

**THE EXPERIENCES OF COMBINED SCHOOL PRINCIPALS IN MANAGING
Y-GENERATION TEACHERS IN SCHOOLS IN UMZINYASHANA CIRCUIT IN KWAZULU
NATAL.**

By:

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SUMMARY

This qualitative research study establishes the experiences of combined school principals in managing Y-generation teachers in combined schools in Umzinyashana Circuit in KwaZulu Natal, South Africa. With the emergence of the Y-generation as a significant cohort within the teaching profession, it is essential to understand how school principals navigate the unique characteristics, challenges and contributions presented by these young educators. The study adopted a multiple case study research method and interpretivist paradigm. Herzberg's Two-factor theory was employed as the theoretical framework. Data were collected through semi-structured interviews and document analysis. Semi-structured interviews were conducted with a purposively selected sample of four principals and four Y-generation teachers from combined schools in Umzinyashana circuit. Thematic analysis was employed to identify recurring patterns, themes and insights from the interview data. Findings indicate that principals experience both benefits and challenges in managing Y-generation teachers. Various ways should be employed by principals to motivate Y-generation teachers.

DECLARATION

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Title: The experiences of combined school principals in managing Y-generation teachers in schools in Umzinyashana Circuit in KwaZulu Natal.

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

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or any part of it, for examination at Unisa for another qualification or at any other higher education institution.

Signature: 

Date: 20 November 2023

DEDICATION

This work is dedicated to God, my Father, the creator of heaven and earth, to my dear husband, Moses and to my children, Michael and Desire, for supporting me during this study.

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Firstly, I would like to thank God for His providence, grace, and sustenance during this study. Besides, I am hugely indebted to the following people for their support, guidance, and encouragement in this journey:

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ABSTRACT

This qualitative research study establishes the experiences of combined school principals in managing Y-generation teachers in Umzinyashana Circuit in KwaZulu Natal, South Africa. With the emergence of the Y-generation as a significant cohort within the teaching profession, it is essential to understand how school principals navigate the unique characteristics, aspirations and challenges presented by these young educators. A combined school is a school that is approved and established by a member of the executive council where it is not practicable to have a separate primary and secondary school. This means that it is a school that starts from Grade R to Grade 12 (South African Schools Act 84 of 1996: Regulation relating to minimum uniform norms and standards for public school infrastructure).

The study adopted a multiple case study research method and interpretivist paradigm. Herzberg's Two-factor theory was employed as the theoretical framework. Data was collected through semi-structured interviews and document analysis. Semi-structured interviews were conducted with a purposively selected sample of four principals and four Y-generation teachers from different schools in Umzinyashana Circuit. Thematic analysis was employed to identify recurring patterns, themes, and insights from the interview data. Findings indicate that the combined school principals benefit from their experiences with Y-generation teachers and also encounter challenges in managing them. Benefits include their technological proficiency which benefits the school in many ways such as knowing the place of technology in education, researching more information to help students and data capturing in schools. However, challenges arise from potential clashes with more traditional teaching practices, job hopping, differences in work-life balance expectations, boasting, late submission of work, negative attitude, and absenteeism. This research contributes to the limited existing literature on the experiences of combined school principals in managing Y-generation teachers in the South African context. By exploring the experiences of combined school principals in Umzinyashana Circuit, this research offered valuable insights into the best practices for fostering a harmonious and productive work environment between principals and Y-generation teachers.

Keywords: Y-Generation Teachers, School Management, Generation X, Information and Communication Technologies, School Management Team, Mature Generation, Baby Boomers, Productivity, Professional Development, Educational Management.

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ACRONYMS AND ABBREVIATIONS

ICT	Information Communication Technologies
SMT	School Management Team
SACE	South African Council of Educators

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Managing employees in the workplace is a challenge to many school principals. In schools, some teachers and principals belong to different generations. Each generation has its characteristics and various approaches in their teaching (Behrstock & Clifford, 2009:1). Traditional systems of management may not work in today's workplace as there is a lot of diversity based on age (Armour, 2009:2). Y-generation teachers may cause problems in schools but may also bring a lot of benefits to the school (Eckleberry & Tucciarone, 2011). These Y-generation teachers can be an asset to the education system if they are properly managed.

There has been an increase in the use of computer-based information technology in the education system (Courville, 2011:11). This use has been exacerbated by the scene of social network platforms such as WhatsApp, Twitter and Face book. Many businesses have successfully harnessed these technologies and markedly improved their operations (Courville, 2011:16). They have found use in marketing and research.

In schools, the use of computer- based information technology is more on an individual level than it is at a corporate level. The technology may be in the form of computerised information systems, interactive boards, computers, notebooks and tablets. Most if not all teachers have access to smart phones which they use to access information and because these devices are personal, the information they get is usually for personal use. This tends to be true for WhatsApp, Face book, Twitter and any other related media.

While modern technology has made life easier in many respects, it has its challenges and liabilities. In South African schools, most principals come from a generation which was exposed to computers late in their lives (Crampton & Hodge, 2009). These principals have to manage teachers who were born with technology available to them (Martin, 2005).

Y-generation refers to individuals born between 1982 and 2005 (Eckleberry & Tucciarone, 2011). They are also called Millennials, nexters or the trophy generation (Crampton & Hodge, 2009). Working with Y-generation teachers has positives and negatives. Looking on the positive side, Y-generation teachers can access information easily, are quick to appreciate the place of technology in education and are well abreast with it (Armour, 2009). While this is quite appreciated, the Y-generation has short interest spans and is exposed to too much information (Armour, 2009). All these negatively affect their attention span and productivity, leading to failure to meet expected performance standards such as marking, lesson planning and related activities (Crampton & Hodge, 2009). Crampton and Hodge (2009) explain that this group is less process or outcome-focused. This means that they are not so concerned with the results of their work, rather they work for the sake

of working. For them, the job is a contract, not a calling (Crampton & Hodge, 2009:3). As a result, conflict arises with school management.

One of the biggest challenges facing managers today is learning how to effectively lead a multigenerational workforce. Currently, many organisations have three generations of employees working alongside one another (Behrstock & Clifford, 2009). Employees from different generations may have varying expectations of what they want (or “value”) from the workplace, both from an intrinsic and extrinsic standpoint, thus may approach work, and how they prefer to be motivated differently (Behrstock & Clifford, 2009). This increased generational diversity in the workforce has prompted scholars like Crampton and Hodge (2009) to offer both anecdotal as well as empirical evidence addressing these differences. Despite the increased attention being placed on generational diversity, there are still questions that remain. One highly debated topic is whether generational cohorts desire different things in a work context or if it is a matter of perceived differences that have been perpetuated through commonly held biases (Lester, Standifer, Schultz & Windsor, 2012:341).

There is a notable concern about the diversity and demographics of the South African teachers’ workforce. As statistics indicate from the Centre for Development and Enterprise, teachers vary from the age of 24 years and below to 65 years and above (Simkins, 2015). The professional learning community approach espoused by Richard DuFour and Roland Barth places meaningful and focused teacher collaboration at the heart of any attempt to improve student learning systematically and successfully. This collaboration goes beyond mere congeniality or “getting along,” as teachers must address tough questions about the nature of learning and teaching (O’Donovan, 2009:69).

