, because they are demotivated (Adusei et al., 2016; Han & Yin, 2016; Njiru, 2014). This study works on the assumption that the lack of motivation can be attributed to teachers' increasing and evolving roles and responsibilities other than those of the actual teaching itself, which are energy-sapping, besides stealing from teaching time. Furthermore, there is the possibility that SMT members are not giving teachers adequate support and motivation expected by the teachers to keep their morale high. It is for this reason that I became interested in exploring the role played by SMT members in motivating teachers for quality learner outcomes.

- Administrative work

All teacher's responsibilities include administrative duties. Administrative work includes all that a teacher does to facilitate teaching and learning and learner progress, such as planning, assessing, or recording. Van Zyl (2013) views administration as an essential supportive function of all major classroom tasks. The goal of all administrative work is to communicate internally and externally. Effective communication is important, because every administrative function involves some form of direct or indirect contact through information sharing. Van Zyl (2013) confirms that motivation and communication are essential in establishing and maintaining schools' main tasks, namely practical teaching and learning. Through administrative work, the teacher communicates with stakeholders, and there is a link between motivation and effective communication (Thoonen et al., 2011). I assume that a motivated teacher communicates more effectively, which makes

it essential that SMT members motivate teachers sufficiently to carry out their administrative tasks, which contribute to quality educational outcomes.

- Extra- and co-curricular activities

Besides teaching and administrative duties, teachers take care of learners under their supervision. They are expected to provide pastoral care, plan and participate in extramural activities, and perform any other duties assigned by their supervisor or the school leader (SACE Act 31, 2000). Utomu (2018) explains that displaying a character ideal for working as a role model in carrying out tasks and maintaining learner discipline are requisites. The teacher provides a safe child environment according to the school's safety standards, and guides and counsels learners where possible. In my experience as a teacher, I have seen that in addition to meeting academic demands, co-curricular activities add to the complexity of teachers' roles and responsibilities. Because of the number and the complexity of tasks expected of them, teachers get tired, and therefore SMT members must find ways to support and motivate them. Consistent teacher performance is important. It is discussed in the following subsection.

### **2.3.2 Teacher performance**

Teacher performance is one of the most important requirements when trying to improve the quality of education through the teaching and learning process (Andriani et al., 2018; Kartini et al., 2020). Teacher performance is the ability of teachers to carry out teaching and learning tasks honestly and responsibly (Kartini et al., 2020). Teacher performance is affected by ability and desire (Andriani et al., 2018). In some instances, the standard of teachers' work is below expectations not because of incapacity, but because of low morale and a work culture that is unfavourable. Research agrees that most teachers experience low motivation, which negatively affects their performance (Adusei et al., 2016; Börü, 2018; Haruthaithanasan, 2018; Thoonen et al., 2011). Supporting this, Badubi (2017), Ganta (2014), Roth (2014), Singh (2016), and Tokan and Imakulata (2019) assert that a strong relationship exists between teacher motivation and teacher

performance. Iwu et al. (2018) and Miller et al. (2008) agree that teacher motivation and leadership cannot be separated, as both facilitate the achievement of a school's goals. I assume that teachers' effectiveness in carrying out their duties depends on their level of motivation, which is greatly influenced by the effectiveness of the school leadership in creating a favourable working environment. Teacher performance is measured by the teacher's contribution to overall student achievement. (Andriani et al 2018). Structured classroom observations is the most widely used instrument to measure teacher performance where teacher's ability to plan and present lessons effectively, interact and motivate students and communicate well is assessed. The role and responsibilities of the SMT are examined in the following section.

## **2.4 RESPONSIBILITIES OF THE SCHOOL MANAGEMENT TEAM**

The SMT are the leaders and managers of a school. In the South African context, the SMT includes the principal, the deputy principal, and the heads of departments (Department of Basic Education, 2016; South Africa, 1996). The SMT performs both collective and individual roles. Collectively, they manage school activities aimed at achieving the main goal of the school, which is teaching and learning. Each member of the SMT has specific roles in the attainment of the goal.

The PAM (Department of Basic Education, 2016) spells out the roles as follows. The principal directs and monitors the professional side of the school in compliance with all applicable legislation. Professional duties include monitoring teachers' performance and behaviour, and their professional development. The deputy principal assists the principal but focuses more on supervising the instruction process. The heads of departments together with the deputy principal manage the curriculum, ensuring and promoting the proper functioning of their respective departments and learner education in the different subject areas. In this study, only the instructional leadership role of the SMT is discussed, since this role focuses on promoting quality learning outcomes. But before looking at the instructional role of the SMT, their leadership and management role is analysed.

### **2.4.1 Leadership and management**

It is important to consider that the success of a school requires professional and operational management. Leadership and management although different concepts, are interrelated; these terms are often used interchangeably; and these concepts are inseparable and overlapping (Algahtani, 2014). Sharma and Jain (2013) define leadership as the ability to use one's power to influence and change the behaviour and attitude of another person in a positive direction to achieve intended goals. By contrast, management is the administration of organisational processes towards achieving set goals (Algahtani, 2014). According to Armstrong (2009, p. 3), the aim of leadership and management is 'to give direction, facilitate change and attain results through effective, efficient, creative, and responsible use of resources. It is difficult for a school to achieve good results without effective leadership and management, and self-skills and professional skills are therefore called for. From the definitions cited, including the one by Armstrong (2009), it is clear that the activities performed by a person tasked with leading a school are quite different from those of one tasked with managing a school, although at times the tasks overlap. Because SMT members are both leaders and managers, it is essential to look at how leadership and management differ, and the role they play in teacher motivation and the promotion of quality learning outcomes.

### **2.4.2 Comparing leadership and management**

Leadership is a subset of management that deals with visioning, directing, influencing, and developing individuals, while management deals with planning, budgeting, and controlling processes to achieve organisational goals (Liphadzi et al., 2017). Leaders set a vision (they look beyond today), and managers implement or execute the plans. Based on my analysis, leaders think ideas, and managers think about how to execute those ideas. Leadership and management have different focuses and outcomes (Botha, 2013; Lunenburg, 2011b). Leadership focuses on people, in particular leading, empowering, and motivating them. Management focuses on managing entities, including controlling and directing subordinates. This is the reason why leaders have followers and managers

have subordinates. Managers have a direct touch with tasks, while leaders put people between the tasks to be accomplished and those people (Marishane & Botha, 2011). Leaders are people-oriented and focus on how things are done, while managers are task-oriented and focus on why and how things are done.

The two practices have different sources of power (Algahtani, 2014). Leadership draws its power from charisma and influence, while management draws its power from authority and position. With their character, a leader influences the achievement of goals, while a manager uses authority that emanates from their position for the same purpose. Liphadzi et al. (2017) rightly say that influence and inspiration, not power and control, separate leaders from managers. Gradinarova (2021) and Botha (2013) maintain that leadership does the right things, but that management does things right. Leaders create change, and managers then manage the change in the best possible way. As much as leadership and management are related and inseparable, not all leaders can manage, and not all managers can lead. For this reason, SMT members are urged to work collectively, so that they complement one another. In the South African educational context, SMT members assume both leadership and managerial roles, with the principal leaning more towards leadership, and the deputy principal and SMT members leaning more towards management. The following subsection closely examines the instructional role of SMT members.

### **2.4.3 The role of SMT members in promoting quality teaching and learning**

The PAM (Department of Basic Education, 2016) mandates SMT members led by the principal to govern teaching staff and the teaching and learning process. It clearly states that supervising the instructional process is the main duty of the deputy principal and the HoDs. The DoE (2000) asserts that besides planning, making decisions, coordinating, and delegating work, SMT members have the role of providing an environment that enables learners to learn and teachers to teach, and ensuring quality teaching and learning. SMT members promote quality instruction by managing the curriculum. They supervise teachers, the teaching and learning process, and the assessment of students,

and they provide resources (Botha, 2013). In this process, teachers expect leaders' trust, respect, and time, as well as adequate resources (Miller et al., 2008). Because teachers are professionals, they expect leaders to respect their opinions and to engage professionally. Iwu et al. (2018) opine that successful leaders are mindful of the time pressures faced by teachers, and that they, therefore, limit factors that wastefully deplete this vital resource. Thus, Mola and Dagnev (2020) conclude that what is most important for improving teaching and learning at school is the management and leadership styles and qualities displayed by the school leaders. It is therefore important that SMT members adopt managerial styles that promote quality educational outcomes, by effectively managing the curriculum and regularly checking for signs of teacher avolition, and finding ways to address it.

Mola and Dagnev (2020) assert that addressing factors that negatively affect the motivation of teachers should be the primary concern for SMT members. Supporting this, Grover (2015) maintains that an unsatisfied need has the capacity to unleash either physical or psychological discomfort, which leads the individual to find ways to satisfy the need and possibly lessen the discomfort. Grover (2015) acknowledges that a happy and motivated staff is more effective and efficient, and is most likely to deliver quality instruction. I agree with Mola and Dagnev (2020) and Grover (2015), who state that dissatisfied and demotivated teachers tend to be less efficient, because, in my experience, a teacher's unmet need may lead to resolve to leave the profession or attend to their job with recklessness.

Apart from motivation, like any master craftsman, teachers need tools (resources), for them to apply their expertise for the greatest benefit of their students. Resources such as workbooks and textbooks help learners learn, and they may improve the quality of the educational outcome. Inadequate resources have the potential to demotivate teachers, and they directly impinge on educational outcomes. Therefore, school leaders should look out for anything that may hinder teacher motivation and quality education. Botha (2013) sums up the role of instructional leaders as setting goals, and monitoring and enhancing the achievement of the goals by ensuring that teachers and learners have the resources

they need, as well as monitoring instruction. In a nutshell, SMT members make sure that teachers teach, that learners learn, that teaching and learning resources are adequate, that teachers are developed professionally, that they are supervised, and that they are given constructive feedback. SMT members apply their energy to teacher behaviour that directly affects teaching and learning. However, SMT members, in the course of their work, are sometimes met with teacher resistance and criticism.

Teachers criticise instructional leaders for micro-managing (Şişman, 2016). Ramlall (2014) explains that today's workforce resists the command-and-control management style. I suppose that teachers feel that they are qualified and are aware of their duties, so close monitoring demoralises them. However, I believe that teaching and learning has to be supervised if quality results are to be realised, because quality teaching is a result of both teachers and SMT members carrying out their duties effectively. Research (Sayed & McDonald, 2017; Spaul, 2013) attests to a decline in the quality of instruction in most schools in our country.

I assume that the reason for the decline can be linked to the difference in perspective between SMT members and teachers on how SMT members should support and motivate teachers, and monitor the instructional process. The difference results in teachers being unhappy and less efficient in carrying out their duties. Notwithstanding the difference in perspective, Börü (2018) maintains that teachers remain the most important role players in education, and because they are human beings, they need motivation from time to time. But Maja (2016) complicates the issue of teacher motivation by stating that the problem with SMT members is not doing their job, but how they can motivate teachers under their supervision to deliver their best. The statement by Maja (2016) suggests that SMT members lack effective motivation techniques, and hence fail to motivate teachers. Therefore, in this study, I explore the strategies that SMT members employ to support and motivate teachers. Teacher motivation is discussed in the following section.

## 2.5 MOTIVATION

Teacher motivation in relation to quality education is the researcher's concern in this study. Gard (2001) defines motivation as anything and everything that drives people's energies and helps to keep them committed. Motivation is reflected in the extent to which people commit themselves to specific goals that are important to them and worth pursuing (Johnson & Johnson, 2003). Therefore, motivation can be defined as the push, or the reason, behind the behaviour an individual exhibits, the actions taken, and the reasons for these actions.

Motivation can be extrinsic/external or intrinsic/internal. Internal motivation denotes the performance of behaviour and/or participation in some activity just for the sense of an inward fulfilment that is satisfying and pleasurable (Lunenburg, 2011a). In most cases, the rewards may not be felt or seen by an outsider. The definition implies that people engage in an activity because they find it interesting, exciting, and inherently satisfying; otherwise, they would not engage in the activity. Their actions are not contingent upon any outcome separate from the behaviour itself; they are neither influenced nor affected by external rewards. Intrinsic behaviour is non-instrumental. By contrast, external motivation is defined as behaviour performed solely for the attainment of external rewards, where the rewards are separate from the motives (Singh, 2016). Extrinsic motivation is a mental process aimed at arousing behaviour aimed at attaining a goal by means of planning and supervision (Badubi, 2017). Han and Yin (2016) explain that the motive emanates from socially created reasons, and that the rewards are externally motivated. For example, someone comes to work early not because it is the right thing to do, but because they need a promotion. The absence or removal of the motivating factors decreases motivation (Ganta, 2014). So, extrinsic motivation comes from things outside an individual, such as money or social recognition.

Apart from intrinsic and extrinsic motivation, Latham and Ernst (2006) distinguish work motivation as internal and external dynamic forces and psychological processes, which exist because of synergy between individuals and their surroundings. Cooperation and

interactions influence a person's preferences, energy levels, and commitment. This implies that reciprocity results in high motivation, and that absence of or minimal reciprocity leads to low motivation. Steyn and Van Niekerk (2012, p. 112) explain that the 'definitions of motivation have three components: arousal, direction, and persistence'. Arousal indicates the energy that drives a person's behaviour, direction indicates the choice made to achieve a particular goal, and persistence supports and sustains a person's behaviour. In this study, as the researcher, I explore how SMT members maintain the arousal, direction, and persistence of teachers' behaviour so that it is consistent with quality educational outcomes.

According to Maslow, motivation emanates from a need, which is also known as a motive. Conditions make certain things or outcomes appear attractive, thus moving, or motivating, people. The conditions create tension, which the person tries hard to reduce or eliminate. An individual's past and present environmental experiences influence the direction these efforts will take (Steyn & Van Niekerk, 2012). If the experiences were or are pleasant, then more effort might be exerted, but the converse is also true. Roth (2014) asserts that expectations affect the action; if the desired outcomes are unlikely or impossible to realise, a person may not even bother to try. Therefore, a person's behaviour and energy levels toward their work indicate whether the person is motivated or demotivated. It is imperative that SMT members diligently carry out their responsibilities of constant monitoring, maintaining, and promoting teacher behaviour that promotes quality teaching and learning.

Motivation can be understood from two dimensions, namely the perspective of the employee and that of management (Steyn & Van Niekerk, 2012). Employees need to be self-motivated or to be motivated by someone or something for them to work satisfactorily (Mullins, 2019). On the other hand, employers need to be concerned about how best they can motivate their employees. Mullins (2019) confirms that optimal motivation results in job satisfaction and increased productivity. However, Locke and Latham (2006) argue that it is impossible to motivate a person; one can only create conditions for the person to become self-motivated. Neither is there a magic formula to motivate people, or one

best way to do it (Onjoro et al., 2015). I am of the idea that managers need to know that motivation differs from situation to situation, and from person to person. The reason is that people are different, and have different needs, aspirations, and personalities. Therefore, motivation cannot be a 'one size fits all'. Mola and Dagneu (2020) explain that today's motivators are tomorrow's demotivators. I, therefore, suggest that if what motivates a person is addressed, that person is likely to become self-motivated. Thus, it is vital that managers understand their employees and the theories of motivation, and that they apply them accordingly. The theories of motivation are discussed next.

### **2.5.1 Theories of motivation**

This study is driven by the need to understand how teacher motivation by SMT members contributes to teacher performance which results in quality educational outcomes. The two theories of motivation that constitute the theoretical framework of this study are Locke's goal-setting theory and Herzberg's two-factor theory. There are two sets of motivation theories, namely cognitive theories and needs theories. The needs theory championed by Maslow suggests that an individual's motivation is intrinsic and is driven and controlled by unmet needs, while cognitive theories assert that motivation is a thought process which involves planning (Steyn & Van Niekerk, 2012).

The framework for this study is based on the idea that valuable set goals or unmet needs drive an individual to action. The drive can be propelled by intrinsic or extrinsic factors. The individual's performance or energy levels in the activity are affected by the level of motivation. Steyn and Van Niekerk (2012) posit that in teacher motivation, knowledge and understanding of different motivational theories can help managers understand some aspects of their own behaviour and that of others. SMT members are expected to provide constant, timely, and individualised support and motivation, for example, constructive feedback on a recently taught lesson, or motivation and support that suits a specific individual. SMT members are expected to provide both intrinsic and extrinsic motivation. Gyimah (2020) found that teachers' expectations from their leaders were, among other

things, words of encouragement, awards, time off, salary increases, and favourable working conditions.

- ***Locke's goal-setting theory***

The first theory guiding this study is Locke's goal-setting theory of motivation, developed in the 1960s to establish the relationship between goals and work performance. According to this theory, there are two cognitive determinants of behaviour: values and goals, or intentions. A goal is what an individual is consciously trying to do (Lunenborg, 2011). The theory suggests the need to set specific, realistic, and challenging goals. Locke found that specific and challenging (but not too challenging) goals lead to higher performance than is the case with easy goals. Lunenburg (2011) reasons that challenging goals mobilise energy, lead to higher effort, and increase persistence. Higher goals call for higher effort, while lower goals demand less effort. In other words, easy goals lead to complacency, while higher goals demand the stretching of all capabilities. Goal attainment brings an emotional state called satisfaction, which tends to increase when higher goals are achieved (Lunenborg, 2011). My analysis of Locke's theory suggests that under the right conditions, goal setting can be a powerful technique for motivating members of an organisation.

The theory further states that the intention to work towards attaining a goal is the primary source of motivation (Locke & Latham, 2002). The value attached to the goal becomes the driving force behind the willingness, thus keeping one motivated. In addition, Locke's theory asserts that appropriate feedback of results directs employee behaviour, involves employees more, leads to job satisfaction, and contributes to higher performance (Locke & Latham, 2006). Lunenburg, (2019) noticed that employee motivation and performance improve when employees work towards clearly set goals, Locke's theory maintains that employee participation in goal setting is not necessary; however, participation leads to more involvement and makes goals more acceptable. Involvement in goal setting creates a sense of inclusiveness. I want to suggest that an employee who is willingly working towards a set goal, while receiving guidance in the process, works with confidence and

is likely to accomplish the work effectively and efficiently. Bandura calls that confidence self-efficacy.

When applied to this study, the theory provides both SMT members and teachers with guidelines for setting quality goals that impact the teaching and learning process. Goal setting improves teacher performance by increasing effort and overall motivation (Locke & Latham, 2006). A set goal gives direction and energy to accomplish it. However, some teachers set easy goals, which they meet without much effort, and as a result, the goals improve neither their skills nor the learning outcomes. For this reason, Locke encouraged cooperative set goals. The goal-setting theory facilitates the giving and receiving of constructive feedback. Constructive feedback and support help teachers keep their goals on track, boost teachers' confidence, and keep them motivated. It is my opinion that the adoption of this theory by both teachers and SMT members can help to improve teaching and learning, because the theory provides guidelines for setting goals and keeping teachers motivated to deliver quality instruction. In the data collection process, there are interview questions that establish whether SMT members set goals in the process of motivating teachers or not.

- ***Herzberg's two-factor theory***

Herzberg's two-factor theory, which was developed in the late 1950s and early 1960s, is the second theory informing this study. The theory was used to find out what elements made employees satisfied or dissatisfied with their job. A group of about 200 engineers and accountants were interviewed. The results showed two sets of work factors, which Herzberg called satisfiers/motivators and dissatisfiers, hygiene factors, or maintenance factors (Steyn & Van Niekerk, 2012). Satisfiers are found in the execution of the job and the job content, for example, responsibility, achievement, recognition, and the work itself. Employees find these factors intrinsically motivating. Hygiene factors are job factors that are essential for the existence of motivation in the workplace, such as salary, company policy, or physical working conditions (Ganta, 2014). Their absence leads to dissatisfaction. Herzberg discovered that there are certain factors that are always

associated with employees' feelings of fulfilment, while other factors create job satisfaction (Sobaih & Hasanein, 2020). Satisfiers are intrinsic elements of the job that lead to pleasure, since they are not affected by the work environment.

The theory suggests that satisfiers are not simply the opposite of dissatisfiers, and that they cannot be used as employee motivational factors. Mwinyi (2014) explains that job satisfaction and dissatisfaction are separate concepts with unique determinants. As the researcher in this study, I concur with Mwinyi (2014), who states that the two factors are not direct opposites, because they derive from different sources and are driven and sustained by different motives. Herzberg concluded that the things that make people happy at work are not simply the opposite of those things that dissatisfy them. Dissatisfiers cannot be used to motivate employees, because they do not lead to positive satisfaction for a long period. Pradhan (2017) asserts that hygiene factors simply prevent dissatisfaction and maintain the status quo, or a zero level of motivation.

When applied to this study, Herzberg's theory implies that SMT members should emphasise guaranteeing the adequacy of hygiene factors, to avoid teacher dissatisfaction. Once SMT members have addressed hygiene factors, motivators begin to create satisfaction among employees (Pradhan, 2017). Syptak et al. (1999) posit that employees are not motivated by salary, but that if they are not compensated well, they become unhappy. Another implication is that the working environment should give a sense of pride in the work people are doing (Syptak et al., 1999).

This study explores the role played by SMT members in ensuring that the work is stimulating and rewarding, so that teachers are motivated to work harder and perform better. The theory emphasises job enrichment as a means to motivate employees. This implies that SMT members' responsibilities and skills need to be explored in terms of teacher motivation. When focusing on how motivational factors can improve work quality, it should be borne in mind that today's motivators are tomorrow's hygiene factors (Mola & Dagneu, 2020), because once a need is satisfied, it ceases to influence behaviour. In this study, Herzberg's two-factor theory informs SMT members of the strategies for

supporting and motivating teachers to deliver quality instruction. The following section reviews teacher motivation.

### **2.5.2 Teacher motivation**

In motivational research, there are two elements, namely behaviour and stimulating factors. Motivated, or stimulated, behaviour includes professional and work habits and is affected by motivational elements (Thoonen et al., 2011). Motivational elements have three parts, namely expectancy, value, and an affective component (Thoonen et al., 2011). The expectancy component of motivation refers to teachers' confidence in their capability to perform their duties (Roth, 2014), which Bandura called 'self-efficacy'. When teachers have confidence in their capabilities, they perform better and tend to motivate themselves when they realise that their performance is declining (Han & Yin, 2016; Shepherd-Jones & Salisbury-Glennon, 2018; Thoonen et al., 2011). Thus, the set goal and self-efficacy push the teacher. However, Han and Yin (2016) argue that there are times when motivation deepens that it outweighs self-efficacy, resulting in decreased performance. Although self-efficacy is an intrinsic element, I see the need for extrinsic motivating factors to help maintain equilibrium.

The value element concerns teachers' aim in performing a task, and the value attached to the task. Teachers tend to perform effectively and efficiently when plans aimed at are valuable to them (Eres, 2011; Locke & Latham, 2002). Teachers are motivated to work hard if there is a subjective expectation that they anticipate becoming a reality. So, it is a sign of motivation when teachers accept school goals as theirs and work towards their fulfilment. The affective component of motivation refers to teachers' emotions towards their job and the school in general (Thoonen et al., 2011). Feelings may include feeling undermined, cared for, recognised, or valued. De Jesus and Lens (2005), confirming many other research studies, emphasise the importance of analysing teachers' emotions, because most of the time what teachers say seems to contradict their emotions. However, Kanfer and Chen (2016) suggest that if teachers' well-being is catered for and feelings of uncertainty and anxiety are removed or properly dealt with, teachers' performance will

likely show their exact feelings. I would like to differ from De Jesus and Lens (2005), who maintain that teachers' feelings and emotions should not be considered. I believe that teachers' feelings and emotions matter, as they affect their behaviour, motivation, and performance.

Teacher motivation also refers to an individual's reasons for choosing teaching as a profession (attraction) and for remaining in the profession (retention), and the focus (concentration) of their motivation, shown by the energy they exert in their work (Han & Yin, 2016). The resultant action is determined by several contextual elements, such as working conditions, rewards, and relationships with colleagues (Njiru, 2014). Teacher motivation is influenced by altruism and intrinsic and extrinsic reasons. Altruistic behaviour is motivated by a desire to benefit someone else, not oneself, and it is performed for the sake of that someone else. Intrinsic reasons come from within an individual. They are not affected by the work environment. By contrast, extrinsic factors are external rewards, and they do not motivate teachers *per se*, but help maintain equilibrium.

Common factors that encourage teachers are salary, working conditions, recognition and rewards, teachers' goal setting, and orientation, among other things (Börü, 2018; Njiru, 2014; Utomu, 2018). Teachers are the most important professionals for the future of any nation; however, without adequate support and resources, they will not be motivated, even though they may be highly qualified (Ariffin et al., 2015). In South Africa, teachers show low levels of motivation, and the quality of education is on a downward spiral (Spaull, 2013; Vester, 2018). This suggests that some extrinsic factors are not properly handled, hence this disequilibrium. Therefore, educational leaders are called to action if quality teaching and learning are to be promoted. Börü (2018) confirms that teachers are human beings, not machines, and that they, therefore, need to be motivated. Teacher motivation is one of the responsibilities of the SMT, and hence this study seeks

to explore the different strategies that SMT members employ to support and motivate teachers.

### **2.5.3 Factors inhibiting teacher motivation**

Han and Yin (2016) and Utomu (2018) explain that teachers become educators based on their motivation to teach. However, sociologists assert that current school environments are a reward-scarce setting for professional work and seem to work against teachers' best efforts to grow professionally and improve student learning (Danquah et al., 2019). Teachers find no joy or satisfaction in either the job itself or the working conditions. A study on factors affecting teacher motivation in Ghana by Gyimah (2020) grouped the factors into three main categories: school climate and culture, working conditions, and rewards.

- ***School climate and culture***

School climate encompasses social relationships, a culture of quality teaching, learner discipline, and leadership. Sound relationships and cooperation between teachers, between teachers and students, and between teachers and leaders can enhance teaching and learning. It is the duty of the leadership to create a climate that enables these interactions. The success of a school depends on the leadership (Botha, 2013; UNICEF, 2021). Gilbert (2012) points out that a culture of accountability and high expectations increases teacher motivation and teaching effectiveness. The culture constantly reminds teachers of their responsibilities. SMT members, as school leaders and managers, are expected to create a healthy and safe school climate and a culture of high expectations and accountability, which will promote quality teaching and learning. It is my opinion that a healthy school climate can be a source of motivation for teachers to deliver quality instruction.

- ***Working conditions***

The work environment has a strong influence on the quality of teaching and learning, and on the relationship between workplace conditions and teacher motivation (Börü, 2014;

Njiru, 2014; Utomu, 2018). Krzykawska and Žur (2020) report that teachers in most sub-Saharan countries experience unfavourable working conditions, namely composite classes, overcrowded classrooms (40–80 learners in a class), inadequate resources, and dilapidated classrooms. Teachers working under such conditions are likely to be less motivated, which, in turn, affects the quality of instruction they deliver. Börü (2018) posits that poor working conditions are a major contributor to teacher dissatisfaction and attrition. Research conducted in Kenya (Nyakundi et al., 2019) and in South Africa (Sayed & McDonald, 2017), however, has found that poor working conditions hinder the teaching and learning process only to a certain extent. The authors cited above argue that intrinsically motivated teachers, driven by altruism and aimed at achieving their set goals, will not be distracted. I, as the researcher in this study, support the argument by Sayed and McDonald (2017) that such self-motivated teachers exist, but that there are times when conditions negatively affect their efforts, thus minimising educational success.

- ***Rewards and salary***

Salary and other rewards affect teacher motivation. Njiru (2014) asserts that monetary compensation is a major reason for working, no matter what other motivations and passions exist for the job. Ganta (2014) provides evidence that individuals' career decisions are sensitive to wage differences. Satisfaction with one's salary, or an increase in salary, has an impact on teacher motivation. Generally, a high salary is associated with high motivation and lower teacher attrition. Meke (2013), Msungu and Beri (2020), and Ngwenya (2016), in Malawi and Zimbabwe, respectively, found that teachers' motivation was low because their salaries were insufficient to meet their basic needs. An interpretation of Maslow's hierarchy of needs suggests that the first goal for people is to satisfy their lower order needs (physiological needs), and then to focus on their higher needs.

Teachers become demotivated if their salary is not sufficient to take care of their basic needs. Even though hygiene factors, such as salary, do not increase an individual's motivation, I believe a balance should be maintained, in order to keep teachers happy in

their work. Utomu (2018) maintains that the reward system should be fair and transparent. He suggests that schools should have clear criteria for promoting and rewarding their staff. It is not only salaries that motivate teachers, but other rewards, such as promotions, awards, and even certificates of recognition. A compliment, such as 'thank you' or 'well done', from a supervisor is sufficient motivation for a teacher. So, in this study, I would like to find out through interview questions how SMT members make use of salary and rewards to motivate teachers.

## **2.6 CONTEXT OF THE STUDY**

This study focuses on teacher motivation, and the problem statement is: 'What strategic approaches do SMT members employ to support and motivate teachers to deliver quality instruction?' The aim of the study is to find out the different ways in which SMT members are engaged in their quest to keep teachers' spirits and morale high. The investigation is conducted in four public secondary schools in the Midrand area of Gauteng Province, South Africa. Midrand is a suburb to the north of Johannesburg. The southern half of the suburb is a township, while the northern half is a low-density area. The northern half is a business area with office parks, surrounded by mainly townhouse complexes. Most residents of these complexes work in the business parks and send their children to local schools. A few parents from the south send their children to schools in the north, mostly public schools. There are both state and independent schools in the area. The private schools are well known for their high matric pass rates and good student performance in the lower grades. Most of them are client schools of the Independent Examinations Board (IEB) and the Cambridge International Examinations, while the public schools have lower pass rates and follow the local CAPS curriculum. The participants are successful teachers of matric classes and SMT members in public schools. Public schools have been chosen because of the abundant research evidence of low teacher motivation. The second reason is that the schools follow the same curriculum. The interview questions seek to find out the techniques or activities that SMT members engage in to try and motivate teachers to continue to deliver quality instruction.

## 2.7 SUMMARY OF THE LITERATURE REVIEWED

Quality education is a holistic, non-segregated, effective education, which every child should receive in a safe and healthy environment. It entails quality learners, quality content, quality processes, quality learning environments, and quality outcomes. Quality education is indicated by the quality of all the elements it entails. It is measured by elements such as government expenditure on education, teacher–student ratios, teacher qualifications, test scores, and the length of time students spend in school. Teachers and SMT members play a vital role in the realisation of education. Teachers teach, care for, and discipline learners, while SMT members motivate teachers and supervise the instructional process. Teacher performance and the quality of instruction are influenced by teacher motivation.

Throughout the literature review, the following themes stood out. The first theme was the relationship between teacher motivation and teacher performance, and the impact of these two on the quality of instruction. Secondly, it was found that there was a consensus between the researchers on the factors that influence quality education and teacher motivation. The salary was found to be the factor with the most influence on teacher motivation. It was clear that the main role of SMT members is to manage and supervise the instructional process, by supporting and motivating teachers, supervising teachers' behaviour that directly influences teaching and learning, and providing adequate resources and a favourable working environment. But the exact strategies that SMT members employ to support and motivate teachers, and how effective these strategies are, is a gap that still needs to be explored.

One of the reasons for exploring this gap is the assertion by Maja (2016) that SMT members acknowledge their duty to motivate teachers, but that they lack the strategies to do so. I would also like to obtain teachers' views on the quality of support and motivation that they get from their SMT members. The second gap to be explored is what SMT members regard as quality instruction in their schools, as some SMT members are content with mediocre results, as observed by Andriani et al. (2018). The last gap I would

like to explore is whether SMT members set goals in terms of teacher support and motivation. These gaps will be addressed through the interview questions during data collection.

## **2.8 SUMMARY OF THE CHAPTER**

This chapter discussed literature that addresses the research questions. The literature was reviewed under these sub-topics: quality education, the responsibilities of teachers and SMT members in providing quality education, teacher motivation, and the context of the study. In the following chapter, namely chapter 3, the research methodology of the study will be explained, that is, how data will be collected; where, when, and from whom data will be collected; and how the data will be analysed.

# **CHAPTER 3**

## **RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

Chapter two was a review of the literature that addresses the main research question as well as the research sub-questions of this study. The main research question of this study is 'What strategic approaches do SMT members employ to motivate and support teachers to deliver quality instruction?' The literature was divided into the following sub-topics: quality education, leadership and management, SMT members, teachers' roles and responsibilities, teacher motivation, and the theoretical framework underpinning the study. This chapter explains the research methodology employed in the study, including the research paradigm, approach, design, and methodology (the research site, the sampling, the research methods and procedure, and data analysis); ethical issues; and the measures that the researcher took to enhance the quality of the research.

### **3.2 RESEARCH PARADIGM**

In research, the term 'paradigm' refers to how one understands world reality, and how to study it (Rehman & Alharthi, 2016). Perera (2018) explains that a research paradigm constitutes the abstract beliefs and principles that shape how a researcher sees the world. The central attempt of a research paradigm is to explore and ascertain social reality, which is believed to be strongly influenced by human feelings and perceptions (Kivunja and Kuyini, 2017; Perera, 2018; Rehman & Alharthi, 2016). So, the research paradigm provided me with a conceptual lens through which I examined the methodological aspects of my research study, to determine which research methods I used and how the data were analysed. Aspects of the epistemology and the ontology, and the research assumptions, are discussed in the following subsections.

### **3.2.1 Epistemology**

The word 'epistemology' comes from a Greek word meaning knowledge. Epistemology is a branch of knowledge that studies the nature of knowledge and the process by which it is acquired and validated (Rehman & Alharthi, 2016). In this study, I followed the epistemology that believes in socially constructed multiple realities (Kivunja & Kuyini, 2017). The epistemological underpinning of knowledge creation informed me that the best way to study and acquire knowledge from people is through interacting with them, trying to understand phenomena in their contexts, and not treating the participants like objects. The epistemological assumptions underpinning this study helped me as the researcher to discover what is new, given what is known.

### **3.2.2 Ontology**

Ontology refers to the nature of our beliefs about reality (Rehman & Alharthi, 2016). Scotland (2012) explains that ontological assumptions are concerned with what constitutes reality. So, ontology is concerned with the assumptions we make to believe that something is real. The ontological underpinning of this study is that of multiple subjective realities that coexist with each other (Perera, 2018). Regarding this study, the ontological assumption of the belief in multiple realities helped me to conceptualise the form and the nature of the reality experienced by the participants. I approached the participants expecting them to share with me different perceived realities regarding the focus of the study. Also, when gathering and analysing data, I accommodated the existence of multiple versions of reality.

### **3.2.3 Research assumptions**

In academic writing, an assumption is an unexamined belief, that is, what we think without realising we think it (Latief, 2009). This research is based on the premise that teachers and SMT members, as the people directly involved in the teaching and learning process, can best provide suggestions on how quality education can be achieved in schools. It is

also assumed that SMT members have a duty to support and motivate teachers, and that if they diligently do this task, teachers will be able to deliver quality instruction. In any research, participants' sincerity when answering questions is questionable, and it is assumed that participants in this study are no different.

### **3.2.4 Interpretive paradigm**

This study is underpinned by an interpretive paradigm. The interpretive paradigm assumes a relativist ontology and a subjectivist epistemology (Kivunja & Kuyini, 2012; Krauss, 2005; Rehman & Alharthi, 2016). The relativist assumption means that there are multiple realities, and that these realities can be explored and meaning made of them or reconstructed through human interactions between the researcher and the participants (Kivunja & Kuyini, 2017). The subjectivist epistemology is based on a real-world phenomenon, the view that the world does not exist independently of our knowledge of it (Krauss, 2005). In the subjectivist epistemology, meaning is not discovered, but rather constructed through humans interacting and experiencing a phenomenon of interest (Kivunja & Kuyini, 2017; Krauss, 2005; Scotland, 2012). The central endeavour of the interpretive paradigm is to understand the subjective world of human experience, and to understand the views of the subjects, not those of the researcher; hence, the key tenet of this research paradigm is that reality is socially constructed (Kivunja & Kuyini, 2017). Regarding this study, the relativist ontology informed me that the phenomenon I am studying has multiple realities, and that I should therefore be open-minded. The subjectivist epistemology means that as the researcher, I had to make meaning of my data through my own thinking and cognitive processing of the data, informed by my interactions with the participants.