Y-generation would be the fastest-growing workforce, growing from 14% to 21% of the workforce in the past four years (Armour, 2009). There are two interrelated reasons why this issue is of concern. Firstly, South African teachers are made up of diversified age groups, with the older generation having to work with the young generation. Secondly, there are notable differences and characteristics of the various age groups hence management must adjust their management techniques to get better results (Kilber, Barclay & Ohmer, 2014:90).

1.2 RATIONALE FOR THE STUDY

The research study focused on how to manage Y-generation teachers in schools. More than 60% of employers are experiencing tension between employees from different generations (Martin, 2005). Today’s workforce is more diverse than ever before and more complex to manage (Crampton & Hodge, 2009). Unfortunately, there is more agreement and more discussion as to how generations are different than there is on how to manage these differences. There is agreement among experts like Crampton and Hodge (2009:2) as to how each group

has developed its values, attitudes and expectations towards work. Arguably, there is an absence of agreement in published literature regarding strategies and techniques for managing generational differences. The purpose of this investigation was to establish the experiences of combined school principals in managing Y-generation teachers in Umzinyashana circuit. A combined school is a school that is approved and established by a member of the executive council where it is impracticable to have a separate primary and secondary school (South African Schools Act 84 of 1996). In this research study, the combined school starts from Grade R to Grade 12. This research will contribute to the effective management of Y-generation teachers as they can be assets in schools, fast to learn and good at using technology (Crampton & Hodge, 2009).

1.3 STATEMENT OF THE PROBLEM

There is a growing concern about the wide gap among South African teachers based on age. With more than 16 years of teaching experience, I have observed the conduct of some teachers at schools in their various age groups. Starting from planning of work, execution of duties and core curriculum activities, there is a marked difference between the old generation and the Y-generation teachers. The researcher observed that some younger generation teachers exhibit some of the following characteristics: laziness, terrible attitude, unwillingness to work as a team and self-centeredness. The researcher assumes that the problem may be the values bombarding Y-generation, and perhaps the overall culture of their upbringing has affected their core values and work ethics. Martin (2005:40) explains that Y-generation conducts themselves differently from the rest of other generations in many ways in the workplace. Martin (2005) further argues that they demand freedom and flexibility to get things done their way and at their own pace; they have grown up questioning their parents, and now they are questioning their employers. Also, Lewis, Durie, Kaufman, Gill, Pereira and Pirani (2011:2) explain that the Y-generation has been pampered, nurtured and programmed with a slew of activities since they were toddlers, meaning they are ‘high performance’.

Bartz, Thompson and Rice (2017:4) maintain that Y-generation is driven by information technology, is likely to speak up and assume their opinions will be heard and valued and do not respond well “because that is the way things have always been done”. Wachowicz (2015:69) argues that the Y-generation was raised in a society where self-esteem was valued above everything else. They were also told since birth about how special they are and how if they just “believe in themselves” they will be successful. They are also aware of what they want and they believe they can get it if they want it bad enough (Wachowicz, 2015:70). Through educational opportunities and social media, they can re-define themselves and choose who they are, what they believe in and voice their opinions freely. This independence certainly affects their work ethics (Bartz *et al.*, 2017:2). Can it be said that Y-generation teachers, through their independence and freedom, are negligent, self-serving and in dire need of being managed for them to work at their best?

Considering the above-mentioned characteristics, they pose a challenge to principals in how they can manage these Y-generation teachers. Also, considering that most of today's principals were born before the advent of technology, (Williamson & Meyer-Looze, 2010:1), and that they use traditional methods of management, many conflicts arise in the workplace between the principals and the Y-generation teachers in schools. Debatably, much has been written on Y-generation and work environments, yet little has been written on managing Y-generation teachers in schools. Therefore, this study focused on the characterisation of Y-generation and how principals of combined schools manage them.

1.4 RESEARCH QUESTIONS

1.4.1 Main research question

What are the experiences of school principals in managing Y-generation teachers in combined schools in Umzinyashana Circuit in KwaZulu Natal?

1.4.2 Sub-questions

- What are the characteristics of Y-generation teachers?
- Do principals face challenges in managing Y-generation teachers in schools?
- What are the current strategies that principals use in dealing with Y-generation teachers in schools?
- How can principals effectively manage Y-generation teachers for the benefit of the school?

1.5 RESEARCH AIMS AND OBJECTIVES

The aim of this study was to establish the experiences of combined school principals in managing Y-generation teachers in combined schools in Umzinyashana Circuit in KwaZulu Natal.

OBJECTIVES

- To determine the characteristics of Y-generation teachers.
- To investigate the challenges faced by principals in managing Y-generation teachers in schools.
- To identify the current strategies that combined school principals use in dealing with Y-generation teachers in schools.
- To suggest strategies that combined school principals can use to manage Y-generation teachers effectively for the benefit of the school.

1.6 THEORETICAL FRAMEWORK

Herzberg's Two Factor theory was used as the theoretical framework for this study. In this theory, it is believed that factors influencing work satisfaction and dissatisfaction are different and independent (Chu &Kuo, 2015:56). It demonstrates that satisfaction and dissatisfaction at work arise from different factors. It was suitable in this study to show what motivates and increases teachers' job involvement. Job involvement reflects the extent to which work becomes a central interest in life (Chu &Kuo, 2015:57). This means understanding what is important in life. From the hygiene and motivation factors, Herzberg identified motivators as factors that motivate employees to work and result in job satisfaction (Chu &Kuo, 2015:55). These factors are based on an individual's need for personal growth. The theory states that if these factors are effective, they can help an individual to achieve an above-average performance. They include a sense of personal achievement, personal growth in the job, challenging/stimulating work, gaining recognition, opportunities for advancement, responsibility and status. Motivators increase the job satisfaction of an employee. It increases efficiency and ultimately helps to enhance organisational efficiency. Motivational factors have been identified as rewards or incentives that sharpen the drive to satisfy the wants of an employee (Chu & Kuo, 2015:55).

Hygiene factors are identified as factors that prevent job dissatisfaction. They remove the unhappiness from the work environment. An employee's performance decreases if these factors are not satisfied. Examples include company policies and administration, feelings of job security, salaries and wages, quality of supervision, quality of interpersonal relations and working conditions (Chu & Kuo, 2015:56). In this theory, motivation factors are intrinsic motivators while hygiene factors (dissatisfiers) are extrinsic motivators.

1.7 LITERATURE REVIEW

This section focuses on what scholars say about this research study. It shows the characteristics of Y-generation teachers. It also shows the challenges or problems faced by principals in managing Y-generation teachers. In addition, it gives some strategies that principals can use in managing Y-generation teachers.

1.7.1 Characteristics of Y-generation Teachers

According to Eckleberry and Tucciarone (2011), Y-generation refers to individuals born between 1982 and 2005. However, Behrstock and Clifford (2009) argue that the range of years sometimes varies depending on the source. Behrstock and Clifford (2009) defined the Y-generation as the cohort of people born between 1977 and 1995. It is argued that there is no consensus over the exact birth dates that define Y-generation (Amour, 2009). Various authors give different ranges of years for these generations. Behrstock and Clifford (2009) also identified three more generations over and above the Y-generation. Firstly, they identified the mature generation which was born between 1925 and 1945 and is described as loyal, formal and trust authority.