I chose the interpretive paradigm because, as a researcher, I believe that the best way to understand any phenomenon is to view it in its context and to be immersed in it, and this paradigm allows this process. So, conversations with the teachers helped me gather rich, detailed data. Scotland (2012) posits that social reality is embedded within a context, and that it is impossible to separate it from its context. It was also my intention to explore

opinions, thoughts, and feelings, not to test or measure phenomena, and the former is best done within the interpretive paradigm. The following section explains the research approach adopted.

### **3.3 RESEARCH APPROACH**

This research study is qualitative and descriptive in nature. In qualitative research, data are collected from natural events and presented in descriptive form (McMillan & Schumacher, 2014). The aim of qualitative research is to understand people's values, experiences, perceptions, and beliefs (Kumar, 2011). As the researcher in this study, I chose the qualitative research approach because I believe that the information I was seeking is best gathered by interacting with the people experiencing the phenomenon, and by recording the information in descriptive form. Kumar (2011) views people's beliefs and opinions as better presented in descriptive form than in numbers. The flexible and iterative nature of a qualitative approach is another reason why this approach was chosen. The approach is emergent; the initial plan cannot be tightly prescribed (Creswell, 2013). It is a process that is open-ended, where there are no 'right' or 'wrong' answers, and it thus allowed me as the researcher to collect subjective data. The study also aimed simply to describe a phenomenon, not to measure or compare any variables; the former is characteristic of the qualitative approach. The qualitative approach summarises the current or past status of something, that is, how things are or how things were (McMillan & Schumacher, 2014). This study describes how SMT members motivate and support teachers to deliver quality instruction.

The most common limitation of the qualitative approach to research is that it is time-consuming and labour-intensive. The researcher had to spare time to collect and analyse large chunks of data. To overcome the time constraint, I made sure that I collected data well in time, so that I could have time for data analysis. Another limitation, cited by Creswell (2013), is that qualitative research results can be difficult to replicate, because the approach is based on individual perspectives, which can change any time. Kumar (2011) points out that the qualitative approach can be influenced by researcher and

participant bias. To verify and authenticate data collected in this study, I asked some questions more than once in a session, but indirectly, for example asking confirmatory questions. All the interview sessions were recorded, to capture all the data and reduce researcher bias through selective hearing. In the following section, the research design is outlined.

### **3.4 RESEARCH DESIGN**

Yin (1989) describes case study research as a flexible form of inquiry best suited for studying a particular phenomenon within its natural context. Case studies allow the researcher to select a sample that can provide detailed data, as the researcher cannot select a random sample (Kumar, 2011). They are effective on a small sample, which is an advantage in this study, since my sample was small. Yin (1989) explains that the case study design allows for multiple methods of data collection, such as observations or group or individual interviews. A research design is the course of action and the conditions under which data will be collected and analysed. Kumar (2011) defines a research design as a strategy employed to answer the main problem of a research study. According to McMillan and Schumacher (2014), a research design describes the characteristics of participants and how, where, and when data will be collected from them. A case study design was chosen for this study. A case study is a comprehensive analysis of a single entity (McMillan & Schumacher, 2014). The case could be a group of people, a problem, or an event happening at a specific place and time (Kumar, 2011). An instrumental case study design was used. An instrumental case provides insight into a specific theme or issue, aiming at an in-depth understanding of the theme or issue (McMillan & Schumacher, 2014). An instrumental case study was chosen because I wanted to explore and understand, not to confirm or quantify, a specific theme, namely teacher motivation, with the aim of developing a holistic understanding of how SMT members motivate teachers.

Case studies are often criticised for the long time needed to collect and analyse data (Creswell, 2013). In this study, I selected a small sample and started my data collection

in good time, so that I had sufficient time to do data analysis. McMillan and Schumacher (2014) assert that it is the researcher who gets to define what a 'fact' is, and what it is not, due to researcher bias. So, as the researcher in this study, I had the opportunity to control how the facts were collected and reported, by recording the interview sessions during data presentation, and by allowing the participants to read the report before I published it.

The following section addresses the research methodology employed in the study.

### **3.5 RESEARCH PROCEDURE**

A research procedure is the order of the steps to be taken from the beginning of the research study to the end (Creswell, 2013). The procedure describes the research processes, including the selection of the research site, sampling of the participants, data collection and data analysis, the research questions, and themes and sub-themes.

#### **3.5.1 Research site**

The investigation was conducted in Midrand, a suburb in Johannesburg in Gauteng Province, South Africa. Midrand is a suburb to the north of Johannesburg. The southern half of Midrand is townships, while the north is mostly business parks, low-density suburbs, and townhouses. Most people residing in the north are middle to high-income earners and work in the nearby business parks, while others are entrepreneurs. Most of these residents send their children to local schools. A few parents from the south send their children to schools in the north, mostly public schools. In the northern half are both state and independent schools, but there are only public schools in the south. The private schools in the area are well known for their high senior school pass rates and good student performance in the lower grades. Most of them are client schools of the Independent Examinations Board (IEB) and the Cambridge International Examinations, while the public schools have lower pass rates and follow the local CAPS curriculum. This research study was carried out in four purposefully selected public schools in Midrand. The sampling was done with the help of the district education office, since they

have records of school performance. The reason for choosing public schools is that their performance is measured by one examination body, making their comparison possible and fair. Two of the four schools have achieved a low overall National Senior Certificate (matric) examination pass rate, of below 50%, in the past two to three years, while the other two have had good results, of 50% and above. The underperforming schools were selected upon the curiosity that, despite the schools' overall low pass rate, certain subjects consistently obtain good passes. In the two performing schools, the researcher explored what motivated the excelling teachers.

### **3.5.2 Sampling**

A purposeful sampling procedure was used to select the participants. Purposeful sampling allows the choice of individuals or a small group of people who are deemed to have knowledge about the problem under investigation (McMillan & Schumacher, 2014). The participants consisted of two SMT members and one teacher from each of the four selected schools that follow the Department of Education's CAPS curriculum. The teachers had at least three consecutive years' experience teaching the same subject at the school, teaching National Senior Certificate examination (matric) classes, and two of the four schools had obtained an overall pass rate of 50% and above. I shared with the school principals the criteria for choosing the teachers and the heads of departments, so that they could assist with identification of participants. Matric classes were chosen because students' performance can be compared nationally. The pass rates in the two performing schools suggested that the quality of instruction offered by those teachers is superior to that of their counterparts. The researcher wanted to find out how these teachers were motivated for them to succeed in producing better matric results in the same context, while their colleagues in other subject areas were struggling. The deputy principals were selected by virtue of their role as school leaders in charge of managing the curriculum.

### 3.5.3 Research methods

Research methods are the strategies or instruments used to collect data. In this qualitative research study, I used interviews to generate data. An interview is a conversation for gathering information (Easwaramoorthy & Zarinpoush, 2006). Interviews can be unstructured, semi-structured, or structured. Semi-structured individual interviews were used in this study. According to McMillan and Schumacher (2014), a semi-structured interview is an interview where the researcher prepares questions beforehand but decides on the sequence and the wording of the questions. So, I asked the participants predetermined questions in the order that fitted the situation during the interview. Interviews as a data collection method have the advantage that they can be used with almost any kind of people: old or young, educated or uneducated. Interviews offer rich data, because the researcher can rephrase, elaborate on, or tailor a question to suit the participant's response, or they can probe to get more information (Creswell, 2013). Kumar (2011) posits that interviews offer the opportunity to collect supplementary information about the participant's characteristics and environment, which cannot be done with other methods.

Despite descriptive data being richer and more understandable than numerical data, interviews do have disadvantages. Interviews are time-consuming and expensive, considering all the necessary logistics (McMillan & Schumacher, 2014). Secondly, the quality of data to be collected is determined by the researcher-participant interactions and the investigator's interviewing skills (Creswell, 2013). The better the interactions and the interviewing skills, the richer the data, but the converse is also true. Interviews pose the risk of both researcher and participant bias (Kumar, 2011; McMillan & Schumacher, 2014). The researcher may frame questions and interpret data in a way that fulfils their intentions. Kumar (2011) explains that participants may deliberately lie, because they do not want to give socially undesirable answers, or because they want to protect themselves, since interviews have limited anonymity. To compensate for the limitations of interviews, the researcher recorded all the interviews and asked follow-up questions,

and she asked the same question a second time in the same session or a follow-up session, to verify the participants' views.

#### **3.5.4 Data analysis**

The researcher used the deductive thematic approach to data analysis. Caulfield (2019) identifies the thematic approach as a good approach when the researcher wants to find out something about people's views, opinions, knowledge, and experiences from a set of qualitative data. With the thematic approach to data analysis, the researcher closely examines data to identify common themes – topics, ideas, and patterns of meaning that come up repeatedly (Caulfield, 2019). Inductive analysis is when a qualitative researcher categorises data into patterns, to make meaning out of some specific data (McMillan & Schumacher, 2014). It involves allowing the data to determine the themes, instead of the researcher coming to the data with preconceived themes. In this research study, I followed the six-step approach to data analysis proposed by Braun and Clarke (2006).

The first step entailed familiarisation with the data, which was done through reading and re-reading the responses from the interview transcripts. In the second step, the data were coded; sections of the text (usually phrases or sentences) were highlighted; and labels, or codes, were used to describe the content. The created codes were then turned into themes, by identifying patterns, which constitutes step three. At this stage, some codes were discarded, because they were vague or did not appear very often in the data. Step four involved reviewing articles. Here I returned to the data to ensure that the themes were useful and accurately represented the data. Some changes in the coding process were changes in the process of categorising the data. The final list of themes was then defined and named in the fifth step. Defining themes involves formulating exactly what we mean by each theme and figuring out how it helps us understand the data (Caulfield, 2019). Lastly, I wrote up the analysis of the data. The write-up began by re-establishing my research questions and aims and how I collected the data. Each theme was addressed by describing how often the theme came up and what it meant, and citing direct quotations from the data as evidence that supported the findings. In conclusion, I

explained the main takeaways, showing how the analysed data answered my research question. In the following section, I discuss the ethical considerations that were adhered to in this study.

### **3.6 ETHICAL CONSIDERATIONS**

According to McMillan and Schumacher (2014), adhering to research ethics, as well as selecting the right research procedure, facilitates a reliable research design. Ethical considerations include permission to conduct research, informed consent, anonymity, and confidentiality. The goal of confidentiality and anonymity is to safeguard participants' privacy during the collection, analysis, and reporting of data (Allen, 2017). The first step was to apply for ethical clearance from Unisa, and then to approach all other persons or offices for permission to conduct the research study. In this study, after obtaining clearance from Unisa (Ethics Ref 2022/3/09/53688651/12/AM), I requested permission from the Gauteng Department of Education to conduct a research study in the province. Next, I engaged the district education office, seeking permission to carry out my research in schools in their area. Having obtained permission from the district, I then requested permission from the principals of the selected schools to conduct the study at their schools. Lastly, I obtained informed consent from the participants.

Informed consent is concerned with participants making voluntary decisions based on what they know about the research study. Participants should have been adequately made aware of the information required from them; of why and how their participation or their data would affect them; and how they would participate (Fleming & Zegwaard, 2018; Kumar, 2011). To ensure that participants gave informed consent, I asked them to carefully read and then sign a consent letter that provided information about the study. To protect the confidentiality and anonymity of participants, as the researcher, I used code names instead of the participants real names to identify them in the statements they made and the information they shared. In this way, I ensured their privacy and protection from any harm they may have experienced by participating in the study. In addition, the participants were allowed to choose a time most convenient for them to do the interviews.

### **3.7 TRUSTWORTHINESS OF THE STUDY**

Quality, validity, and trustworthiness are important aspects of research. When different procedures have been employed to check the accuracy of the findings, a qualitative study is deemed trustworthy (McMillan & Schumacher, 2014). The trustworthiness of a study can be enhanced by, among other things, triangulation; audit trails; member checking; audio recording; thick, rich data; external audits; prolonged engagement; and clarifying researcher bias. Audit trails, negative case analysis, member checking, audio recording, and clarifying researcher bias are the strategies to be employed in this study.

#### **3.7.1 Audit trail**

Carcary (2020) defines an audit trail in qualitative research as a record of how a qualitative study was carried out and how conclusions were arrived at by the researcher. It provides a transparent explanation of the steps taken throughout the research project, supported by a thorough collection of relevant documentation. An authentic audit trail must include raw data, data reduction and analysis, data reconstruction, process notes, and instrumentation development. In simple terms, audit trails challenge the researcher to be intentional and careful about record-keeping throughout the study. As the researcher, I carefully recorded notes and kept all the notes I made from transcribing the recordings, data coding, theme construction, and data analysis.

#### **3.7.2 Member checking**

In member checking, the researcher solicits the participants' views on the credibility of the findings and the interpretations (Creswell, 2013). According to Creswell (2013) and Kumar (2011), participants should play a major role in directing as well as acting in the case study. To establish the credibility of this study, I allowed the participants to read the final report, so that they could confirm or reject the direct and indirect quotes I used in my presentation of the research findings.

### **3.7.3 Audio recording**

For data collection, I conducted telephonic interviews with each of the participants, and each session was audio-recorded. Recording the interviews allowed me to revisit the interviews when I needed more information or clarity.

### **3.7.4 Negative case analysis**

Negative case analysis is when a researcher refines working hypotheses as the inquiry advances (Creswell, 2013). It implies that as I progress with my study, reviewing the literature, collecting data, and making codes and themes, I must check if the research questions and assumptions are still in line with evidence from the literature and the collected data. When reporting the findings of this research, I highlighted any negative, or disconfirming, evidence. Creswell (2013) explains that when the researcher does this, they provide a realistic assessment of the phenomenon under study, because in real life not all evidence is positive or negative, but a combination of both.

### **3.7.5 Researcher bias**

Researcher bias is a deliberate attempt to either hide what one has found in one's study or highlight something disproportionately to its actual existence (Fleming & Zegwaard, 2018). To reduce researcher bias, I employed an audit trail, which is a transparent explanation of the steps taken, from the start of the research to the development and reporting of the findings. I also carefully coded the data and used verbatim quotations when reporting the findings. All the interviews were recorded, in order to authenticate the participants' responses. The participants were given a chance to read the transcripts and later the report, before the dissertation was finalised. It is also possible that bias may creep into the analysis of the research findings. In this study, the supervisor played the role of identifying and highlighting any form of researcher bias in the process of presenting and discussing the research findings.

### **3.8 SUMMARY OF THE CHAPTER**

In this chapter, I first discussed the qualitative approach to research, which was chosen because of the opportunities it offers me in terms of gathering quality detailed data. The interpretive research paradigm holds the view that knowledge is subjective, and that it differs from person to person. The case study design, the research site, the sample, the sampling procedure, and interviews were defined, explained, and discussed in this chapter. The researcher explained the thematic approach to data analysis, where the researcher closely examines the data to identify common themes. Ethical issues, such as obtaining ethical clearance and permission to access schools, informed consent, and anonymity, and confidentiality of the participants, are outlined in this chapter. Finally, there is a discussion of the measures taken in this study to ensure trustworthiness. The following chapter presents and discusses the findings of the study.

# CHAPTER 4

## PRESENTATION AND DISCUSSION OF FINDINGS

### 4.1 INTRODUCTION

The previous chapter explained the research methodology, that is, how, where, and from whom data were collected, and how data were analysed. Ethical issues, as well as measures taken to ensure the trustworthiness of the study, were also discussed. In this chapter, the findings from the data generated from the participants are presented. The data were gathered through semi-structured telephonic interviews. The findings will be presented in the order of the questions, followed by a discussion of the findings. The biographical data of the participants are given in the following section.

### 4.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

**Table 4.1: Participants' biographical information**

School	Designation	Code name	Gender	Age group (years)	Highest qualification	Experience in their role (years)
<b>A</b>	Deputy principal	DP-A	F	45–50	Ph.D	12
	HoD	HoD-A	F	35–40	Honours	3
	Teacher	Teacher-A	F	35–40	B.Ed	7
<b>B</b>	Deputy principal	DP-B	M	45–50	B.A	13
	HoD	HoD-B	M	30–35	B.Ed	1
	Teacher	Teacher-B	M	40–45	B.Ed	13
<b>C</b>	HoD	HoD-C1	M	45–50	B.Sc	6
	HoD	HoD-C2	F	40–45	M.Ed	

	Teacher	Teacher- C	M	25–30	B.Ed	
<b>D</b>	Deputy principal	DP-D	M	45–50	Advanced Diploma in Education	
	HoD	HoD-D	M	40–45	B.Ed	
	Teacher	Teacher- D	M	30–35	B.Ed	

**4.3 RESEARCH QUESTIONS AND INTERVIEW QUESTIONS**

This research study has four research questions, and they are presented in Table 4.2.

**Table 4.2: Research questions and interview questions**

Research questions	Interview questions
	<ul style="list-style-type: none"> <li>• Tell me about yourself and your experience in relation to school management.</li> <li>• What is your is your highest qualification?</li> <li>• What positions did you hold before?</li> </ul>
1. How do SMT members perceive quality education?	<ul style="list-style-type: none"> <li>• What is your understanding of quality instruction?</li> <li>• What factors do you think help with the attainment of quality education?</li> <li>• What factors do you consider when measuring the quality of instruction?</li> </ul>

<p>2. What are the factors that inhibit teachers' motivation and quality instruction?</p>	<ul style="list-style-type: none"> <li>• In your experience, what is stealing teachers' zeal for their work?</li> <li>• What are the factors that are hindering the quality of instruction in your school?</li> </ul>
<p>3. How do SMT members support and motivate teachers?</p>	<ul style="list-style-type: none"> <li>• Do you know that as an SMT member you have the role of supporting and motivating teachers? Are you doing so?</li> <li>• What kind of support do you give Teachers performing well and those that are not?</li> <li>• How do you motivate performing and underperforming teachers?</li> <li>• Do you think your motivational approaches are effective? If yes, why, and if not, why not?</li> <li>• Do you get support from your supervisor?</li> <li>• If yes, can you tell me of two or more ways your supervisor supports you?</li> <li>• Are you satisfied with the support you receive?</li> <li>• Does your supervisor provide any incentives?</li> <li>• If yes, give examples, and state how often you get them?</li> <li>• If not, please explain.</li> </ul>

<p>4. Which strategic approaches can SMT members employ to support and motivate teachers to provide quality instruction?</p>	<ul style="list-style-type: none"> <li>• What ideas have you heard or thought of but have not tried yet that you feel can help motivate teachers better?</li> <li>• What difference do you think the ideas will bring?</li> <li>• What kind of support do you expect from your supervisor, and why?</li> <li>• Do you think that teachers, besides needing professional support, also need incentives?</li> <li>• If yes, what kind of incentives?</li> <li>• If no, why not?</li> </ul>
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**4.4 RESEARCH QUESTIONS, THEMES, AND SUB-THEMES**

**Table 4.3: Research questions, themes, and sub-themes**

<p>1. How do SMT members perceive quality education?</p>	<p>Theme: SMT members' perception of quality education</p> <p>Sub-theme 1: Understanding of quality education</p> <p>Sub-theme 2: Factors that help with the attainment of quality education</p>
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	<p>Sub-theme 3: Factors to consider when measuring the quality of education</p>
<p>2. What do SMT members identify as the factors inhibiting teachers' motivation and quality instruction?</p>	<p>Theme: Factors that inhibit teachers' motivation and quality instruction</p> <p>Sub-theme 1: Factors that inhibit teachers' motivation</p> <p>Sub-theme 2: Factors that hinder the schools from delivering quality education</p>
<p>3. How do SMT members support and motivate teachers?</p>	<p>Theme: How SMT members support and motivate teachers</p> <p>Sub-theme 1: How SMT members support teachers</p> <p>Sub-theme 2: The support that teachers receive from SMT members</p> <p>Sub-theme 3: How SMT members motivate performing and underperforming teachers</p> <p>Sub-theme 4: SMT members' perceptions of motivational approaches that are effective</p> <p>Sub-theme 5: The incentives that</p>

	teachers get from SMT members
4. Which strategic approaches can SMT members employ to support and motivate teachers to provide quality instruction?	<p>Theme: Strategic approaches to support teachers in delivering quality instruction</p> <p>Sub-theme 1: The strategic approaches that SMT members can use to support teachers</p> <p>Sub-theme 2: The strategic approaches of support that teachers expect from SMT members</p>

**4.5 RESEARCH FINDINGS**

In this section the responses to each of the research questions are presented. The themes are aligned with the research questions, and the sub-themes are based on the interview questions that were formulated from the research questions. The findings under the sub-themes are presented as categories.

**4.5.1 Theme one: SMT members’ perception of quality education**

This theme focuses on the SMT members’ perception of quality education. Three sub-themes emerged from the responses to the interview questions, which were drawn from the research questions.

*4.5.1.1 Sub-theme 1: Understanding of quality instruction*

Two categories of thoughts were identified under this sub-theme, and they are presented in the following paragraphs.

### Category 1: Lesson planning/preparation

This category reveals that the SMT members perceived lesson preparation as paramount for the attainment of quality instruction. The participants' views suggest that a teacher's preparation to deliver instruction determines the success or failure of the lesson.

*Quality instruction is when a teacher covers all the content that is supposed to be covered at grade level, and that the learners understand it. It is the achieving of the objectives you have set. Most imperatively is planning. If I don't plan, I won't be able to be consistent, and deliver my message on time. (HoD-A)*

*It is when teacher instructions/objectives are clear and the objectives, tasks, and tests cater for all learners (average, below average, and above average). (HoD-C1)*

The first point that the above quotations suggest is objective setting. The quotations suggest that objective setting is the point of departure for the whole process of lesson preparation. The responses also seem to indicate the need for clear objectives. This implies that objectives should be clear to the teacher, the learners, and anyone else who looks at them. Not only the objectives should be clear, but the tasks the learners are expected to do should also be clear. The responses seem to suggest that the objectives set during lesson preparation must cover the content expected at a given time or level. The quotations further suggest that besides the teacher covering the required content, the learners need to master the content, which implies that the content should cater for the abilities of all learners. The quotations seem to suggest that quality education is a result of a combination of well-stated and achieved objectives and content.

### Category 2: Lesson delivery

This category reveals that the processes that happen during lesson delivery affect the end product, namely the quality of education.

*It is when teacher instructions/-objectives are clear and the objectives, tasks, and tests cater for all learners (average, below average, and above average). (HoD-C1)*

*It is when the receiver (learners) are able to transact, interpret, and give feedback to the sender (teacher). (HoD-A)*

*It is about quality and not quantity: not how many children have passed, but their scores. It is what you put into the teaching and learning, and not the end result. It is the combination of the teacher teaching and the learners learning. (DP-D)*

*It is a kind of teaching where there is interaction and engagement, collaboration, learners asking questions, and the teacher bringing it all together using terminology that learners understand. (HoD-C2).*

The above quotations reveal that learning content that caters for all the learners is needed. The quotations imply that the content has been carefully selected and graded to meet each learner at their point of need. The responses suggest that learning takes place when learners are able to receive learning content, digest it, interpret it, and show their understanding by giving feedback. The findings from the quotations also reveal the need for interaction between the teacher and the learners, and between the learners themselves. It seems that through active engagement, the learners master the content. It could be because of these interactions, collaboration, and cooperation that DP-D defined quality instruction as *'the combination of the teacher teaching and the learners learning'*.

The quotations further suggest that it is not just the content and the interactions that count, but their quality. This idea seems to suggest that the best of every input matters. The idea of quality interactions suggests that the process of learning (how learners get to understand the content) is more important than the end result. Accordingly, the findings reveal that quality education is not about the number of learners that pass a given test,

but how high the learners' scores are. The responses suggest that scores show the learners' level of understanding of the subject matter.

This sub-theme reveals that thorough lesson preparation, with clearly stated goals and differentiated learning content, forms an essential part of quality instruction.

#### *4.5.1.2 Sub-theme 2: Factors that help with the attainment of quality instruction*

Three categories emerged under this sub-theme. They are presented in the paragraphs below.

##### Category 1: Teacher–learner relationship

This category reveals that the relationship between the teacher and the learners can promote or hinder quality teaching and learning. The main issues that emerged are learner behaviour/discipline, a democratic teaching and learning environment, and the teacher's ability to act as both a teacher and a parent.

*From the teacher's side, there should be a democratic relationship between the teacher and the learner. All issues should be ironed out before learning begins. You don't need to take sides. Teacher should also act in loco parentis, being a teacher and a parent at the same time. (HoD-B)*

*Learner discipline. Learners do not respect teachers, other learners, school rules, which makes it difficult for teachers to achieve their objectives. Firm discipline from government to school level. Parents supporting their children and the school/teachers with all that they are asked of. The use of computers by both teachers and learners in the teaching and learning process. (HoD-C1)*

*Motivated learners. Learners need to have a love for learning. Classroom management and learner discipline. Are the learners disciplined enough (how they*

*enter the room, respect the teacher, keep quiet, listen) to allow teaching and learning to occur? (DP-A)*

The findings from the above quotations reveal the need for a sound relationship between the teacher and the learners. The quotations seem to suggest that teachers should iron out any grievances between them and the learners, or between the learners, while avoiding any partiality. The quotations reveal that the teacher's ability to organise and control what happens in the classroom affects the quality of education. This implies that favourable environment promotes quality teaching and learning. It can also imply that good classroom management leads to fewer discipline problems, although there is no such evidence from the responses. The responses seem to suggest that teachers act as parents and teachers (they are *in loco parentis*). This idea implies that teachers handle any learner or situation as any parent would in any circumstance.

The quotations further reveal that learner behaviour is another factor that affects the quality of instruction. The respondents seem to blame the lack of firm discipline on the government down to the school. This seems to suggest that the government and the school rules are not sufficient or deterrent enough to prevent bad learner behaviour, or that either or both parties do not implement the rules as they are supposed to. The quotations further reveal that learners' disruptive behaviour, which is suggested to be the result of weak or ineffective rules, hinders instructional objectives. The findings also show that the value of human interactions cannot be underestimated.

### Category 2: Resources needed for quality instruction

This category shows that the SMT members place a high value on resources, both physical and non-physical, in the attainment of quality instruction. Below are some quotations that illustrate this.

*Resources play a very major role in our education, obviously human resources being the first. Technological resources too. At our school, we are fortunate that*

*the Department [of Education] gave us smart boards as our main classroom resource. They are loaded with curriculum materials for different subjects and can work as a projector. (DP-B)*

*Resources play a big role, e.g., non-fees-paying schools can't afford what I have here – a computer, projector, internet. Because classes are full, teachers teach standing at the door. (HoD-A)*

*The use of computers by both teachers and learners in the teaching and learning process. They use the internet to research. The internet provides important information, which is not in textbooks. Teachers also record marks and keep all records faster, saving time to do something else. (HoD-C1)*

*A curriculum that caters for all learners' abilities (high, medium, low) and their best way of learning. Resources play a major role, especially technological resources. The smart board is doing a great job for us, but sometimes learners misuse them by looking out for other stuff that is not related to learning, e.g., Google. (HoD-D)*

The above quotations suggest recognition of an inclusive curriculum that caters for the needs and abilities of all the learners. The responses reveal that the teachers who use technological resources are happy, and that these resources are helping to improve the instructional process. It was indicated that the internet provides quick and rich information, which is unavailable in textbooks, and that computers make data capturing and storage easier. The quotations also show that there is a need for classes of a reasonable size, which can accommodate the learners and allow for a favourable environment for teaching and learning to take place.

### Category 3: The quality of the teacher

This category reveals that the quality of the teacher matters in the educational process. Teacher qualifications, professionalism, commitment, and time management emerged as

important, as highlighted in the quotations below. This category is discussed in the paragraphs that follow.

*The quality of the teachers matters too. Teachers should be qualified, capable, competent, and have knowledge of the subject matter they teach. Besides being qualified, teachers need to be dedicated. (DP-A)*

*Quality teachers in terms of qualifications (are they education-related, and how far the teacher has upgraded themselves?), dedication, capabilities. (DP-B)*

*Secondly, getting professionals. Professionals are teachers who understand why they are at work, teachers who have time for all learners despite their abilities. The quality of the teacher matters. (HoD-A)*

*Teacher qualifications, knowledge of subject content, and experience matters too. In a nutshell, teachers need to be knowledgeable, committed, teachable. (HoD-D)*

The findings from the above quotations reveal the need for qualified teachers. The responses seem to suggest that besides being qualified, the teachers need to have knowledge of the content they teach, and the ability to deliver it. The responses also suggest that teachers' dedication to their service is an important factor in the delivery of quality instruction.

Another finding from the quotations shows that teacher professionalism is a factor that contributes to quality education. The quotations state that professional teachers understand why they are at work. This implies that teachers have to respect and value their job, maximising instruction time and considering the needs and abilities of each learner. The responses also seem to suggest that as professionals, teachers should give of their best.

This sub-theme reveals that quality processes help in the attainment of quality instruction. These processes include a sound teacher–learner relationship; adequate resources, especially technological resources; and professional teachers, who have knowledge of the content, are committed, and make maximum use of the teaching time.

#### *4.5.1.3 Sub-theme 3: Factors to consider when measuring the quality of education*

Four categories emerged under this sub-theme. They are presented in the paragraphs below.

##### Category 1: Lesson preparation

This category reveals that not all the SMT members perceive lesson preparation as an important factor when measuring the quality of instruction.

*First and foremost, there has to be a lesson plan, so that you won't mix up information and confuse the learners. (HoD-B)*

*Planning. The teacher must have a lesson plan with clear set objectives. (HoD-A)*

*I also look at the objectives the teacher set for a lesson. Are they clear, and did he or she achieve them? (HoD-C1)*

The above quotations indicate that planning is a crucial factor when measuring the quality of instruction. The quotation '*First and foremost, there has to be a lesson plan*' shows the importance of lesson planning. It seems to suggest that a well-prepared lesson enhances the flow of the lesson and the learners' understanding. What is interesting from the responses in this category is that of the eight responses, only three cited lesson planning as a factor to be used when measuring the quality of instruction. Notwithstanding the responses in this category, the responses in sub-theme 1 category one reveal that lesson planning is important.

## Category 2: Teaching and learning environment

This category reveals that the SMT members consider a favourable teaching and learning environment as a factor to be considered when assessing the quality of instruction.

*An environment that allows teaching and learning to take place (has teacher created one?). (DP-D)*

*Secondly, response of learners towards the teacher, the interaction between the teacher and the learners. (HoD-B)*

*Resources play a very major role in our education, obviously human resources being the first. Technological resources too. At our school, we are fortunate that the Department [of Education] gave us smart boards as our main classroom resource. (DP-B)*

*Another important factor is classroom management (how learners get in and out of the classroom, how you attend to disruptive behaviours, and even how resources in the classroom are handled and used). (HoD-A)*

The findings from the above quotations suggest that classroom management is a key factor when measuring the success of instruction. It suggests that a favourable environment must be created, and that it must prevail. This idea further suggests that it is the teacher's duty to create such an environment. The findings seem to suggest that it is in such an environment that quality teaching and learning can happen. The responses also reveal that order and learner discipline should be considered. This finding seems to suggest that discipline manifests itself in the way learners address the teacher and how they interact between themselves. The quotations reveal that resources are an important factor, especially technological resources. -The responses from the participants seem to suggest that technological resources have helped improve the quality of instruction, in that information is now easily and readily available to both the teachers and the learners.

The findings also reveal that human resources are equally important. This idea concerning human resources seem to point to the teacher, who monitors the resources in the classroom.

### Category 3: Lesson delivery

This category indicates that good lesson delivery or lesson progression is a factor valued by most of the SMT members.

*Teacher's knowledge of the content, how she delivers the lesson, how teacher asks questions and how students respond, the quality of assessment at the end of the lesson, and how well learners perform. (HoD-C2)*

*There should be order in lesson delivery. Secondly, response of learners towards the teacher, the interaction between the teacher and the learners. (HoD-B)*

*During the lesson, there should be interaction between the teacher and the students, and not the teacher talking and talking. Most lessons are short, so teacher should make use of the time given to deliver the lesson. (HoD-A)*

The participants reveal in the quotations above that the order in which the teacher presents learning content matters. This implies that there should be a smooth flow of facts, moving from the known to the unknown, and from simple to complex concepts. The findings also indicate that a teacher's knowledge of the content they teach is crucial. This idea seems to suggest that when the teacher is knowledgeable, delivering the content in an orderly manner will be easy.

The quotations reveal that during the lesson, it should not be the teacher doing all the talking, but the learners should also talk to the teacher and amongst themselves. The findings suggest that the act of the teacher asking questions can be a way of checking learners' understanding or checking for any lapse in concentration or off-task behaviour.

The quotations also reveal the importance of time management. Time management refers to teachers coming to class on time and their ability to distribute time during the lesson.

In this category, the factors that emerged were classroom management, learner engagement, and flow of the lesson.

#### Category 4: Learner assessment

This category reveals that learner assessment is the most common tool that the SMT members employ to measure the quality of instruction.

*I look at results analysis (how many learners have performed well or underperformed and by what percentages). (HoD-C1)*

*Outcomes of the instruction (learner performance in assessment given at the end of the lesson), active learner participation. (DP-D)*

*We consider assessments given to learners, learner performance, and the pass rate. The assessments should be given frequently. We look at how learners performed in the tests (how many passed, how many failed, and what to do with those who failed). (DP-B)*

*Testing learners and how the learners performed in the test. The quality of pass rate matters. It should not be more of average, but high scores. (HoD-B)*

The responses suggest that performance analysis investigates both the quantity and the quality of performance. The findings reveal that most of the SMT members are not concerned only with the number of learners who performed well, but with how well they performed. This implies that the SMT members place a high value on quality of performance.

This sub-theme highlighted the different ways, or tools, that the SMT members employ to measure the quality of instruction. The following ways were found. One of the ways was lesson planning, where the teacher sets clear objectives and plans differentiated content. Another way was ensuring a teaching and learning environment where there are healthy interactions, adequate resources, and good classroom management. Time management and active engagement was another way, where the teacher closely monitors learner concentration and behaviour during lesson delivery. The last way was learner assessment, where learner performance is analysed to find out how many learners passed or failed, and the percentage of passes and fails.

#### *4.5.1.4 Discussion of the findings of theme 1: SMT members' perception of quality education*

This study suggests that a quality teaching and learning environment is an essential component of quality education. The study suggests that the teacher's ability to organise and control what happens in the classroom affects the quality of education. UNICEF (2000) asserts that learning can occur anywhere, but generally outcomes sought by education systems happen in quality learning environments. The findings suggest a strong relationship between a healthy and emotionally safe environment and quality teaching and learning, which is consistent with Rubin's (2004) finding in his study on school discipline systems. The study findings seem to suggest the importance of classroom management that creates an environment that promotes quality teaching and learning, and they suggest that good classroom management leads to fewer discipline problems.

Kundra (2018) points out that the quality of education is measured by the achievements made at the end of the educational process. Supporting this, Woya (2019) stresses the 'quality' of the outcome. The SMTs revealed that learner assessment is a tool that can be used to measure the quality of instruction. It was also suggested that when applying results analysis, quality matters more than quantity. The findings this category also shows that a quality learning environment is an essential component of quality education.