Secondly, they identified the Baby Boomers generation which was born between 1946 and 1964. This generation is optimistic, idealistic, respects their values and is career-focused. Lastly, they identified Generation X which was born between 1965 and 1977. This generation is skeptical, informal and self-reliant. The Y-generation is described as realistic, committed and achievement-focused. Y-generation teachers have special characteristics that can make them difficult to manage or can be an advantage to the school. Eckleberry and Tucciarone (2011) outline some characteristics of the Y-generation teachers as described below:

- Interactive teaching with technology:

It is believed that the Y-generation is technologically savvy. This means that this generation is well-abreast with technology. This encourages other teachers to study and stay abreast with new technology that can be incorporated into teaching. However, it also threatens other teachers to feel that they are now so backward, as they see younger teachers moving so fast with technology. They feel worthless in the school environment as they cannot use technology in teaching such as overhead projectors and computers.

- Professionalism:

Behrstock and Clifford (2009) argue that the Y-generation is described as realistic and achievement-focused. In contrast, Eckleberry and Tucciarone (2011) contend that Y-generation teachers are perceived as lacking in professionalism, lazy, unmotivated and selfish. They maintain that work does not come first in the lives of Y-generation teachers. This poses a challenge for the older generation. They find it difficult to respect younger teachers because they desire to work less. From the researcher's experience, Y-generation teachers are lazy and do not put work first in their life. They complain with almost every given instruction and argue about almost all of the expected professional duties. They always ask, "Why doing this and why doing it at such a given time" even with the submission of examination papers for moderation and lesson plans.

- Mentoring (or parenting) Y-generation:

It is argued that Y-generation teachers need to have a close relationship with authority figures just as they did with their parents. They want to feel that supervisors care about them and they need to feel special. They prefer to work with supervisors who are approachable, supportive, good communicators and good motivators. However, there is a disadvantage in that they share private, even shocking information in informal ways.

- Communication and feedback:

It is believed that Y-generation teachers need to know immediately what they are doing right or wrong. They feel ill-equipped to deal with negative feedback. They have difficulty in problem-solving, and failure to accept and learn from mistakes and realistic expectations. They have decreased accountability, responsibility, and independence.

Y-generation is not only the most educated generation to date but tends to attribute their success to the educational opportunities they have received (Williamson & Meyer-Looze, 2010:1). They are more creative and technologically savvy, committed to creating a better world around them and confident and idealistic that they can make this happen.

Based on the literature evidence, the Y-generation has both weaknesses and strengths. For instance, their need for feedback can result in improvement of their service delivery at the school as they wish to get positive feedback. Conversely, their enthusiasm for social networking technology is above most schools' ability to deliver the required technology. In addition to that, the teacher's 'image' on social media needs to be a good standard for learners who look up to them. This is further supported by Kilber *et al.*, (2014) as they state that the Y-generation is tech savvy. According to Kilber *et al.*, (2014), a recent survey conducted on the Y-generation revealed that 83% of them keep their cell phones close or near 24 hours a day, seven days a week. They grew up with technology like wireless devices, social networks, laptops, internet-based news, and texting. They use technology mostly for private purposes, for example, instant messaging, blogging, texting, and emails. They are more liberal with sharing private information online. They also expect to do the same in the workplaces. It is believed they spend about 30,000 hours on the internet or playing video games (Kilber *et al.*, 2014).

These younger workers are more interested in making their jobs accommodate their families and personal lives. It is believed that they want to work but they do not want work to be their life (Amour, 2009). Nevertheless, Y-generation teachers also have a positive contribution to the workplace. Y-generation teachers are very comfortable using technology and avoid disconnected or technologically inferior workplaces. They are significantly committed to making a difference and contributing to positive social change (Williamson & Meyer-Looze, 2010). Despite the challenges of managing Y-generation teachers, Martin (2005) believes that they have the potential to become the highest producing workforce in history. Looking at their characteristics, they have the potential to work optimally and produce a good quality teaching and learning process. This shows that though they need higher maintenance, this leads to higher productivity (Martin, 2005).

1.7.2 Problems Experienced in Working with Y-generation Teachers

Most Y-generation teachers are supervised by either baby boomers or Generation X. Therefore, the researcher also focused on the perceptions of baby boomers and Generation X individuals.

Lewis *et al.*, (2011) identify some perceptions that managers have about Y-generation. Lewis *et al.*, (2011) indicate that it seems to be a popular perception among baby boomers that the Y-generation employees are disloyal to the position, yet they are loyal to compensation. This means that, for Y-generation employees, the most important factor for work is a salary and a wage. On the other hand, Lewis *et al.*, (2011) argue that managers perceive the Y-generation to value monetary rewards as the least important factor. The Y-generation needs a work–life balance which has meaningful achievement and enjoyment in everyday life instead of monetary rewards. This includes flexible working alternatives and opportunities for development. This implies that Y-generation teachers are perceived to require workplaces that give them opportunities for personal and career development. Popular beliefs by the older generations are that the characteristics of the Y-generation can potentially complicate professional interactions. They are lazy, disloyal and incapable of handling the simplest tasks without guidance.

Clark (2017) also states that younger employees are perceived to have no work ethics and are labelled slackers. This shows that the Y-generation avoids work and does not show responsibility for their expected duties. Besides, Clark (2017) alludes that Generation X managers do not think highly of Y-generation employees. They have negative expectations of the Y-generation. Nae (2017) also explains that the younger generation is perceived as different, not only in terms of personality but also in their workplace values, attitudes, and expectations. It is believed they do not readily accept authority but are not quite rebellious. They are eager to fulfill the work tasks when they are given clear goals. They are perceived as optimistic, positive, team players, favourable to material rewards and aiming for a good life-work balance (Nae, 2017).

Working with the Y-generation poses problems or challenges to management. Berry (2011) describes problems faced by the profession in dealing with the Y-generation teachers as follows:

- Y-generation teachers seek more frequent feedback on their teaching than their more veteran colleagues, but also want more assistance from their peers (not just from administrators).
- Y-generation teachers want more time and opportunities to improve their practice through meaningful collaboration.
- Y-generation teachers embrace performance pay plans but believe that their effectiveness cannot be accurately measured through standardised test scores alone.

- Y-generation teachers are enthusiastic about new networking and technologies that can improve teaching and learning.

1.7.3 Strategies for Supporting Y-generation Teachers

Principals need various strategies to deal with Y-generation teachers. Martin (2005) outlined some insights and strategies which are as follows:

- Y-generation teachers are self-reliant and independent. Therefore, managers need to be flexible enough to plan time for trial and error, factoring in their pacing and need for collaboration.
- Y-generation teachers are techno-savvy; therefore, managers should ensure how to get them and all the employees up to speed with technology.
- Y-generation teachers have an urgent sense of immediacy, therefore, managers should develop just-in-time systems that meet those requests, for example, customise training programmes, master coaching skills to keep workers focused and create incentive programmes that reward performance.
- Y-generation teachers seek flexibility; therefore, managers should create flexibility within the organisation so that Y-generation teachers make it the hub of their creative energy.

From the above discussion, the characteristics of Y-generation teachers and the challenges they pose to management were explained. Literature also provided some strategies that principals can use in dealing with Y-generation teachers.

1.8 RESEARCH METHODOLOGY AND DESIGN

This section seeks to explain the research method and design that was used by the researcher. It includes the research paradigm and the research approach. It also shows the population and sampling method to be used. In addition, it shows the research instruments, data collection methods and data analysis to be used by the researcher.

1.8.1 Research Approach

This research used the interpretive paradigm. The interpretive paradigm is used to understand the actions of participants in their natural settings (Burton & Bartlett, 2009). Interpretivist studies tend to be small-scale (micro) aiming for detail and understanding rather than statistical representatives. This research used a qualitative approach. It is a type of research that refers to an in-depth study using face-to-face or observation techniques to collect data from people in their natural settings (Mac Millan & Schumacher, 2013). The main

advantage of using this technique is that it can capture subtleties of meaning and interpretation that numbers do not convey (Gray, Williamson, Karp & Dalphin, 2012). The research design used by the researcher was a multiple case study since the researcher focused on four different combined schools. Gagnon (2000:72) explains that in a multiple case study, data are compared from different sites. It is a study of more than one case. Its advantage is that the evidence generated from multiple case studies is strong and reliable. In multiple case studies the researcher studies multiple cases to understand similarities and differences between cases.

1.8.2 Population and Sampling

The researcher used purposive sampling which allows choosing small groups or individuals who are likely to be knowledgeable and informative about the phenomena of interest, selecting cases, without needing or desiring to generalise to all such cases (Mac Millan & Schumacher, 2013:325). It was used because of its main advantage of ensuring that we get some information from respondents who are hard to locate and crucial to the study (Gray *et al.*, 2012). Flick, van Kardoff and Steinke (2008) explain that these informants have available knowledge and experience that the researcher needs, are capable of reflection, have time to be interviewed and are willing to take part in the research.

The researcher used a population of 62 participants. The population was made up of five principals and 57 teachers. From this population, the researcher identified information-rich participants (old and young teachers). The sample was made up of four principals in the older generations and four Y-generation teachers making a total of eight (8) participants.

1.8.3 Instrumentation and Data Collection Technique

Semi-structured interviews and observations were used as data collection techniques. Standardised open-ended interviews were used. Participants were asked the same questions in the same order (Mac Millan & Schumacher, 2013). The interview schedules were prepared and used during the interview sessions. Data was collected in Umzinyashana Circuit from four combined schools. Interviewing was done to obtain unique information or interpretation held by the person interviewed, collect a numerical aggregation of information from many persons and find out about “a thing” that the researchers were unable to observe themselves (Stake, 2014). Saldana (2011) recommends that voice recording for an interview is sufficient for qualitative data collection. Therefore, the researcher used a voice recording instrument during the interview. These recordings were eventually transferred to written transcripts. The researcher entered the interview with an attitude of courtesy and respect, establishing an atmosphere and working relationship of comfort, security, and equity. The researcher also used document analysis to collect data.

1.8.4 Data Analysis and Interpretation

Audio – tape-recorded interview data were used. This data was transcribed after the interviews and segmented. Data analysis was done through thematic analysis. This involved identifying and drawing upon common themes across the interviews (MacDonald &Headlam, 2011). The information was coded and classified into passages and texts that describe or relate to categories or concepts connected to the point of interest (Gagnon, 2000:72). The researcher re-read several times, listened to the data to see if any patterns emerged, re-examined and allowed connections to take shape. The researcher dissected the texts using predetermined categories, determined the frequency of each element and then concluded the available evidence as supported by Gagnon (2000:77).

1.9 CREDIBILITY AND TRUSTWORTHINESS

Credibility in qualitative research refers to the effectiveness of the research instruments in addressing the objectives of a qualitative project, (Madondo, 2021:121). It is about establishing a strong link between the research findings and the actual phenomenon on the ground. Trustworthiness in qualitative research is essentially about how well the research instruments and outputs are deemed reliable and acceptable, (Madondo, 2021:121). This involves assessing the applicability of qualitative findings to similar contexts (transferability), controlling biases inherent in the research process (conformability) and ensuring both credibility and reliability of the research outcomes (dependability), (Madondo, 2021:121).

The researcher ensured interpretive validity by capturing participant meanings. Follow-up questions and clarity-seeking questions were asked to ensure participant meanings were captured. The researcher ensured interpretive validity by guaranteeing that participants' voices were captured with no interference. The researcher asked another researcher to listen to the audio records and read the transcript to check whether everything was captured with no interference. This is supported by Gagnon (2000:24) as he explains that it is important to have another researcher to ensure accuracy and potential creativity in the analysis and interpretation of the evidence. The respondents were also asked to check whether their responses were captured correctly. Gagnon (2000:24) alludes that the researcher should go back to the key informants of the research so that they confirm what the researcher saw and recorded. This is done to ensure that the researcher's information corresponds with reality and is not affected by the investigator's bias.

The respondents were not removed from their context, that is, their schools for this research. This was to ensure objectivity in the social situatedness of data. As the researcher was part of the research, she may be over-sensitive to the stories of teachers in various schools and become overwhelmed. This research study is dependable as it shows a true reflection of what was really taking place in the schools.

1.10 RESEARCH ETHICS

The researcher applied for ethical clearance at the University of South Africa. The researcher observed the required protocols to carry out the research by the Department of Basic Education, that is, completed required forms and submitted to the Department together with all attachments required. These included ethical clearance, a research proposal, proof of registration with the University of South Africa and a letter from the supervisor. The researcher also requested permission to carry out the research from the principals of the selected schools. Furthermore, she requested permission from the participants. Each participant signed the consent form. The researcher showed confidentiality and anonymity to the participants. The risk of victimisation of educators by management was controlled since participants were anonymously interviewed. The data collected was treated with utmost confidentiality.

1.11 LIMITATIONS OF THE STUDY

LIMITATIONS

Limitations refer to constraints, restrictions or shortcomings inherent in the design, methodology, or execution of a study (Creswell & Creswell, 2017). Acknowledging and addressing limitations is a crucial scholarly work as it promotes transparency. In this study the researcher has the following limitations:

- The researcher only collected data from the four combined rural schools in the circuit. Therefore, this study cannot be generalised to rural schools in South Africa due to the size of the sample.
- The strategies to be shared only apply to managing Y-generation teachers yet schools have a diverse workforce, including other age groups. Hence this study cannot be applied to the management of all teachers.
- The number of participants was limited to four principals and four teachers. If more participants were used by the researcher, richer data could have been obtained from the study.

1.12 DEFINITION OF KEY CONCEPTS

- **Baby Boomers** refer to individuals born between 1946 and 1964 (Behrstock & Clifford, 2009).
- **A Combined School** is a school that is approved and established by a member of the executive council where it is not practicable to have a separate primary and secondary school. This means that it is a school that starts from Grade R to Grade 12 (South African Schools Act 84 of 1996: Regulation relating to minimum uniform norms and standards for public school infrastructure).
- **Generation X** refers to individuals born between 1965 and 1977 (Behrstock & Clifford, 2009).