UNICEF (2000) asserts that learning can occur anywhere, but generally outcomes sought by education systems happen in quality environments. The findings of this study reveal that schools have inadequate resources and wish to have more, especially technological resources, such as computers and internet access, which have changed the face and the quality of teaching and learning. Iwu et al. (2018) found that a lack of teaching resources was among the top three obstacles contributing to teachers not reaching their teaching and learning goals. In a study on factors affecting education in sub-Saharan Africa, poor facilities and large class sizes were found to be among the top five hindrances (Krzykawska & Žur, 2020). In South Africa, most schools, not only those in rural areas, struggle with teaching and learning because they are inadequately resourced, and, in some cases have large classes, with up to 70 learners per class (Naudé & Meier, 2019). Unterhalter (2019) stresses that the problem of lack of resources, if neglected, can spoil the whole process of teaching and learning. The lack of resources and the large classes suggest passive learning, limited teacher- learner interaction, and learner discipline problems. Lack of resources, learner discipline problems, and large classes also affect teachers' commitment, and ultimately their performance.

Among other things, a teacher plans, prepares, and delivers lessons. Teachers assess, record, and report learners' developmental progress and behaviour (Department of Basic Education, 2016; LeadAfrika, 2018; SACE, 2000 and SACE Handbook for 'Teachers' Rights, Responsibilities and Safety, 2020). Well-thought-out and well-planned content that accommodates all learners is essential. However, lesson preparation alone cannot achieve the desired results. Iwu et al. (2018), Madani, (2019), Mola and Dagnew (2020), and UNICEF (2020) state that several interdependent components that influence each other should be in place. This study suggests that lesson preparation is a determining factor in quality instruction, because it is the starting point. The study also cites lesson delivery and differentiated content as important factors. From the findings, it seems that once lesson preparation has been done, the expected goals will automatically be achieved.

The findings of this study show that factors such as lack of resources, learner discipline problems, and excessively large classes negatively affect teachers' commitment, and ultimately their performance. Krzykawska and Żur (2020) cited poor facilities and large classes as among the top five hindrances to the attainment of educational goals in sub-Saharan Africa. This seems to suggest that a minimum of hindrances enhances teaching and learning. The problem of inadequate facilities and large classes was noted by Naudé and Meier (2019). They found that in most South African schools, classes have up to 70 learners. It has been suggested that having such large classes hinders teacher–learner interaction and learner discipline.

Mola and Dagnew (2020) posit that teachers are a key determinant in the achievement of quality education, because of their direct involvement in the process, which includes teaching and learning. Andriani et al. (2018) and Kartini et al. (2020) mention teacher performance as one of the most important requirements when trying to improve the quality of the instructional process. However, Mizala and Schneider (2019) argue that provision of good teacher training, favourable teaching and learning conditions, and other facilities without consideration of growing and motivating the teacher may not yield positive results. This study suggests that qualified, committed, knowledgeable, and teachable teachers are needed. The study further suggests that professional teachers are teachers who understand why they are at work. The findings imply that as professionals, teachers should give of their best; however, Andriani et al. (2018) argue that performance is affected by ability and desire. These findings seem to suggest a correlation between teacher capabilities and wants, on the one hand, and teacher performance, on the other hand. It implies that SMT members should ensure that teachers are supported and motivated, so that they deliver quality instruction. This idea leads to the source of the concept of motivation in this study, which is the role that SMT members play as middle managers and leaders in the school.

When discussing how to measure the quality of education, Kundra (2018) states that the quality of education is measured by the capabilities and competitiveness of its products (the learners), and Woya (2019) stresses the 'quality' of outcomes as an essential aspect

of quality in education. This study suggests the need for lesson preparation with clear set objectives; quality lesson delivery; quality teaching and learning environments; and learner assessment, especially results analysis, when measuring the quality of instruction. The literature seems to regard outcomes as the sole factor to be used to measure the quality of instruction. As the researcher in this study, I argue that the findings of the study show the need for and the importance of other measures. The findings imply that when applying results analysis, quality matters more than quantity. It is not about how many learners performed well, but about how well they performed.

This study and the literature reviewed seem to agree on what quality instruction entails. Quality instruction starts from lesson preparation and includes all the processes that take place in between up to the outcomes of instruction. The following section will discuss the factors that inhibit teachers' motivation and the delivery of quality instruction.

#### **4.5.2 Theme 2: Factors that inhibit teachers' motivation and quality instruction**

The second theme focuses on the factors that the SMT members identified as hindering the attainment of quality education. Two sub-themes emerged from the responses to the interview questions, which were drawn from the research questions.

##### *4.5.2.1 Sub-theme 1: Factors that inhibit teachers' motivation to deliver quality instruction*

Four categories of thoughts were identified under this sub-theme, and they are presented in the following paragraphs.

##### Category 1: The teachers' personal problems

This category reveals that the teachers have personal problems that affect their work performance.

*The problem is with the teachers themselves. They bring their issues to school. (HoD-A)*

*Things are getting tougher and tougher, so teachers need more money. A satisfactory salary and a bonus can comfort and energise you. (HoD-C1)*

*Number 1: teachers need money, whether it's salary or from any other source. (DP-B)*

*Most of the time it's issues not related to school, e.g., financial problems or issues with colleagues. (HoD-C2)*

The above quotations reveal that the teachers have personal problems, which affect their ability to do their work for the school. The responses seem to suggest that the teachers have unresolved conflicts among themselves, which deplete their energy and concentration. The narratives show that there are no boundaries between the teachers' personal problems and their performance of their expected role. The quotations further reveal that besides these conflicts, the teachers have family problems, which they struggle to leave behind when they come to work. The responses also suggest that the actual problem is not the issues, but the teachers' failure to separate these issues from their work. So, the quotations seem to indicate that both family and school problems affect the teachers' performance.

The quotations reveal that the teachers have financial difficulties. From the responses, it emerged that the salary that the teachers receive is dwindling, due to the unstable economy. The responses seem to suggest that a satisfactory salary and a bonus would motivate the teachers. This shows the need for money as extrinsic motivation.

## Category 2: Resources that inhibit the teachers' motivation to deliver quality instruction

This category reveals that a lack of resources affects the teachers' motivation to teach effectively.

*Lack of resources affects teachers' motivation. (HoD-A)*

*Teachers do not have the resources they need to teach, e.g., computers, textbooks, and other materials that enrich learning. (HoD-C1)*

*Big classes. The classrooms are full. There are no desks. We don't have resources. Nothing. (DP-D)*

The above responses reveal that there are large numbers of learners in the classes, without adequate resources to meet their needs. The large numbers imply that the classroom space is too small, which is an inhibiting factor that could affect teaching and learning in many ways, such as insufficient furniture for all the learners. The responses further indicate that the schools are inadequately equipped in terms of teaching and learning materials. The responses seem to suggest that the schools need technological resources, which the participants believe could enrich the instructional process.

## Category 3: Teaching and learning environment

This category indicates that there are energy-sapping factors, such as learner behaviour and parental involvement, in the work environment that negatively affect the teachers' zeal to teach.

*Teachers bring their problems to school and allow them to affect their work. (DP-A)*

*Aggressive and difficult parents. When something happens at school, the school is always wrong, and not the learner, so they come guns blazing. Then poor learner conduct, e.g., teachers have to keep a paper trail to back up all efforts to address*

*learner conduct, and this really steals away teachers' energy and zeal for their work. (DP-A)*

*Another thing is conflicts within departments. You find out that some teachers don't talk to each other. Some nearly fight. (DP-B)*

*Lack of cooperation from learners. Learners do not take their learning seriously. They don't do their work, and they disrespect teachers. (HoD-C1)*

*Parents don't care about the learning of their children. For example, if you alert parents of their child who is into substance abuse or does not come to school every day, they seem not to care and don't offer support. The learners are not cooperative, and what do you expect at the end of the year? Failures. Where do the teachers get the energy to teach such students? (DP-D)*

The quotations above indicate that there is a lack of support from the parents in managing learner behaviour. The parents, as perceived by the participants, seem to feel that when their children misbehave at school, the school contributed to or caused the misbehaviour. The responses seem to suggest that because the parents think that their children are wrongly accused, their aggressive behaviour towards the teachers is justifiable. The quotations also indicate that some parents, even when called to cooperate with the teachers in managing the learning and behaviour of their children, still do not cooperate. The responses appear to suggest that these parents do not make time to check with the school how their children are doing at school. These findings confirm that there could be mistrust between the parents and the teachers, leading to a broken relationship between home and school. The responses also seem to suggest that the learners' negative attitude towards their education and their teachers could be the result of a lack of parental involvement and care about their schooling. The quotations reveal that the parents' and the learners' behaviour seem to contribute to the learners' poor performance and depletion of the teachers' energy and zeal to deliver quality instruction.

The quotations also reveal that the teachers have problems with each other. The responses indicate that some teachers do not talk to each other. This absence of communication among the teachers suggests that they hardly discuss or share ideas on how to improve their teaching practice and the children's learning. Poor teacher relationships, in addition to negative parental input and ill-disciplined learners, lead to poor teaching and learning, and a poor school culture and climate.

#### Category 4: Lack of support from the SMT members

This category reveals that the SMT members' managing, supporting, and motivating styles negatively affect the teachers' motivation to deliver quality instruction.

*Number 2: lack of motivation from SMTs. SMTs do not take time to think of how they can motivate their teachers. (DP-D)*

*Insufficient teacher support. There are some HoDs that don't take time to listen to their teachers to hear what their struggles are. Some, even after listening, do not take action. (HoD-C2)*

*Dictatorship as well. Some superiors want things done their own way, and some just impose stuff without consulting the teachers who are going to implement or get affected by them. Favouritism is another problem. There are teachers who are recognised even when done things not worthy of mentioning. And some teachers, no matter what they do, they are looked down upon by some SMTs. (HoD-D)*

Indications from the above quotations are that the teachers do not get the support they need from their SMT members. The quotations reveal that some SMT members do not avail themselves when the teachers need them. The responses further indicate that some SMT members listen to the teachers' concerns just for the sake of listening, because they do not address them. The behaviour of these SMT members seems to suggest that the SMT members do not care about the welfare of their staff. The responses also reveal that the teachers are not motivated by the SMT members. The quotations indicate that the

SMT members seem not to be concerned with finding ways to support and motivate the teachers. The responses may imply that the SMT members' failure to motivate the teachers could be attributed to their lack of motivational strategies, their lack of understanding of their expected role, and other possible factors, such as lack of time to mentor the teachers due to their own workload. Alternatively, it could be due to the negligence of the SMT members to give the teachers the expected support. There is also the possibility of lack of communication of the needs of the teachers and what they expect from their SMT members.

The quotations also indicate that the SMT members do not consult the teachers before making decisions. The responses reveal that they want ideas or plans to be implemented their way, and not any other person's way. This response seems to suggest that even if the teachers are consulted, the supervisor's decision will still stand. This finding could mean that the leadership/mentorship style of the SMT members is rigid and lacks the ability to incorporate ideas from the teachers in the process of support or mentorship. The quotations further reveal that some teachers favoured, while others are dis-favoured. The responses indicate that the efforts of those dis-favoured teachers are never recognised, no matter how outstanding they are. The favouritism seems to impact the teachers' motivation and results in social disharmony. In such cases one may argue that there is a lack of professionalism and integrity in the performance of the SMT members towards the teachers.

This sub-theme indicates that the teachers' motivation to deliver quality education is affected by factors from within and outside the school. The teachers have personal, family, and financial problems, as well as conflicts with colleagues, which distract their focus. This sub-theme reveals that the teachers' motivation is affected by a lack of resources, especially technological resources. It was indicated that the working environment is not favourable. The parents and the learners are uncooperative and disrespectful, and care little about learning. This sub-theme also reveals a lack of unity and togetherness among the teachers.

#### 4.5.2.2 Sub-theme 2: Factors that hinder the schools from delivering quality education

One category emerged under this sub-theme, and it is presented in the following paragraphs.

##### Category 1: School environment

This category indicates that both the teachers and the learners contribute to the school's failure to deliver quality education.

*Substance abuse is a big problem, and it the cause of the disciplinary problems we face. (HoD-C1)*

*Disunity and lack of cooperation among team members. Teachers can't just- work together. There is always fighting. (HoD-D)*

*Children who are into drugs, ill-disciplined, and care very little about their education. (DP-D)*

The quotations reveal that the learners abuse drugs and other substances, and that the parents are uncooperative in this regard. It is indicated that most of the behavioural problems that teachers struggle with are a result of drug and substance abuse. The quotations seem to suggest that the learners are not concerned about their education and their future, as they neither participate in class nor do assignments that they are given. The lack of interest of the learners in education, as perceived by the participants, could be due to lack of motivation, as well as a lack of role models in society who could demonstrate the value of education. The use of drugs, which seems not controlled from home or at school, implies an absence of learner discipline, as well as lack of implementation of anti-drug use policies and procedures.

The quotations indicate that the teachers find it hard to work in harmony with their colleagues. The responses reveal that the conflicts are a result of differences in the

teachers' personalities and opinions. The statements seem to suggest disunity among the teachers, which affects their delivery of quality instruction, as well as a school climate that does not support teaching and learning. The absence of strong leadership that can motivate and create opportunities for the teachers to work together as one may be a contributing factor to the lack of harmony between them.

#### *4.5.2.3 Discussion of the findings of theme 2: Factors that inhibit teachers' motivation and quality instruction*

Teacher motivation refers to an individual's reasons for choosing teaching as a profession (attraction) and remaining in the profession (retention), and the focus (concentration) of their motivation, shown by the energy they exert in their work (Han & Yin, 2016). The resultant action (Njiru, 2014) is determined by several contextual elements, such as working conditions, rewards, and relationships with colleagues. The DoE (2000) states that besides planning, making decisions, coordinating, and delegating work, SMT members have the role of providing an environment that enables learners to learn and teachers to teach, and ensuring quality teaching and learning.

The study suggests that a favourable teaching and learning environment is a requisite for the attainment of quality education. The findings suggest that the teachers work in unfavourable environments, where the learners abuse drugs, which leads to discipline problems. Both the parents and the learners are uncooperative and care very little about education. The study found that there are poor relations between the teachers themselves, and it also seems that they cannot work together or help each other, and some nearly physically fight. The findings imply that the SMT members are failing in their role of creating and maintaining a favourable teaching and learning environment that promotes teacher motivation and that enables quality teaching and learning to occur. As a result, the teachers' concentration is affected negatively, and poor results follow. The findings of this study and the literature agree that the teaching and learning environment is an inhibiting factor in teacher motivation and quality education.

This study also suggests that the teachers' personal problems hinder their motivation and their delivery of quality instruction. The teachers have family and financial problems and poor relationships among themselves, which affect their motivation and performance. The findings suggest that the teachers are unable to separate their personal issues from their work, and thus there are no boundaries between the teachers' personal problems and their performance of their expected duties. Because motivation is understood from two dimensions, namely the perspective of the employee and that of management (Steyn & Van Niekerk, 2012), teachers themselves can be a barrier to their motivation.

The implication is that even if SMT members fulfil their duty of motivating teachers, Locke and Latham (2006) argue that it is impossible to motivate a person; you can only create conditions for them to become self-motivated. Supporting this, Locke's goal-setting theory states that the two cognitive determinants of behaviour, namely values and goals, can be a source of intrinsic motivation. The theory implies that one's set goals are least affected by surroundings and circumstances, and therefore, teachers can be motivated by the goals they set for themselves or for their learners. Thus, it is up to the individual teacher to focus on or lay aside their personal issues and motivate themselves to deliver quality instruction. However, Herzberg argues that hygiene factors, such as the working environment or salary, are essential for the existence of motivation. They help maintain equilibrium.

This study suggests that a lack of support from the SMT members inhibits the teachers' motivation and quality education. The study found that the SMT members neither have time to listen to the teachers' concerns nor do they solve the problems if they do listen to them. They seem not to take time to think of strategies they can employ to motivate and support the teachers. The SMT members are dictatorial and show partiality in their treatment of the teachers. This finding is consistent with Mola and Dagnev's (2020) study, where the researchers asserted that the primary concern for SMT members should be addressing factors that negatively affect teachers' motivation. Grover (2015) maintains that an unsatisfied need has the capacity to unleash either physical or psychological discomfort, which leads the individual to find ways to satisfy the need and possibly reduce

the discomfort. From this finding in the current study, it is possible that the fighting among teachers, the disgruntlement, and the lack of motivation could be the result of unsatisfied needs caused by the way the SMT members manage the teachers. -In an earlier study, Maja (2016) reported a deficiency bigger and deeper than just the inefficiency of SMT members. Maja (2016) maintains that the problem is not SMT members not doing their job, but how they can motivate teachers under their supervision to deliver their best. Maja's statement implies that SMT members lack effective motivational strategies, and hence fail to motivate the teachers. The findings imply that SMT members should adopt leadership styles and display leadership qualities that promote quality educational outcomes. This study, together with the literature discussed, seem to suggest that teachers' motivation and quality education are hindered by the way SMT members treat the teachers and manage situations.

#### **4.5.3 Theme 3: How SMT members support and motivate teachers**

This theme focuses on the support and motivation that the SMT members give to the teachers. Five sub-themes emerged from the responses to the interview questions, which were drawn from the research questions.

##### *4.5.3.1 Sub-theme 1: How SMT members support teachers*

Two categories of thoughts were identified under this sub-theme, and they are presented in the following paragraphs.

##### Category 1: The support the SMT members give to underperforming teachers

This category reveals that underperforming teachers receive ongoing professional support from within the school and from the Department of Education. -Below are some quotations that illustrate this.

*At school, we identify their problem areas, then organise a workshop, which is facilitated by senior teachers or HoDs, whom we know are more knowledgeable*

*and skilled in that area. I also go to the teacher's class and do a demonstration lesson, while they observe. After the demonstration lesson, I go observe the teacher teaching and give them feedback. (DP-B)*

*Low-performing teachers get continued professional development in form of workshops organised by the Department [of Education], and some are offered by private organisations. (DP-D)*

*For the teachers who are not performing well, I encourage team teaching. Not all teachers do well in every topic, so teachers swap classes and teach the topics that they are comfortable with and confident in. (HoD-B)*

*For underperforming teachers, we visit their class, not for fault-finding, but for finding ways to support the teacher. We ask the teacher what their struggles are, we tell them what we have observed, then put in place ways of support or intervention. The intervention could be a PD [professional development], coaching, or demonstration lessons by a teacher doing well, or peer coaching with a teacher who was once struggling in that area. (HoD-C2)*

The above quotations reveal that schools first diagnose the problem areas of underperforming teachers and then send them to attend workshops organised by the Department of Education or some private organisation. The responses seem to suggest that the workshops are meant to address the problem by coaching teachers and equipping them with skills that help them deliver better instruction. The quotations indicate that the SMT members organise and facilitate internal professional development programmes that directly address the needs of individual teachers, and that are not generic in nature. The responses indicate that these programmes are facilitated by senior members of staff or other teachers who are more skilled in the area in which the teachers are struggling. The narratives suggest that the teachers receive ongoing support throughout the year to help them improve their skills.