- **Y-Generation (Yers)** refers to individuals born between 1982 and 2005 (Eckleberry & Tucciarone, 2011). It is also defined as the cohort of people born between 1977 and 1995 (Behrstock & Clifford, 2009).
- **Information and Communication Technologies (ICT)** refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but focuses primarily on communication technologies that include the internet, wireless networks, cell phones and other communication media (Christensson, 2010).
- **Management** refers to planning, directing, organising and controlling others and the process of achieving set goals (Pinnock, Chanderdeo, Strydom, Viljoen, 2013).
- **Mature Generation** refers to individuals born between 1925 and 1945 (Behrstock & Clifford, 2009).
- **School Management Team** consists of the principal, deputy principal and heads of departments in the school that have the primary responsibility of controlling the day-to-day operational and professional activities in the school (Department of Education, 2000).
- **Productivity** refers to the efficiency of a person, machine, factory, system, to mention, in converting inputs into useful outputs. For this study, it is referred to as the efficiency of an educator to produce quality results (Business Dictionary, 2018).

1.13 CHAPTER OUTLINE

Chapter One

Chapter One focused on the study orientation which includes amongst others the introduction and background of the study, the rationale for the study, the problem statement, preliminary literature review, the research methodology, ethical considerations, and a brief outline of the study.

Chapter Two

Chapter Two focused on the role of ethical leadership in combined schools. This chapter explored the theoretical discourse of ethical leadership and what constitutes ethical leadership. Related and relevant literature was also evaluated in this chapter.

Chapter Three

Chapter Three focused on the research design and methodology. The researcher elaborated on the details of how the empirical study was conducted. This chapter also covers in detail all the phases involved in data collection.

Chapter Four

In Chapter Four, data gathered through the semi-structured interviews and document analysis were analysed, interpreted, and discussed.

Chapter Five

Chapter Five summarised the conclusions and recommendations based on the findings of the study.

1.14 CONCLUSION

This research focused on how principals can manage Y-generation teachers to ensure maximum productivity. It discussed the characteristics of Y-generation teachers and the challenges they pose to school management. In addition, it focused on the strengths and opportunities they possess. Furthermore, it explored strategies that principals can use to manage these teachers. The researcher used a qualitative approach in which purposive sampling and interviews were used.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

Chapter One provided an introductory overview of the study. In this chapter, the researcher reviewed sources or literature from different scholars which are related to the research questions of the study. Much has been written about the Y-generation, and this chapter seeks to explore related characteristics of Y-generation, the challenges they pose to management and the strategies that can be used by principals in managing them. Furthermore, it discussed some contributions made by the Y-generation teachers in schools. In addition, the chapter captured the theoretical framework that the researcher used to frame her arguments in this study.

Today's workforce consists of people from various generations with different values, work ethics and expectations. Each generation has characteristics based on the life experiences that they went through in their countries (Deal, Stawiski, Graves, Gentry, Ruderman & Weber, 2012). Managing teachers in schools is a challenge to many principals. Literature such as Venter (2016:498) indicates that the age gap among employees causes a lot of problems in the workplace. In schools, some teachers and principals belong to different generations. Each generation has its characteristics and has various approaches to their teaching and management. Traditional systems of management may not work in today's workplace as there are a lot of differences based on age (Armour, 2009:2). Traditional management is characterised by a bureaucratic, top-down approach when dealing with teachers and it mainly focuses on the control of resources, time, and people (Murphy 1991:65).

Interestingly, there is a new generation that has just joined the workforce. This is the Y-generation (Millennials, digital natives, or the Net generation) which is so diverse from the older generations. Y-generation teachers may cause problems in schools but may also bring a lot of benefits to the school. These Y-generation teachers can be an asset to the education system if they are properly managed and understood by principals. The purpose of the study was to establish the experiences of principals in managing Y-generation teachers in Umzinyashana Circuit. It focused on how to manage Y-generation teachers in schools. This section of the study examined the literature to show how principals can manage Y-generation teachers.

2.2 CONCEPTUALISING Y-GENERATION COHORT OF TEACHERS

This section conceptualises the Y-generation cohort of teachers using the following subsections.

2.2.1 Describing Y-Generation within the schooling context

The term generation refers to a group of people who have experienced the same historical and life events at about the same time in their lives. Breitsohl and Ruhle (2012:110) define a generation as an identifiable group that shares birth years, age, location and significant life events at critical developmental stages. Generational members are approximately of the same age when they experience notable historical events such as wars, technological breakthroughs and social events (Rasch & Kowske, 2012:223). Generational members are born, start school, get married, have children, and retire around the same time in history (Rasch & Kowske, 2012:223). Therefore, each generation has various characteristics, beliefs, norms, customs values, interests and traits that were shaped by historical events experienced at the same developmental stage (Rasch & Kowske, 2012:223). People in one generation have characteristics and behaviours shaped in a certain way. These characteristics may differ from one country to another depending on historical events in that country.

In a school set-up, Behrstock and Clifford (2009) describe the Y-generation as teachers who were born between 1977 and 1995 while Eckleberry and Tucciarone (2011) label them as teachers who were born between 1982 and 2005. These are the youngest teachers in schools who are currently joining the profession. Most of them are novice teachers who are coming from universities or have just completed their Bachelor of Education degrees. Many principals call them the young blood or fresh blood and describe them as energetic teachers who can run up and down to do various school errands.

2.2.2 Technology intoxicated generation.

Y-generation grew up with greater access to technology than either Generation Xers or Baby Boomers. It is believed that they are well-acquainted with communication, digital technologies, and media than the previous generations. This makes them valuable human resources in the school when it comes to working with technology (Deal *et al.*, 2012:284). This group is characterised by globalisation, rapid technological advancement, and increased diversity. They tend to be technologically savvy, meaning they are proficient with technology.

The most defining historical event for this cohort is said to be the growth of Information and Communication Technology (ICT), 24-hour Media and the globalised world. Rodriguez and Hallman (2013:66) argue that the Y-generation is teachers who have grown up surrounded by the internet, video games and cell phones. They are also called the Net Generation or Digital Natives. All these names describe Millennials as technology

savvy, always online and Uber-connected. This new generation is the first generation raised on pagers and emails. Their information technology skills will make them the highest performers (Martins & Martins, 2012:156). It was noted by Martins and Martins (2012:156) that according to Price Waterhouse Coopers (PWC) research, Millennials view technology as key to socialising and networking, with 85% being members of a social networking site such as Facebook.

In supporting the assertion, Arnold and Yue (2012:133) maintain that the Y-generation grew up with information technology rather than having to adapt to it like their older counterparts and are intimately familiar with digital technologies in areas of communication, education and information exchange. They prefer to communicate through email and text messages rather than use the phone or meet face to face and they use technology mostly for private purposes like instant messaging, blogging, texting and emails. Arnold and Yue (2012:133) agree with the fact that Y-generation teachers are capable of multi-tasking and so can do their work at the same time as they have online chats with friends. Weiler (2004:46) states that Generation Y-students have grown up in front of electronic screens like televisions, movies, video games and computer monitors. They are more liberal with sharing private information online. They also expect to do the same in the workplace. It is believed that they spend about 30 000 hours on the internet or playing video games (Kilber *et al.*, 2014). Y-generation teachers are very comfortable using technology and avoid disconnected or technologically inferior workplaces (Coggshall, Ott, Behstock & Lasagna, 2010:7). This means that they avoid schools which are still struggling with using recent technologies, especially in rural areas where there is no electricity hence the schools lose the Y-generation asset.

Martins and Martins (2012:153) state that the Y-generation is highly educated and therefore more opinionated, sophisticated and technology wise being connected 24/7, high achievement orientated, highly energised within a team structure and have business sustainability at the top of their minds. Being well-educated technology-wise, Millennials can bring knowledge to the table that is crucial to the success of the school. At a school, millennial teachers can bring knowledge like installing antivirus on the computer, typing school documents like letters of correspondence and easily collecting, sorting and storing required school data. This makes management to principals easy as the Y-generation is willing to cooperate with the principal when asked to do some administrative work because they are so techno-savvy. Another example is that Y-generation teachers can advise the principal on good models or state-of-the-art technology that the school can buy and use. These Y-generation teachers will find it easy to use the available technology at the school because they grew up with it. However, they lack experience and soft skills such as relationship-building, communication, meeting deadlines and organisation (Martins & Martins, 2012:153). Managers and parents, mostly Baby Boomers, generally have more experience and value the soft skills that they lack, not surprisingly leading to rising conflict in the workplace.

This generation communicates with people globally using technology. Y-generation operates from a global perspective more than previous generations mainly due to ethical diversity and ICT. The internet influences the Y-generation to identify themselves with other youth and break down ethnic and cultural barriers. However, they tend to be individualistic and independent (Howe & Strauss, 2000, cited in Donnison, 2005). By communicating with people globally, they can exchange information, thus gaining global ideas in their work and this makes them better teachers at the school who can be easily managed by the principals.

2.2.3 Career progression, career change, challenge to authority and high expectations

Research has shown that Millennials are ambitious, have unrealistic career expectations and would not accept a less ideal position as a career starter (Lyons & Schweitzer, 2012:66). Lyons and Schweitzer (2012:66) state that Millennials are satisfied by progressing in their career. They need to see themselves growing up the ladder in their career, moving to higher positions continuously. They are highly satisfied with their jobs, receiving recognition at the workplace, and are committed to their schools. They are not interested in working at a school for a long time or remaining in the same career as their older counterparts. They feel that they can achieve all their goals, not by following the instructions of the principals but through their effort in the work. Deal *et al.*, (2012:286) also explain that they do not usually comply with their principals and they take the example of their principals when making decisions.

In South Africa, this generation is believed to be less accepting of and willing to comply with authority than earlier generations (Deal *et al.*, 2012:288). They also have negative opinions about leadership (Deal *et al.*, 2012:288). Currently, managers emphasises observance of the hierarchy and chain of command. However, the Y-generation teachers place more value on workplaces with direct communication with everyone in the company regardless of position (Kaume-Mwinzi, 2016:85). The authors indicate that Y-generation teachers need principals that are less hierarchical.

In supporting Deal *et al.*, (2012:286), Inelmen, Zeytinoglu and Uygur (2012:183) posit that Y-generation teachers can be expected to demand high-paying jobs and flexible working arrangements. They also require high-quality colleagues and propose “for and a steady rate of advancement, recognition from the principal and access to new experiences than earlier generations” (Inelmen *et al.*, 2012:183). This means that principals need to recognise even the little efforts done by Y-generation teachers and also expose these teachers to new experiences like appointing them to participate in district committees such as the district sports committees.

2.2.4 Places high value on professional development

Cooman and Dries (2012:46) argue that this generation seeks out employers that offer challenging jobs and sufficient training. They have been characterised as continuous learners, achievement-oriented, competent and dependent on electronic technology.

Mokoena (2012:688) claims that the Y-generation strives to make a difference in the workplace through the way they work. They have a keen interest in achieving their goals and making others happy. In support of this, Balç and Bozkurt (2013:611) indicate that Y-generation teachers are goal-oriented and not process-oriented. Parry, Unite, Chudzikowski, Briscoe and Shen (2012:243) postulate that Y-generation teachers are more interested in principals who invest heavily in training and development, provide effective career management, allow variety in daily work and have a dynamic forward-looking approach. They expect innovation and creativity in them to always bring something new. Y-generation teachers value flexibility, change in work and working hours and just enjoy change, not just autonomy. This shows that Millennials want to work in institutions that can help them get more training, develop their skills and help them to grow professionally.

Breitsohl and Ruhle (2012:111) also argue that the Y-generation emphasises individualistic values like career and skills development along with seeking work settings populated by good people. McCrindle (2013) sheds more light on this as the author explains that Y-generation needs workmates, not employers. In other words, they need people at work who may relate to and socialise with, not people who keep a distance from them. Parry *et al.*, (2012:243) suggest that Millennials are much more interested in having opportunities in their career and rapid advancement within the school. They value the development of new skills hence they require a school in their career that allows them to develop new skills. Principals need to be always on the outlook for any training programmes like soccer coaching clinics and allow these teachers to attend.

2.2.5 Multitasking and unfocused generation

Weiler (2004:46) states that Y-generation students have grown up in front of electronic screens. The author argues “that student’s critical thinking and other cognitive skills are suffering because of other large proportions of time spent in sedentary pastimes, passively absorbing words and images rather than reading” (Weiler, 2004:46). Considering the aforesaid, it follows that these students are now in workplaces like schools. It follows therefore that, if it is teachers, Y-generation teachers grew up in front of electronic screens and their critical thinking and other cognitive skills are suffering because of much time spent passively absorbing words and pictures without reading. The question that one might ask is what kind of teachers are these? It follows that these teachers have less interest in reading, how do they prepare for their lessons, how do they spend time marking learners’ work and how do they strategise to improve learner performance? It can be deduced that Y-

generation teachers are less keen to read, study and prepare their lessons thoroughly hence they go to class less prepared for their lessons. Contrastingly, Arnold and Yue (2012:133) argue that Y-generation can multi-task. This means that they can use their social media appliances and having online chats while doing their work.

2.2.6 Y-generation as job hoppers

Y-generation will only spend two to three years with an employer (Arnold & Yue, 2012:133). This is supported by Lyons and Schweitzer (2012:66) as the authors allude that Millennials show increased mobility between organisations and jobs, resulting in employee high turnover. A research study was conducted in Canada in 2010 by Lyons, Eddy and Linda on 3000 Canadians. The study was meant to address the question of whether Millennials are unique from previous generations with regards to career attitudes, experiences and outcomes. The results of the study support Arnold and Yue as Lyons *et al.*, (2012) who conclude that Millennials show increased mobility between organisations and jobs. In addition to that, Martins and Martins (2012:153) support this as they state that the Y-generation moves from one school to another more often than the other generations and they are not likely to work at the same institution for the rest of their careers. Coggshall *et al.*, (2010:15) support this as they postulate that the Y-generation does not see any career to which they can commit themselves for their entire lifetime. In addition, Qattash and Shra'ah (2017:224) claim that new teachers leave within the first three years. On the other hand, Coggshall, Behrstock-Sherratt and Drill (2011:5) argue that recent survey research shows that many Generation Yers intend to make the teaching profession theirs for the future.