The quotations further reveal that the SMT members use their time to visit the classes of underperforming teachers and demonstrate, in their presence, how to teach. The responses indicate that besides the SMT members presenting demonstration lessons, they also provide the teachers with guidelines on how to teach. The hands-on support given by the SMT members to the teachers may also provide an opportunity to develop interpersonal relationships, which would build a stronger teaching culture. The quotations further reveal that the teachers are encouraged to work as a team as they move around classes in their subject area to teach the topics they are knowledgeable in. Such practices show acknowledgment of the expertise of the teacher, which could motivate the teacher. The idea of teachers swapping classes also seems to suggest that the learners may get excited to see a different teacher, and may be eager to listen, as it breaks the monotony of being taught by the same teacher all the time. It also suggests that the learners would receive quality instruction, since the teacher is confident and skilled in the topic they present.

#### Category 2: The support the SMT members give to performing teachers

This category reveals that some SMT members offer professional support to performing teachers, and some do not.

*Support for performing teachers is in form of encouragement and commendation. (DP-D)*

*As for performing teachers, we encourage them to keep on and to meet with other teachers from other schools to discuss matters about their subject. (HoD-C2)*

*Performing teachers are acknowledged. There is nothing that you can do to someone 'already there'. (HoD-D)*

The quotations above indicate that performing teachers get commendations and words of encouragement from their supervisors as a form of support. This is a form of extrinsic motivation. The responses indicate that the SMT members are of the opinion that the

teachers have no need for any other support because they know how to deliver good instruction. These responses seem to suggest that what these teachers need is motivation, and not professional support, to keep on doing the good work or challenge themselves to improve their own performance. The responses reveal that the teachers are afforded the opportunity to meet with their colleagues from other schools to discuss matters pertaining to their subject area. This move is empowering and has the potential to sustain the good performance of the teachers. Such actions by the SMT members further indicate that they understand that they are not the only experts, but that anyone else has knowledge and the ability to coach another person.

#### *4.5.3.2 Sub-theme 2: The support that teachers receive from SMT members*

Under this sub-theme teachers relate the support they receive from the SMT members. Two categories of thoughts were identified under this sub-theme, and they are presented in the paragraphs below.

##### Category 1: Professional development

This category reveals that the teachers receive professional support from their supervisors.

*You also get ongoing day messages on day-to-day functions. We go for training, and we empower ourselves. (Teacher-A)*

*Yes, I do get some workshops here and there from my supervisor. The workshops are mostly on guidelines on how to teach. (Teacher-C)*

*Once a week I meet with my supervisor and we discuss what happens in the classroom, e.g., learners with learning difficulties, my well-being, and anything else. She organises some PD [professional development], and sometimes we meet with teachers from other schools and discuss what needs to be done for our grades. She has not demonstrated how to teach, but sometimes she provides*

*some videos for me to watch, so that I can improve even my questioning techniques. (Teacher-D)*

The quotations reveal that the teachers attend workshops and that from the training they receive, they become more confident to deliver instruction. The responses also show that the teachers are given guidelines on how to teach, in the form of professional development (PD), and guidelines on the proceedings of each day. The findings show that in their meetings, the teachers and their supervisors discuss not only matters pertaining to instruction, but also the teachers' well-being. These discussions are an indication that the SMT members consider and acknowledge all the factors that contribute to quality education. The quotations indicate that the teachers meet with teachers from other schools, and that their supervisors demonstrate how to teach.

#### Category 2: The teachers' feelings regarding SMT support

This category reveals that some teachers are not satisfied with the support they receive from their supervisors.

*But I would be happy if our supervisor gives us the information, we need in time. (Teacher-A)*

*100% support is unrealistic. It's difficult to do that, because HoDs are very busy. I would like her to take time to listen to me before blaming or giving me more tasks to do. If she would demonstrate what she wants me to do, and not just tell me, I will be happy and even confident to do it. (Teacher-C)*

*At the moment I am not very satisfied, because I would want someone to demonstrate teaching for me, how to conduct group work, the kind of questions to ask, show me where and what I am doing well and not doing well and how I can improve. (Teacher-D)*

The above quotations reveal that SMT members have a heavy workload at school. The narratives seem to suggest that they spend little or no time listening to the teachers' concerns and supporting them. The SMT members' heavy workload is explained by the fact that they also teach classes, on top of the supervisory and other duties assigned to them. The responses indicate that the teachers would like their supervisors to demonstrate how they want things done, how to teach effectively, and to give feedback on their performance. These statements confirm that the teachers are unhappy because of insufficient support. The unhappiness may affect the teachers' motivation and performance, which will result in poor educational outcomes. Some teachers expect the HoDs to give them more support than what they are receiving. However, it is not clear if these teachers can have a conversation with their HoD to share their expectations.

#### *4.5.3.3 Sub-theme 3: How SMT members motivate performing and underperforming teachers*

Two categories of thoughts were identified under this sub-theme. The categories are presented in the following paragraphs.

##### Category 1: How the SMT members motivate performing teachers

This category reveals that the SMT members make use of incentives to motivate the teachers.

*We motivate performing teachers by asking them to take extra lessons or activities such as sports, and the school pays them. This is a form of an incentive. (HoD-A)*

*We understand that teachers need more money, and so we arrange activities such as afternoon lessons. Instead of paying them for just what they worked for, we give them an extra, and say, for example, it's for fuel. We also do competitions (teaching–learning-related) and give monetary prizes to the winners. We ask them to come up with fundraising ideas. When we get the money, we buy them teaching–learning resources that they need. (DP-B)*

*Performing teachers are usually acknowledged with certificates. We also praise them. As a school, sometimes we invite motivational speakers to speak to and motivate teachers. As an HoD, I make sure that both performing and underperforming teachers attend district workshops. (HoD-C1)*

*Sometimes we give performing teachers some time back, e.g., teachers go home if they don't have classes. (HoD-C2)*

*We have closing parties, especially at the end of the year, where we give awards to achievers. Teachers who produced 100% pass rates can get fuel from the school, or any other thing that will motivate them. We recommend them for marking, which gives them extra money. (HoD-D).*

The quotations above indicate that the SMT members acknowledge that the teachers need monetary rewards, so they allow them to work extra hours for money. The responses also reveal that the SMT members organise teaching and learning-related competitions, where the winning teachers are rewarded with monetary prizes. The quotations indicate that sometimes the teachers are paid more than the agreed payment, as a further incentive. The responses reveal that the teachers are advised to become involved in marking national matric examinations. These motivational strategies confirm the need for money as an extrinsic form of motivation, and the impact that it has.

The responses indicate that apart from monetary rewards, the SMT members praise the teachers, give them certificates of achievement, allow them to go home during examination time if they do not have classes, and they give them any other incentive that motivates them. The quotations also reveal that the teachers are encouraged to attend workshops, where they are coached and trained. These are examples of intrinsic rewards. This study thus shows the use of both extrinsic and intrinsic motivation to motivate performing teachers.

## Category 2: How the SMT members motivate underperforming teachers

This category reveals that the SMT members use encouragement to motivate underperforming teachers.

*For those not doing well, we encourage them to take extra classes. (HoD-A).*

*As I said, I encourage teamwork, and I recognise any little effort made. (HoD-B)*

*Underperforming teachers are commended for what they are doing well. They are given a gentle reminder of their role, and if they do not improve, they are informed of the potential risks. (HoD-C2)*

*For underperforming teachers, there is nothing that we can do to you besides coaching and encouraging you, so that you come to the level of others. (HoD-D)*

The quotations above indicate that the SMT members acknowledge the good work that the underperforming teachers do, recognise any little effort they make, and they encourage them to keep working hard. The responses indicate that the teachers are encouraged to work extra hours so that they get monetary rewards. The quotations also show that the teachers are coached by their supervisors. Motivation may take place in the process of coaching. The responses further indicate that the SMT members remind the teachers of what is expected of them, and the consequences of failing to meet their expectations, as a way of motivating them. These narratives seem to suggest that if the teachers do not improve their performance, they may end up facing disciplinary action. The findings in this category indicate that the SMT members employ more intrinsic than extrinsic motivation to motivate underperforming teachers.

### *4.5.3.4 Sub-theme 4: SMT members' perceptions of motivational approaches that are effective*

The findings of this sub-theme are discussed below.

Category 1: Motivation resulting in teachers' willingness to participate and avail themselves

This category established that the motivational approaches that the SMT members employ are effective.

*I think they are [effective], because more teachers are joining the programme of coming on Saturdays and bringing suggestions that we as management can employ to motivate them better. (DP-B)*

*Yes, because when someone is in a position to take up a responsibility willingly, it shows that they are motivated. For example, extra lessons or duties. (HoD-A)*

*So far, they definitely are [effective], because, we sit as a group/team to discuss matters in teaching. Teachers freely ask questions and discuss issues. My approaches have created a positive environment, where teachers freely consult if they do not understand anything, and we treat each other as professionals. (HoD-B)*

*Yes, I am doing the right thing, because there is no one who says that they cannot come to my office. We work together as a team, encouraging and assisting each other. (HoD-D)*

The quotations indicate that the teachers are willing to work extra hours, and that they voluntarily take up responsibilities. The responses reveal that the supervisors have created environments characterized by teamwork, voluntary consultation, collaboration, and respect for one another. These narratives indicate that the motivational approaches that the SMT members employ are effective, because the teachers seem motivated and voluntarily want to do more. High teacher motivation implies high performance, which translates into high learner performance.

#### 4.5.3.5 Sub-theme 5: The incentives that teachers get from SMT members

Three categories of thoughts were identified under this sub-theme, and they are presented in the paragraphs below.

##### Category 1: The incentives that teachers receive from the SMT members

This category reveals that the teachers get awards, money, or commendations as incentives.

*Yes, when we go an extra mile. The school asks to come and teach the learners left behind, and they cater for our daily fuel expenses and a little bit more money on top of the fuel. They always honour their promise. (Teacher-A)*

*Yes. I get a certificate of achievement if I get a 100% pass rate in my subject. (Teacher-C)*

*Yes. Usually at the end of the term, sometimes you get a note stating how good you are performing, or 'appreciating your efforts', or a chocolate. (Teacher-D)*

The above quotations indicate that the teachers get words of encouragement as a way of acknowledging and appreciating their efforts. The responses indicate that the teachers also get tokens of appreciation, such as certificates or chocolates. The quotations further reveal that the teachers receive incentives in monetary form. The narratives confirm that the supervisors understand that motivating the teachers is one of their duties and that they understand its importance.

##### Category 2: When the teachers get incentives

This category indicates that the teachers receive incentives when they meet certain set conditions.

The quotations above from the participants indicate that the teachers are incentivised when they have worked harder than expected. The responses reveal that after producing 100% pass rates, the teachers get rewarded with certificates. The quotations show that the teachers receive incentives when they work outside normal working hours. The findings from the quotations indicate that the supervisors incentivise teachers only when they have exceeded expectations or worked more than they are expected to. Such conditions imply that it is the already motivated teachers who receive incentives, and that the demotivated teachers do not receive incentives, and thus remain demotivated.

### Category 3: Why the teachers need incentives

This category reveals that the teachers need incentives to motivate them.

*If you want your school to excel, then give your teachers incentives. They make them work harder. We work for a salary which is not enough, and we live in a materialistic world, so we need some incentives. A 'thank you' does not go very far in motivating me. (Teacher-A)*

*The reason why we also need incentives is because we have dependants, my wife and children, who do not have the same feelings as us. So incentives moneywise would bring benefits to the family. (Teacher-B)*

*Yes, because I assume that hard work should be rewarded, so that other teachers can be encouraged to do likewise. Acknowledgment and certificates are OK, but they don't motivate as much as money does. (Teacher-C)*

*Yes, they do. With time, one's energy gets depleted, so here and there a person needs something to rejuvenate them. Any kind of incentive is fine, but one that alleviates one's financial burdens is the best. (Teacher-D)*

The quotations above reveal that teachers need incentives. The responses indicate that the teachers need incentives because incentives motivate them, make them work hard, and encourage other teachers to work hard too. The quotations show that the teachers' energy decreases with time, so incentives revive and rejuvenate them. The statements indicate that the teachers prefer monetary incentives or anything that supplements their remuneration. The responses further indicate that although the teachers value other kinds of incentives, money is the best one, and that money motivates them the most. The quotations reveal that the teachers prefer monetary benefits, because their salary is insufficient, and because they live in a world where people value material benefits more than praise. The responses further reveal that monetary incentives benefit not only the teachers, but their families as well. These narratives confirm that money is the factor that motivates the teachers the most. These findings also suggest that personal issues involving finances affect the teachers' morale, energy, and work performance.

#### *4.5.3.6 Discussion of the findings of theme 3: How SMT members support and motivate teachers*

Research shows that SMT members supervise teachers, and the teaching and that they provide resources (Botha, 2013). In line with the preceding statement, this study found that both underperforming and performing teachers receive professional development (PD) in the form of workshops organised by the Department of Education, internal PD planned and facilitated by the SMT members, and demonstration lessons. Performing teachers are encouraged and praised for their good work and are given opportunities to meet teachers from other schools. The findings of the current study are consistent with the above statement by Botha (2013), and the SMT members seem to do even more. Without adequate support, teachers may not be motivated, even though they may be highly qualified (Ariffin et al., 2015). The findings suggest that the SMT members recognise and acknowledge the potential and the expertise of teachers outside their school to provide professional support.

However, this study found that the teachers are dissatisfied with the support they receive from their supervisors. The support that the supervisors claim to offer seems to be exactly the support that the teachers wish they could receive. The current study also suggests that the SMT members are very busy, which is why they cannot fully support the teachers. The contradiction between the SMT members' and the teachers' responses could explain why there has been no improvement in teachers' performance (Sayed & McDonald, 2017; Spaul, 2013), resulting in a continual decline in the quality of education that schools offer. The contradiction also speaks to Maja's (2016) research findings, which reported that SMT members lack strategic approaches for supporting teachers. Ontologically, the findings of this study present the exact nature of reality, namely that there is no single reality, but rather multiple versions of reality existing at the same time. So, the responses from both the teachers and the SMT members could indicate what each perceives as real.

This study suggests that the SMT members motivate performing teachers by giving them incentives such as money, certificates, and words of encouragement, which the teachers receive after having worked hard or outside normal working hours, while underperforming teachers receive PD and words of encouragement. This finding suggests that the teachers receive both intrinsic and extrinsic forms of motivation as an acknowledgment of their work. Because teachers need to be motivated by someone or something for them to work satisfactorily (Steyn & Van Niekerk, 2012), and because teachers are human beings, not machines (Börü, 2018), they need to be motivated, and supervisors need to be concerned with how best they can motivate their teachers. Therefore, an understanding of theories of motivation, that is, what motivates teachers and how they can be motivated, is imperative for SMT members. Optimal motivation results in job satisfaction and increased productivity (Mullins, 2019). The findings seem to suggest that the SMT members understand teacher motivational strategies that work.

#### **4.5.4 Theme 4: Strategic approaches to support teachers in delivering quality instruction**

This theme focuses on the strategies that SMT members would like to employ to support the teachers, and the strategies that the teachers wish the SMT members could employ in supporting them. Two sub-themes emerged from the responses to the interview questions, which were drawn from the research questions.

##### *4.5.4.1 Sub-theme 1: The strategic approaches that SMT members can use to support teachers*

One category of thought was identified under this sub-theme, and it is presented in the following paragraphs.

##### Category 1: The strategies that the SMT members wish to employ to support the teachers

This category reveals that the SMT members have strategies in mind that they wish to employ to support the teachers.

*Because our biggest problem now is teacher absenteeism, I always think of motivating those who come to school every day, by giving them time off on a day they won't be teaching during exam time. I think it will send a message to other teachers to say loyalty pays. (DP-A)*

*The one in the pipeline is that of taking teachers out and then inviting some motivational speakers to come and encourage, advise, and motivate them. I think this lead will work, because besides getting advice, teachers will have refreshed. (DP-B)*

*I think what I can use to motivate teachers are these weekly tests. Teachers will get a reward in accordance with the learners' performance. Any teacher who would*

*do well will get the reward, despite the grade they teach. Teachers will work hard.*  
**(HoD-B)**

*I think of teaching together like a team, where we swap classes. When a teacher gets into a different class, they get there with a different attitude, usually a positive one. Also, one or more teachers can sit and observe how other teachers teach. With this, teachers learn from each other.* **(HoD-C1)**

The above quotations reveal that the strategic approach that the SMT members would like to implement with the teachers who come to work every day is time back as a form of reward. The responses reveal that the SMT members think that rewarding these teachers could motivate those teachers who are frequently absent, and that it could discourage absenteeism. The quotations indicate that the SMT members wish to have their teachers motivated, encouraged, and refreshed, by inviting motivational speakers to address them. The responses further indicate that the SMT members would like to organise some teaching and learning-related competitions, where teachers are rewarded according to their learners' performance. The findings show that the SMT members would like to use an approach where teachers observe each other teaching and swap classes. The responses indicate that when teachers work as a team, they learn from each other and coach each other.

The narratives of the SMT members suggest a strategic approach that calls for commitment from both the SMT members and the teachers, as well as opportunities for professional development. The findings in this category confirm that the SMT members have or know of ideas to support the teachers, but that they are not implementing them. A possible reason could be that the SMT members know that some strategies require money, which they do not have, or call for more time and energy on their part. It could also be that the SMT members think that if the teachers were to coach each other, it would mean that they as their supervisors would have failed to do their work.

#### 4.5.4.2 Sub-theme 2: *The strategic approaches of support that teachers expect from SMT members*

One category of thoughts was identified under this sub-theme, and it is presented in the following paragraphs.

##### Category 1: Teachers' expectations regarding strategic approaches of support from the SMT members

This category reveals that there are strategic approaches that the teachers wish the SMT members could employ to motivate them.

*They should give incentives like a voucher, cash, or a weekend or day away. Competition among departments. Give incentives of any kind. (Teacher-A)*

*Secondly, they should pay us better. Thirdly, our school should reduce the teacher, e.g., my supervisor right now is sitting with more than 50 learners in a class, which makes individualised instruction very difficult. The school can do what other schools do, hiring an extra teacher at their own expense. (Teacher-B)*

*They need to tell teachers to support each other all the time. I need support when I am struggling with a topic or when I am absent. For example, if you get sick, when you come back you find things as they were. No one covers up for you even a little bit. (Teacher-C)*

*Providing teachers with anything that lessens their financial burdens, e.g., if you have a child in the school, then a certain percentage is taken off from the fees. Maybe vouchers at the end of the year, even as small as R100. Organising events or programmes that are not teaching-related that revive and rejuvenate teachers. Meeting other teachers from private schools and sharing how they teach. (Teacher-D)*

The quotations from the teachers reveal that the SMT members seem not to encourage teamwork within their department, so that teachers help each other. The responses indicate that the teachers wish for a better salary and incentives in the form of vouchers, vacations, or time back, but mostly incentives that reduce their financial burden. The narratives suggest that the teachers need money more than any other support they can get. They further imply that from time to time the teachers need refreshing activities that replenish their ever-depleting energy.

The findings in this category suggest that the teachers wish for an approach to support them that includes meeting and sharing ideas with teachers from other schools, and that there be competitions organised by the SMT members to motivate the teachers to work hard and to get incentives. The narratives seem to imply that the way the teachers are currently supported is ineffective, and that they want something different. The teachers also seem to envisage more challenging tasks, to help them to develop professionally. The quotations further reveal that the teachers would like the SMT members to work at reducing the large class sizes, which hinder quality interaction between the teacher and the learners. The findings confirm that the teachers work hard, and therefore get tired, which could be why they need some refreshing at some point, to reduce the stress caused by their workplace and their working conditions. The poor interaction between the teacher and the learners may lead to poor instructional outcomes.

#### *4.5.4.3 Discussion of the findings of theme 4: Strategic approaches to support teachers in delivering quality instruction*

Research shows that teachers become educators based on their motivation to teach (Han & Yin, 2016; Utomu, 2018). This suggests that SMT members should keep school environments motivating and rewarding, to maintain teachers' motivation for the job. However, sociologists have found that current school environments are reward-scarce settings for professional work and seem to work against teachers' best efforts to grow professionally and improve student learning (Danquah et al., 2019). Confirming the above

observation, both the teachers and the SMT members in this study acknowledge the need for incentives as a way of motivating teachers and acknowledging their efforts.

The study suggests that teachers need better salaries, and that there should be teaching and learning-related competitions organised by the SMT members, where the winners are given monetary rewards. This finding seems to suggest that what teachers need the most is any reward or incentive that supplements their insufficient finances. Satisfaction with one's salary, or an increase in salary, or any other monetary reward, seems to have an impact on teachers' motivation, which could be why Njiru (2014) asserts that monetary compensation is a major reason for working, no matter what other motivations and passions co-exist for the job. And the opposite could be true, because Meke (2013) and Msungu and Beri (2020) in Malawi, and Ngwenya (2016) in Zimbabwe, found that teachers' motivation was low because their salaries were insufficient to meet their basic needs. So, both the discussed literature and the findings of the current study suggest a strong link between a sufficient salary, or monetary benefits, and teachers' motivation. However, Herzberg's two-factor theory maintains that dissatisfiers, such as salary, cannot be used to motivate employees, because they do not lead to positive satisfaction for a long period. They simply prevent dissatisfaction and maintain the status quo, or a zero level of motivation (Mwinyi, 2014; Pradhan, 2017). I believe a balance between intrinsic and extrinsic forms of motivation should be struck to keep teachers happy in their work.

This study also suggests that SMT members should work at reducing the teacher–pupil ratio because classes are too large. The effect of these large classes on teachers' motivation and quality education has already been discussed in section 4.5.2, based on the evidence from the current study and the discussed literature. This study recommends that teachers should be given time off as a reward for loyalty, that SMT members organise refreshing activities, and that they invite motivational speakers to address the teachers. Gyimah (2020) and Han and Yin (2016) in their studies found similar teacher expectations to those found in this study. The teachers' expectations from their leaders were, among other things, words of encouragement, awards, time off, salary increases, and favourable working conditions. Because the SMT members in this study do not encourage the

teachers to carry each other's loads, the teachers find their work hard and tiring. The findings of the current study imply that teachers need time off and refreshing activities, so that, from the motivational speeches and refreshing exercises, they become revived and rejuvenated. They teach large classes, with little support from the SMT members and their colleagues, for an insufficient salary, and they, therefore, need some motivation from time to time.

#### **4.6 SUMMARY OF THE CHAPTER**

In this chapter, findings from the data collected from the interviews were presented and discussed. The findings were presented according to themes and sub-themes that emerged from the research questions. Four themes emerged, namely SMT members' perception of quality education, factors that inhibit teachers' motivation and quality education, how SMT members support and motivate teachers, and strategic approaches to support teachers in delivering quality instruction. Direct quotations from the participants confirm the findings. The following chapter will present a summary of the findings, the conclusion of the study, the limitations and delimitation of the study, and recommendations based on the findings.

# **CHAPTER 5**

## **SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The previous chapter dealt with the presentation, discussion, and interpretation of the findings from the data collected through the interviews. The findings were presented according to themes and sub-themes that emerged from the research questions. The discussion of the findings of this study includes a comparison with the literature, as well as the theoretical framework of the study. This chapter presents a summary of the findings, the conclusion of the study, the limitations and delimitation of the study, recommendations based on the findings, and, finally, the final word.

### **5.2 SUMMARY OF FINDINGS**

This section presents a summary of the research findings. The findings from themes one to four are outlined in the sections below.

#### **5.2.1 SMT members' perception of quality education**

This is the summary of the findings on the research question – “How do SMT members perceive quality education?” The findings on the SMT members' perception of quality education were unpacked under three sub-themes, namely what the SMT members consider to be quality instruction, factors that help with the attainment of quality instruction, and factors used to measure the quality of education. In this study, lesson planning and lesson delivery were perceived by the SMT members as paramount for the quality of education received by the learners. The participants' views suggested that a teacher's preparation to deliver instruction determines the success or failure of the lesson. Delivery of content was found to be equally important. Other factors that were perceived

to determine the quality of education included the teacher–learner relationship, the competence of the teacher, and the resources needed for quality instruction. The findings of the study show that the relationship between the teacher and the learners, and a democratic teaching and learning environment, where the teacher acts *in loco parentis*, can promote or hinder quality teaching and learning. Adequate resources, especially technological resources, were also perceived by the participants as playing a significant role in providing rich information in a quick and easy way. The participants revealed that teacher qualifications, professionalism, dedication, and time management all help with the attainment of quality instruction.

The SMT members seem to have control of quality education through monitoring lesson preparation, the teaching and learning environment, lesson delivery, and assessment. They perceived lesson preparation as an important factor when measuring the quality of education, even though they did not regard it as an essential factor in defining quality instruction. The SMT members also considered a favourable teaching and learning environment, where there is proper classroom management, where the teachers and the learners actively engage with each other, and where there are adequate technological resources, as a determinant of quality education. They valued maximisation of teaching time, holding lively discussions, and tracking learner behaviour and understanding during lesson delivery as ways of ensuring quality education. Learner assessment was found to be the most common tool that the SMT members employ to measure the quality of instruction. They considered the quality, not the quantity of learner performance.

### **5.2.2 Factors that inhibit teachers' motivation and quality instruction**

With regards to the question: “*What do SMT members identify as factors inhibiting teachers' motivation and quality instruction?*”, this study revealed that there are several factors that inhibit teachers' motivation to deliver quality instruction. The factors include personal, family, and financial problems, and unfavourable teaching and learning environments because of uncooperative parents and learners, inadequate resources, dictatorial behaviour, favouritism, and insufficient support and motivation from the SMT

members. It is the wish of the participants in this study to have technological resources, such as computers and internet access. The participants indicated that the classes are too large to enable individualised instruction and quality interaction in the classroom. The findings also revealed that the schools that participated in this study had too many learners for the number of classrooms. Drug and substance abuse by the learners, uncooperative learners and parents, and disunity among the teachers also negatively affected the quality of education in the context of this study.

### **5.2.3 How SMT members support and motivate teachers**

Another question was *“How do SMT members support and motivate teachers to deliver quality instruction?”* In this study, it seems that the teachers in this study get support from their supervisors. Underperforming teachers get internal and external PD, demonstration lessons, coaching, team teaching, sharing of ideas with peers, and commendations. Performing teachers attend external PD organised by the Department of Education, they meet with teachers from other schools, and their efforts are acknowledged. The findings revealed that the main support the teachers get from the SMT members is coaching through PD. However, the teachers believed that the support they get is insufficient, and they want more. They want their supervisors to demonstrate what they expect from them and how to teach. The SMT members’ heavy workload was cited as the reason they fail to support the teachers sufficiently. However, the SMT members motivated performing teachers by giving them incentives, such as money, certificates, and words of encouragement. The teachers receive the incentives after having worked outside normal working hours or having worked hard. The findings indicated that underperforming teachers get words of encouragement and coaching as means of motivating them.

The SMT members’ responses showed that their motivational approaches are effective because they have managed to create working environments where the teachers work as a team, share ideas freely, and voluntarily take up responsibilities. It seemed that the teachers need incentives, because incentives motivate them to work hard, and because incentives encourage other teachers to do likewise. The findings indicated that the

teachers' salary is insufficient, so they prefer monetary rewards, and that money motivates them the most.

#### **5.2.4 Strategic approaches to support teachers in delivering quality instruction**

In answering the research question: "Which strategic approaches can SMT members employ to support and motivate teachers to provide quality instruction?" this study found that the strategic approaches that the SMT members can use to support their teachers in delivering quality education are the same strategies that they have thought of but have not employed yet. The strategies that the participants shared with the researcher included inviting motivational speakers to address the teachers, giving the teachers time back when they deserve it, allowing the teachers to swap classes, letting the teachers coach each other, and giving the teachers incentives. The findings also showed that the teachers have ideas of how they can or should be supported by their supervisors. Their wish is that the SMT members should give them opportunities to meet and share ideas with their colleagues from other schools; reduce the teacher–pupil ratio; organise refreshing activities; give them incentives, especially monetary rewards, as motivation, and acknowledge their efforts in teaching and learning.

#### **5.3 LIMITATIONS OF THE STUDY**

The following are the limitations of this study. Participation in this investigation was voluntary, so some schools and individuals who might have had crucial information declined to participate in the study. The purpose of this study is not to generalise findings outside the context of the study, but to provide insights that may inform other similar studies. The transferability of this study is at the discretion of the reader, who may apply the findings to another similar context. The interviews were conducted at a time when the teachers were busy preparing their learners for their final examinations, so they might not have given of their best in answering the questions. The researcher did follow-up interviews in cases where the responses seemed incomplete. Since this is qualitative research, it is possible that researcher bias might have crept in. To prevent researcher

bias, the supervisor acted as a critical reviewer during data collection and processing, and during reporting of the research findings.

#### **5.4 DELIMITATION OF THE STUDY**

Delimitation is the process of fixing the boundaries of a research problem under investigation (Atieno, 2009). It is based on the researcher's decision on what to include and what not to include in the study. It includes considerations pertaining to sample size, type of participants, research questions, and study duration. This study was limited to 12 participants, three from each of the four selected schools in Midrand. The aim of the study was to explore how the SMT members in these schools motivate and support their teachers to deliver quality instruction. Other roles and functions of SMT members were not explored in this study. The study was limited to teachers teaching National Senior Certificate classes (Grade 12), which is a small sample. This study did not cover any support and motivation that teachers receive other than the support and motivation received from their SMT members. Teachers teaching other classes were excluded from this study despite them delivering quality instruction, because of the lack of a standardised criterion to measure their success.

#### **5.5 CONCLUSION**

The lack of sufficient data on how SMT members support and motivate teachers for effective teaching and learning that aims to promote quality education motivated me to conduct this study. Also, the little data available are based on quantitative research, and so this study adopted a qualitative approach to try and fill any gaps that might exist in terms of narratives of the experiences of the participants regarding the motivation of teachers. The purpose of this study was to explore the strategies that SMT members employ to support and motivate teachers to deliver quality instruction. The findings suggested that quality education is a result of quality interaction between the teachers, the SMT members, the parents, and the learners, with each playing their role in the teaching and learning process. Several factors were found to hinder the delivery and

attainment of quality education, and they included uncooperative learners and parents, inadequate resources, large classes, teachers' personal problems, and insufficient support from the SMT members. It was also found that the teachers were dissatisfied with both the support and the motivational strategies that the SMT members employed, while the SMT members argued that they were doing their job and that the approaches they were using were effective. The approaches that the SMT members intended to use in the future happened to be the exact approaches that the teachers wished the SMT members could employ to support and motivate them. The findings suggest that the support that the SMT members gave to the teachers was insufficient and that the approaches that they employed did not meet the teachers' needs. This implies that SMT members need to change the approaches they are currently employing to support and motivate teachers if there is to be an improvement in the quality of education at the school level. This research study has identified some strategic approaches that are common to both SMT members and teachers, and that seem to satisfy both in their quest to deliver quality education. These approaches are letting teachers coach each other, teaching as a team, meeting and sharing ideas with teachers from other schools, SMT members organising refreshing activities for the teachers, and giving the teachers monetary rewards and incentives. As a researcher and a teacher, I hope that if these suggested approaches are adopted and implemented by teachers and SMT members, teachers may feel motivated to deliver quality teaching and learning. The effectiveness of these approaches could be a subject for future investigation.

## **5.6 RECOMMENDATIONS**

- The Department of Education should consider reviewing and improving the current policies and regulations governing learner discipline in schools.
- The Department of Education should ensure that SMT members are continuously given workshops to equip them with skills to deal with issues related to teacher support and motivation.

- The Department of Education should provide schools with technological resources that enhance teaching and learning, such as computers and internet access.
- The Department of Education should provide more teachers and classrooms, in order to reduce the teacher–pupil ratio, which affects the quality of teacher–learner interaction.
- Schools should devise a record-keeping system that tracks all the support that SMT members provide to the teachers.
- Schools should set up a team whose duty it is to educate parents on the importance of their being involved in their children’s education, and ways in which they can get involved.
- SMT members should determine the support that the teachers need, and they should ensure that the teachers get the support at the right time.
- SMT members should carry out regular satisfaction surveys to check the teachers’ satisfaction in terms of the support and motivation they receive.
- SMT members should give the teachers monetary rewards and incentives, since teachers regard money as their best motivator.
- The education circuits should encourage interschool partnership and collaboration on teachers’ professional development, as a source of support and motivation.
- SMT members should design and implement coaching and mentorship programmes as a means of supporting and developing their teachers.

## 5.7 FINAL WORD

Quality education refers to the worth of an education system, with reference to its inputs, the teaching and learning process, and the output/outcome. In the absence of adequate resources, especially technological resources, such as internet access; favourable teaching and learning environments; a quality teacher–learner relationship; sufficient support from SMT members; and qualified, dedicated teachers, it is highly unlikely to achieve quality education. Other barriers to quality education include teacher support and motivation, which seem to be inadequate in the schools that participated in this study. The teachers were concerned about lack of commitment and dictatorial attitudes from the SMT members, and uncooperative parents and learners. In such cases, unique and context-based strategic approaches to support and motivate the teachers need to be identified and implemented by the SMT members.

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## APPENDIX A: ETHICS APPROVAL



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/03/09

Ref: **2022/03/09/53688651/12/AM**

Dear Ms MC Chinhengo

Name: Ms MC Chinhengo

Student No.:53688651

**Decision:** Ethics Approval from  
2022/03/09 to 2025/03/09

**Researcher(s):** Name: Ms MC Chinhengo  
E-mail address: 53688651@myunisa.unisa.ac.za  
Telephone: 078 518 3607

**Supervisor(s):** Name: Dr T.A. Ogina  
E-mail address: Oginateresa8@gmail.com  
Telephone: 082 374 9618

**Title of research:**

**School Management Teams and the motivation of teachers to provide quality education: a case study of secondary schools in Midrand, Gauteng province.**

**Qualification:** MEd Education management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2022/03/09 to 2025/03/09.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/03/09 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2025/03/09**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

The reference number **2022/03/09/53688** ~~2021/12/AM~~ should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



**Prof AT Motlhabane**  
**CHAIRPERSON: CEDU RERC**  
 motlhat@unisa.ac.za



**Prof Mpine Makoe**  
**ACTING EXECUTIVE DEAN**  
 qakisme@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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## APPENDIX B: PERMISSION LETTER (GAUTENG DEPARTMENT OF EDUCATION)



### GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

#### GDE RESEARCH APPROVAL LETTER

Date:	13 April 2022
Validity of Research Approval:	08 February 2022– 30 September 2022 2022/134
Name of Researcher:	Chivhengo M.C
Address of Researcher:	Unit 120 Villeroy Court, Halfway Gardens Midrand
Telephone Number:	078 518 3607
Email address:	<a href="mailto:53688651@mylife.unisa.ac.za">53688651@mylife.unisa.ac.za</a>
Research Topic:	School Management Teams and the motivation of teachers to provide quality instruction in midrand access of same secondary schools
Type of qualification	Masters in Education
Number and type of schools:	4 Secondary School
District/s/HO	Gauteng North

#### **Re: Approval in Respect of Request to Conduct Research**

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

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

*Making education a societal priority*

#### Office of the Director: Education Research and Knowledge Management

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: [Falith.Tshabalala@gauteng.gov.za](mailto:Falith.Tshabalala@gauteng.gov.za)

Website: [www.education.gpg.gov.za](http://www.education.gpg.gov.za)

## APPENDIX C: PERMISSION LETTER (JOHANNESBURG EAST EDUCATION DISTRICT)



Enq: M Maropeng  
Tel : 011 666 9182

---

**To** : Ms CM Chivhengo  
**From** : Ms S Molobi  
District Director  
**Date** : 11 May 2022  
**Subject** : Approval letter in respect of conducting research

---

Dear Ms Chivhengo

Your email received on 11 May 2022 has reference.