2.2.7 Extrinsic versus intrinsic values

Millennials are less interested in money than older generations and place more emphasis on personal involvement and work that is socially important (Parry *et al.*, 2012:243). Furthermore, it is believed that Millennials are less interested in formal benefits such as medical or life assurance, physical work environment and work environment, solitude and geographical location (Parry *et al.*, 2012:243). In contrast, Balc and Bozkurt (2013:600) opine that Y-generation teachers may leave a job for a higher salary and more flexible working hours. This clearly shows that the Y-generation has more interest in money. In a study by Twenge *et al.*, (2010) (cited in Breitsohl & Ruhle, 2012:114), it is revealed that Y-generation teachers view extrinsic rewards (e.g., salary) to be less important than in generation X. It is noted with great interest that the study was done in Germany (Western country). Contrastingly, in a study done by LeMieux (2017:23), it was concluded that Millennials placed important values on extrinsic work values, followed by intrinsic work values, social/altruistic and prestige work values. Work values are defined as “generalised beliefs about the relative desirability of various aspects of work” (LeMieux 2017). Intrinsic work values may be described as the physical inner feeling of satisfaction that a person feels after doing work. Extrinsic work values are outward

rewards that a person receives from doing the job such as pay, benefits and job security. Prestige work values are “the desire to have power whilst social/altruistic refers to relationships with co-workers and a desire to help others”. Therefore, it can be concluded that Millennials place greater value on the remuneration that they receive, rather than the satisfaction they get and the desire to get power or to help others.

2.2.8 Generation Y and Family Orientation

Martins and Martins (2012:154) posit that South African Millennials are family-centered and attention craving, which means that if these needs are not met, it could lead to frustration among the Millennials at the workplace. Ultimately, many talent attraction and retention strategies aimed at this segment of the workforce will fail. Howe and Strauss (2000) (cited in Donnisson, 2009) describe Y-generation teachers as very traditional, moral and family-oriented. They were so protected by their parents. Eckleberry and Tucciarone (2011) support Howe and Strauss (2000) as they state that the Y-generation has been highly protected and is an over-scheduled generation. For example, a family programme takes precedence over school responsibilities. Y-generation teachers may be absent from school to attend a family programme and this poses a challenge to the principal as these teachers are always asking for a leave to attend family programmes.

2.2.9A highly academic generation

It can be noted that the Y-generation is well educated. Actually, Y-generation is described as the most educated to date (Inelmen *et al.*, 2012:183). This is supported by Arnold and Yue (2012:133) as the authors state that generally, they have a high standard of education. Millennials set high standards for themselves, are used to overachieving academically and make a strong personal commitment to community service (Martin & Martins, 2012:154). From the above characteristics, it is believed that some core traits can be identified for Y-generation (Mokoena, 2012:688). The author argues that the Y-generation was made to feel special as they received the utmost protection from their parents and society. This helped them build confidence and trust in them. They have a firm foundation for studying hard and excelling in their studies, making them high achievers and ultimately highly educated (Mokoena, 2012:688).

Being highly educated, Y-generation teachers become highly knowledgeable in executing their duties at the school, especially in content delivery. It shows that they know exactly what is expected of them in their teaching. This makes management of Y-generation teachers by the principals easy as they are well knowledgeable of their duties. However, sometimes this is not so. From the researcher’s experience, Y-generation teachers are ‘full of I know’, disregarding the principals' instructions and views, making it difficult for principals to manage them.

2.2.10 Y-generation teachers and commitment

Behrstock and Clifford (2009) describe Y-generation as committed, realistic and achievement-focused. Contrastingly, Eckleberry and Tucciarone (2011) argue that Y-generation teachers are lazy, selfish, unmotivated and lacking in professionalism. The experience of the researcher at the current school is that Y-generation teachers are lazy. It is difficult for them to prepare lesson plans and teachers' files. When subject advisors come from the district office, most of these teachers cannot provide them with the teachers' file. If the file is there, it will not be up to date. About submissions, they always have excuses for meeting deadlines, asking why things are done in a certain way and not their way. Professionally, they find it difficult to follow departmental policies when executing their duties, for example, marking and submission of registers. They always ask why they should submit registers every Friday. Even when it comes to setting tasks, they always question why they should follow the content framework given, use the maximum marks given, follow the percentage required for each cognitive level and also submission of tasks.

2.2.11 Trust focused more towards friends than authority

Y-generation teachers are described as loyal to friends and bosses who have earned their loyalty (Wong & Wong, 2007:21). Reilly (2012:8) explains this by indicating that because Millennials grew up chatting and text messaging with friends, they trust friends more than they trust authority. It can be noted that people tend to trust those whom they spend more time with as this cements their relationship and trust. Therefore, it is no surprise to see Y-generation trusting their friends more than their authorities. In the study done by Balç and Bozkurt (2013:611), it is clear that Y-generation teachers will weigh the actions of their colleagues and decide who to respect based on these actions, not on the experience of the colleagues at work. Balç and Bozkurt (2013:600) argue that they prefer learning new things or how to do their work from friends rather than from their managers. For example, Y-generation teachers do not know how to mark a class register properly, you find that they ask their friends at the school rather than asking the principal or head of department. Even when completing forms like performance analysis forms, instead of asking the principal about sections that they do not understand, they would better ask their friends rather than the principal. This poses a challenge to the principal as most of the time, the information they receive may be incorrect. This means the principal will ask them to start afresh to complete the required documents, thus wasting time and certainly disturbing the principals' plans for the day.

2.2.12 Balance between personal and work issues

Work values are defined by Super (1995) (cited in Lee, Hung and Ling, 2012:704) as the refinement of needs when an individual interacts and socialises with the environment. Work values are seen as the hierarchical

organisation of relatively stable needs, desires and goals as applied to the world of work. It is believed Y-generation cares about the environment world, poverty and global issues (Donnison, 2005). Otken and Erben (2013:47) explain that the concept of work-life balance emerged from the awareness that an individual's both work and life/family responsibilities may exert conflicting demands. It is difficult to allocate equal hours for work and family or personal lives. Work-life balance refers to meaningful achievement and enjoyment in each of the four quadrants of life, work, family, friends and self (Otken & Erben, 2013:47). Y-generation teachers give more importance to their private lives and personal goals. According to the results of a survey conducted among Turkish teachers, Y-generation teachers prefer their private lives to their jobs in the work-life balance (Otken & Erben, 2013). Layton (2015:53) also supports this as the author explains that family comes first to Millennials. A family event takes precedence over work obligations, resulting in employers questioning Millennials' commitment to the organisation (Balc & Bozkurt, 2013:610). Balc and Bozkurt (2013:611), also argue that the Y-generation prefers life to their jobs in the work-life balance. For them, personal values are more important than the ones related to work.

Qattash and Shra'ah (2017:224) conclude that Millennials quit a job not because there is a reason to leave but because they are not compelled to stay. The author further explains that if faced with a clash in work-life balance, a personal life commitment is given first preference. This shows a sharp contrast between the Y-generation and the older generations as they give more value to work than life (Reilly, 2012:3). Conclusively, this may lead to conflicts in the workplace. Balc and Bozkurt (2013:600) also support this as they argue that the Y-generation embraces the philosophy of "work to live" rather than "live to work", showing that life is more important than work. Negatively, these Y-generation teachers are more interested in making their jobs accommodate their families and personal lives. School programmes should accommodate their personal programmes. For example, Y-generation teachers may attend a school farewell programme or prize giving event in the evening provided they do not have any appointment or something else to do. If they have something else to do, they cannot attend the school function. It is believed that they want to work but they do not want work to be their life (Amour, 2009). In addition, it was concluded that Y-generation can only work hard when they can feel and see the need on their own (Balc & Bozkurt, 2013:610). In other words, they do not want to work hard because they are asked to do so, but only when they can see the need.