The letter serves to indicate that Ms CM Chivhengo has been granted permission by the Gauteng Department of Education, Education Research and Knowledge Management Directorate, endorsed and supported by the JHB East District to conduct research.

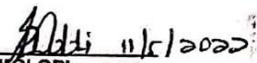
The study research topic is: **SCHOOL MANAGEMENT TEAMS AND MOTIVATION OF TEACHERS TO PROVIDE QUALITY INSTRUCTION IN MIDRAND ACCESS OF SAME SECONDARY SCHOOLS**

Your attention is drawn to the research conditions as stipulated in the GDE approval letter 8/4/4/1/2 dated 13 April 2022

The District is motivated by the level of research done on matters that could improve service delivery in Public Education.

We wish you well in this important undertaking and compiling the final report.

Your faithfully

  
S MOLOBI  
DISTRICT DIRECTOR

**OFFICE OF THE DISTRICT DIRECTOR: JOHANNESBURG EAST**

44 Wolfgang Street, Norwood  
Tel: (011) 666-9002 | Email: [Shirley.molobi@gauteng.gov.za](mailto:Shirley.molobi@gauteng.gov.za)  
[www.education.gpg.gov.za](http://www.education.gpg.gov.za) | Call Centre: 0800000789

---

**To : Ms CM Chivhengo**  
**From : Ms S Molobi**  
**District Director**  
**Date : 11 May 2022**  
**Subject : Approval letter in respect of conducting research**

---

Dear Ms Chivhengo

Your email received on 11 May 2022 has reference.

The letter serves to indicate that Ms CM Chivhengo has been granted permission by the Gauteng Department of Education, Education Research and Knowledge Management Directorate, endorsed and supported by the JHB East District to conduct research.

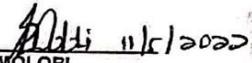
The study research topic is: **SCHOOL MANAGEMENT TEAMS AND MOTIVATION OF TEACHERS TO PROVIDE QUALITY INSTRUCTION IN MIDRAND ACCESS OF SAME SECONDARY SCHOOLS**

Your attention is drawn to the research conditions as stipulated in the GDE approval letter 8/4/4/1/2 dated 13 April 2022

The District is motivated by the level of research done on matters that could improve service delivery in Public Education.

We wish you well in this important undertaking and compiling the final report.

Your faithfully

  
S MOLOBI  
DISTRICT DIRECTOR

**OFFICE OF THE DISTRICT DIRECTOR: JOHANNESBURG EAST**

44 Wolfgang Street, Norwood  
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## APPENDIX D: PERMISSION LETTER SCHOOL GOVERNING BODY (SGB)



Ref number: 2022/03/09/53688651/12/AM

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

#### THE SCHOOL GOVERNING BODY

Request for permission to conduct research at ----- School

The title of my research is **School Management Teams and the motivation of teachers to deliver education quality education: A case study of secondary schools in Midrand, Gauteng Province.**

Date: -----

To: -----

Contact details:-----

#### Dear sir/madam

I, Monica Chawapiwa Chinhengo, Reference number 2022/03/09.53688651/12/AM, am doing research under the supervision of Dr. TA. Ogina, a Senior Lecturer in the Department of Educational Leadership and Management toward a master's degree in education management at the University of South Africa. I am inviting you to participate in a study entitled "School Management Teams and the motivation of teachers to deliver quality education: A case study of secondary schools in Midrand, Gauteng Province.

The aim of the study is to explore the strategic approaches School Management Teams (SMTs) employ to support teachers for quality education.

Your school has been chosen because of the constant good pass rate in some particular subject areas in the National Senior Certificate (matric) examinations in the past two or more years. The

research seeks to explore your approaches to teacher support and motivation that result in teachers providing quality instruction leading to the overall subject pass rate. The researcher resides and works in the district, and intends to find ways of improving education in her district through the findings of the study.

The study will entail interviewing the school principal, one teacher who has successfully taught matric classes for the past 2 or more years, and his/her HoD. The online semi-structured interviews to be conducted seek to obtain information from School Management Team members (principal and HoD) on how they support and motivate teachers for them to deliver quality instruction. Information on teacher support and motivation will also be sought from one teacher, that is, how their supervisor supports, guides grows, and motivates them.

The benefit of this study is that the ideas to be obtained will help other SMTs support and motivate teachers in better and more efficient ways, thus improving teacher performance which is linked to quality educational outcomes. There are no foreseeable or potential risks in this study.

There will be no reimbursement or any incentives for participation in the research. The feedback procedure will entail sharing the final draft of the research findings with the participants for verification before the final write-up and publication of the report. The final report will be shared with the schools, the district education office, and the Gauteng Department of Education.

Yours sincerely

-----  
Monica Chawapiwa Chinhengo  
Unisa master's student

**APPENDIX E: PERMISSION LETTER (School Principal)**



**Ref number: 2022/03/09/53688651/12/AM**

**REQUESTING PERMISSION TO CONDUCT RESEARCH**

**THE SCHOOL PRINCIPAL**

**Request for permission to conduct research at ----- School**

The title of my research is **School Management Teams and the motivation of teachers to deliver quality education: A case study of secondary schools in Midrand, Gauteng Province.**

**Date:** -----

**To:** -----

**Contact details**-----

**Dear sir/madam**

I, Monica Chawapiwa Chinhengo, Reference number 2022/03/09/53688651/12/AM, am doing research under the supervision of Dr. TA. Ogina, a Senior Lecturer in the Department of Educational Leadership and Management toward a master's degree in education management at the University of South Africa. I am inviting you to participate in a study entitled "School Management Teams and the motivation of teachers to deliver quality education: A case study of secondary schools in Midrand, Gauteng Province".

The aim of the study is to explore the strategic approaches School Management Teams (SMTs) employ to support teachers for quality education.

Your school has been chosen because of the constant good pass rate in particular subject areas in the National Senior Certificate (matric) examinations in the past two or more years. The

research seeks to explore your approaches to teacher support and motivation that result in teachers providing quality instruction that leads to the overall subject pass rate. The researcher resides and works in the district and intends to find ways of improving education in the area through the findings of the study.

The study will entail interviewing the school principal, one teacher who has successfully taught matric classes for the past two or more years, and his/her HoD. The online semi-structured interviews to be conducted seek to obtain information from School Management Team members (principal and HoD) on how they support and motivate teachers for them to deliver quality instruction. Information on teacher support and motivation will also be sought from one teacher, that is, how their supervisor supports, guides grows, and motivates them.

The benefit of this study is that the ideas to be obtained will help other SMTs support and motivate teachers in better and more efficient ways, thus improving teacher performance which is linked to quality educational outcomes.

**My request is that you help me select the teacher and his /her HoD and their contact details.**

There are no foreseeable or potential risks in this study. There will be no reimbursement or any incentives for participation in the research. The feedback procedure will entail sharing the final draft of the research findings with the participants for verification before the final write-up and publication of the report. The final report will be shared with the schools, the district education office, and the Gauteng Department of Education.

Yours sincerely

-----

Monica Chawapiwa Chinhengo  
Unisa master's degree student

## APPENDIX F: CONSENT LETTER



Ref number: 2022/03/09/53688651/12/AM

### CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, \_\_\_\_\_ (participant name), confirm that the person asking for my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (or has been explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunities to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications, and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree with the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print -----)

Participant Signature Date-----

Researcher's Name & Surname: Monica Chawapiwa Chinhengo

Researcher's signature -----

## APPENDIX G: PARTICIPANT INFORMATION SHEET



**Ref number: 2022/03/09/53688651/12/AM**

**Date: -----**

**Title of study: School Management Teams and the motivation of teachers to deliver quality education: A case of secondary schools in Midrand, Gauteng province**

### **DEAR PARTICIPANT**

My name is Monica Chawapiwa Chinhengo Reference number 2022/03/09/53688651/12/AM. I am doing research under the supervision of Dr. T.A. Ogina, a senior lecturer in the Department of Educational Leadership and Management towards a master's degree in education management at the University of South Africa. I am inviting you to participate in a study entitled "School Management Teams and the motivation of teachers to deliver quality education: A case study of secondary schools in Midrand, Gauteng province".

### **WHAT IS THE PURPOSE OF THE STUDY?**

The purpose of the study is to explore the strategies SMTs employ to support and motivate teachers under their supervision to provide quality education. It is hoped that the findings of this study will provide SMTs with ideas to support, guide, grow and motivate teachers in better and more effective ways that will enhance the attainment of quality educational outcomes in South African schools and beyond.

### **WHY AM I INVITED TO PARTICIPATE?**

You are invited because of the role you play as a person (educator) who is expected to provide quality education. It is believed that sharing your experiences will help me obtain rich data for the study.

I obtained your contact details from the basic education offices in Johannesburg.

## **CENTERS AND PARTICIPANTS**

Four schools will be purposively selected and approached to participate in this study. The sample will consist of twelve participants, two SMT members, and one teacher from each of the four schools. Each person who agrees to take part in the study will be asked to fill out a consent form. All the participants have the right not to answer any questions in the interviews and may withdraw from the interview at any time without any penalty.

## **WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?**

The study involves individual online semi-structured interviews with SMT members and teachers in secondary schools in Midrand. If it happens that an online interview is impossible, the interview can be done over the telephone. Online or telephone interviews are preferred since the COVID-19 pandemic still lingers around. During the interview, you will be asked to share your views on quality education, factors inhibiting teacher motivation, quality education, and how teachers are supported to carry out their teaching effectively. Ideas on how teachers can be better supported for quality educational outcomes will also be sought. I will record all the interviews with consent from you as the participant. You can terminate the interview at any time, decline to answer particular questions, or indicate that particular responses be not recorded. A copy of the transcribed interview script will be sent to the participant so that changes can be made if need be. It is possible that the researcher may contact you at a later date to clarify certain points, or to request further (shorter) interviews to explore some details in greater depth, and to verify comments and ideas. A concise draft summary of the main findings will be sent to the school.

## **CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE IN THIS STUDY?**

Participation in this study is voluntary and you are under no obligation to consent to participation. If you decide to participate in this study, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time without giving a reason.

## **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

You will not have any material or financial benefits, but this study is expected to collect information from SMTs and teachers that could be used to support and motivate teachers more effectively. It is hoped that the implementation of the suggested ideas would lead to improved teaching and learning processes.

### **ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THIS STUDY?**

There are no foreseeable negative inconveniences except the time to be taken participating in this study. The study does not require sensitive information and does not involve people under the age of 18 years. The information obtained from you regarding teacher motivation is believed to pose a low risk.

### **WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?**

You have the right to insist that you may not be recorded anywhere and that no one apart from the researcher, knows that you participated in this research study. Your name will not be recorded anywhere,

your answers will be given a code number and a pseudonym, and you will be referred to in this way in the data or any publications. Every possible attempt will be made to ensure that all research data will remain confidential to the researcher and the research supervisor. Confidentiality and anonymity are assured to the extent allowed by the law. However, it must be made clear that the researcher has no control over what you choose to discuss with other people. In order to maintain full confidentiality, it is important that you do not discuss the study with other people outside your school.

All data will be stored in a locked cupboard to which only I the researcher, have access. Files containing tapes will be coded, locked, and stored separately from lists that identify participants. It is hoped that I, as the researcher, will transcribe the recordings, but if it happens that another person does, they will be required to sign confidentiality statements. Please be informed that your anonymous data will be used only for this research report. The research study may be submitted for publication.

### **HOW WILL THE RESEARCHER PROTECT THE SECURITY OF THE DATA?**

Hard copies of your answers will be stored by the researcher for a period of 5 years locked in a cupboard at the researcher's home for future research or academic purposes. Electronic data will be stored on a password-protected computer. Future use of the data will be subject to further Research Ethics Review and approval, if applicable.

If it becomes necessary to destroy the information provided for the study by participants, hard copies will be shredded, and electronic copies will be permanently deleted from the computer hard drive using a relevant software programme.

**WILL I RECEIVE ANY PAYMENT OR INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

As a participant in this study, you will not receive any payment or incentive for participating. Participation is voluntary.

**HAS THE STUDY RECEIVED ETHICS APPROVAL?**

This study has received written approval from the Research Ethics Review Committee of the College of Education, University of South Africa.

**HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?**

If you would like to be informed of the final findings, please contact me, Monica Chawapiwa Chinhengo at +27 785183607 or email: [53688651@myunisa.unisa.ac.za](mailto:53688651@myunisa.unisa.ac.za) / [monicachin75@gmail.com](mailto:monicachin75@gmail.com)

The findings are available for a period of one year.

Should you require any further information about any aspect of this study, please contact me at +27 785183607 or email: [53688651@myunisa.unisa.ac.za](mailto:53688651@myunisa.unisa.ac.za) / [monicachin75@gmail.com](mailto:monicachin75@gmail.com)

Should you have concerns about the way in which the research has been conducted, you may contact my Supervisor, Dr. T. T. Ogina at [teresaogina8@gmail.com](mailto:teresaogina8@gmail.com)

Thank you for taking the time to read this information sheet and for participating in this study.

Thank you.

Monica Chawapiwa Chinhengo

Unisa master's degree student

## **APPENDIX H: INTERVIEW GUIDE**



**Ref number: 2022/03/09/53688651/12/AM**

**UNIVERSITY OF SOUTH AFRICA**

**MASTER'S DEGREE IN EDUCATION (EDUCATION MANAGEMENT)**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**Research Title: School Management Teams and the motivation of teachers to deliver quality education: A case study of secondary schools in Midrand, Gauteng Province**

### **Introduction and assurance to participants**

My name is Monica Chawapiwa Chinhengo Reference number 2022/03/09/53688651/12/AM, a student at the University of South Africa (UNISA), pursuing a master's degree in education management. As part of the requirements for graduation, I am conducting a study on the responsibility of School Management Teams (SMTs) in the motivation of teachers to deliver quality education in secondary schools in Midrand, Gauteng Province, South Africa. The purpose of this study is to explore the strategic approaches SMTs employ to support and motivate teachers to provide quality instruction. It is hoped that the results of this study will provide ideas that can help SMTs to support and motivate teachers better thus, improving teacher performance which is linked to quality educational outcomes. The interview will be one-on-one and will last between 30 and 60 minutes. You have already signed the consent form which means that you have agreed to be interviewed. If you feel you are not comfortable with any question, you are not obliged. You are free to respond to any question according to your perspective. The interview will be recorded. Your responses will be used for the sole purpose of this study. I would like you to say "yes" if you agree.

## **GUIDING QUESTIONS/IDEAS FOR INTERVIEWS**

The following guide will be used by me, the researcher, to provide conversational ideas. The guiding questions will not be asked in any particular order and may not be worded as they appear below.

### **Interview questions for SMTs**

1. Tell me about yourself and your experience in relation to school management.
2. What positions have you held before?
3. What is your highest qualification?
4. What is your understanding of quality instruction?
5. What factors do you think help with the attainment of quality education?
6. What factors do you consider when measuring the quality of instruction?
7. What do you identify as factors inhibiting teachers' motivation to deliver quality instruction?
8. From your experience, what is stealing away teachers' energy and zeal for their work?
9. What are the factors that are hindering the quality of instruction in your school?
10. What kind of professional support do you give teachers that are performing well and those that are not?
11. How do you motivate both performing and underperforming teachers?
12. Do you think your motivating approaches are effective? If yes, why, and if not, why?
13. What ideas have you heard or thought of but have not tried yet that you feel can help motivate teachers better? What difference do you think these ideas will bring?

### **Interview questions for teachers**

1. Please tell me about yourself in relation to your role in the school
2. Do you get professional support from your supervisor? If yes, can you tell me of two or more ways your supervisor employs?
3. Are you satisfied with the support you receive?
4. Do you think that teachers, besides professional support, also need incentives? If yes, what kind of incentives? If not, why not?
5. Does your supervisor provide any incentives? If yes, give examples, and how often do you get them?
6. What other strategies do you think SMTs should employ (that they are not using now) to support and motivate teachers to provide quality instruction, and why?

## APPENDIX I: LETTER FROM THE EDITOR

**ANTHONY SPARG**

**Freelance language practitioner**

*MA cum laude in African Languages (isiXhosa), MA cum laude in Linguistics*

*English language editing, isiXhosa-English and Afrikaans-English translation, transcription*

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9 February 2023

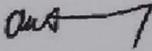
To whom it may concern

### **ENGLISH LANGUAGE EDITING DECLARATION**

I, Anthony Edward Sparg, freelance language practitioner, declare that I language-edited the MEd dissertation titled "School management teams and the motivation of teachers to provide quality education: A case study of secondary schools in Midrand, Gauteng Province" (excluding the appendices) for Ms Monica Chinhengo.

Thank you.

Yours sincerely



.....  
Anthony Edward Sparg

# APPENDIX J: TURNITIN PERCENTAGE

The screenshot displays a Turnitin report for a document titled "Chinhenko MC Dissertation 2022". The report is viewed in a web browser, with the address bar showing the file path: C:/Users/PC/Downloads/Chinhenko%20MC%20Dissertation%202022%20full%20ti%20report.pdf. The document is 113 pages long, and the current view is on page 103. The report shows a similarity index of 9%, which is composed of 8% from internet sources, 2% from publications, and 0% from student papers. The primary sources are listed as follows:

Rank	Source	Percentage
1	uir.unisa.ac.za Internet Source	2%
2	files.eric.ed.gov Internet Source	1%
3	vital.seals.ac.za:8080 Internet Source	1%
4	www.mdpi.com Internet Source	<1%

The left sidebar of the report shows a preview of the document with page numbers 102, 103, and 104. The Windows taskbar at the bottom indicates the system time is 11:30 PM on 2/21/2023, with a temperature of 20°C and clear weather.