2.2.13 Having an entrepreneurial spirit and a desire for immediate feedback

Balc and Bozkurt (2013:600) describe the Y-generation as teachers who easily get bored, lack patience and want immediate feedback. In support of this, Coggshall, Ott, Behstock and Lasagna (2010:13) posit that the Y-generation tends to desire sustained and constructive individual feedback from their principals. This can help them improve on their mistakes, helping them to be more effective. In support of this, Layton (2015:53)

postulates that Y-generation teachers have high expectations for frequent and empathetic feedback as they react emotionally to constructive feedback. They may actually leave a job simply because of constructive feedback (Layton, 2015:53). This shows that they are not ready and unable to receive criticism even if it can be constructive if made among other workmates.

Rodriguez and Hallman (2013:66) state that Y-generation teachers are entrepreneurial. This means that they see themselves as free individuals who can manage themselves (Rodriguez & Hallman, 2013:66). This shows how Y-generation teachers are people who value themselves and their presence in an institution. They cannot match their value or worth with anyone at the workplace. As teachers, Y-generation teachers think they are individuals who can run their shores without consulting their principals as they can manage themselves. This does not go well with principals as they need to manage them for the smooth running of the school.

Conclusively, the Y-generation displays various characteristics as discussed above. Briefly, they are described as highly educated and well-abreast with technology. These characteristics may be harnessed by principals for higher productivity in schools.

2.3 DISTINGUISHING Y GENERATION FROM OTHER GENERATIONS

The current workforce consists of four generations which are the Silent generation, Baby Boomers, Generation X and Millennials (Breitsohl & Ruhle, 2012:110). Lyons and Schweitzer (2012:65) also mention that historical, economic, and social events identify four generations of workers who are working together: Matures, Baby Boomers, Generation X and Y-generation. In contrast Deal, Stawiski, Graves and Gentry (2012:282) state that in the United States of America (USA), there are three generations currently in the workplace, Baby Boomers, Generation Xers, and Millennials.

Lyons and Schweitzer (2012:65) state that Matures were born prior to 1945, Baby Boomers were born between 1946 and 1964, Generation X was born between 1965 and 1979 and lastly, Millennials were born between 1980 and 1995. Behrstock and Cliff (2009) identified the mature generation which was born between 1925 and 1945. Secondly, they identified Baby Boomers who were born between 1946 and 1964. Thirdly, they identified Generation X which was born between 1965 and 1977. Lastly, they identified the Y-generation which was born between 1977 and 1995. Focusing on various authors, they also give varied dates on these generations. Armour (2009) argues that there is no consensus over the exact birth dates that define the Y-generation. Behrstock and Cliff (2009) support this as they argue that the range of years sometimes varies depending upon the source. Each generation has common characteristics shaped by the historical and social events that they experienced.

The Mature/Silent generation is described as the demographic cohort that is loyal, formal and trust authority (Behrstock & Cliff, 2009). Baby Boomers got that name from the rapid increase in the birth rate in the United States (US) as troops came from World War 2 (Deal *et al.*, 2012:282). This generation experienced the post-war prosperity that made utilities such as central heating, running hot water, household appliances, Televisions and automobiles affordable to middle-class Americans. These were the first people to experience benefits after the World War. Being loyal in a school set-up, these are teachers who believe in the leadership of their principals; they are teachers who take instructions as they are given. They require formal communication methods like staff meetings, and they are also formal in conducting themselves, easing the burden of management to the principals.

In addition, Behrstock and Cliff (2009) also state that Baby Boomers are idealistic, respect their values and are career-focused. In South Africa, Baby Boomers can be equated to the Apartheid generation (1938-1960) which grew up with various laws that imposed racial segregation. Because of their experience, they are more loyal to authority than the younger generations. They also have different beliefs about the attributes of leaders than the younger generations. As people were forced to comply with various laws like the Group Areas Act which led to forced removals, the Mixed Marriage Act and the Bantu Education Act, this generation was trained or developed to respect authority. Compliance with the laws was a command, not an option. This developed in the people and shaped their characters into people who respect authority. Hence even in today's workplace, this generation of teachers respects the authority of their principals. These teachers do their work as commanded by the principal as they are loyal. This makes management easy for the principals as they work with teachers who cooperate with their instructions.

Generation X is described by Behrstock and Cliff (2009) as skeptical, informal, and self-reliant. They are described as "individualistic, risk-tolerant, self-reliant, anti-authority, entrepreneurial and comfortable with diversity and valuing work-life balance". By analysing the above, one can deduce that as economic recession caused economic or financial difficulties in people in the workforce and ordinary people, usually people turned to entrepreneurship to try raise sufficient funds for daily needs. This led this generation to be self-reliant and skeptical about tomorrow. As teachers, most of them have small businesses to supplement their income like selling snacks, pencils and covers at the school. They may even do this on behalf of the schools.

They embrace greater flexibility and maybe more cynical about both authority and leaders. They see more opportunities in lifestyles, careers, and purchases. By being more cynical, it shows that Generation X believes that people are more motivated by self-interest and are distrustful of human sincerity or integrity. However, in South Africa, they are described as more loyal to authority than the Y-generation (Deal *et al.*, 2012:284). By analysing the Soweto uprising events and the protests, it can be deduced that the way police responded to both

events showed people that it is better to respect authority than oppose it to stay safe. Hence, one can conclude that this helped this generation to be more accepting of authority.

2.4 TRADITIONAL MANAGEMENT OF SCHOOLS AND Y-GENERATION

Management is “a process of planning, directing, organising and controlling others and a process of achieving set goals” (Pinnock, Chanderdeo, Strydom & Viljoen, 2013:169). It can also be defined as the methods employed to perform the functional task of an organisation effectively through the optimal use of all available resources (human and material). Good examples of such methods are policy formulation, decision making and planning. At a school level, various policies are formulated including safety policy, bereavement policy and health policy to mention a few. Planning at a school level includes making the budget, school’s year plan and allocation of class managers, to mention a few.

In the educational management process, the main aim realised by a school is effective teaching for the sake of successful learning. Educational management is “the science and art of human resources to prepare, to form personalities according to the goals pursued by the company and accepted by the individual” (Nicodim, Bucata and Muscalu, 2016:363). This shows that a school should have set goals that stakeholders need to pursue directed by the school principal. Educational management is very important as it makes the learning process more efficient. It can be done on a macro level (management at national, provincial and district levels) or an intermediate (meso) level (school level) or a micro level (class level).

Traditionally, schools have been controlled and managed bureaucratically (Murphy, 1991:65). The author describes traditional management of schools as a top-down approach that considers teachers as not interested and unqualified to take part in the decision-making process at the school (Murphy, 1991:65). In a top-down approach, decisions are made by superiors and filtered to subordinates to implement without questioning. For example, at the school level, decisions are made by the principals, given to deputy heads, departmental heads then to teachers for implementation. In traditional management, the main aim is enforcing rules and reducing costs, as much as possible (Kaume-Mwinzi, 2016:85). It follows a hierarchy of command that emphasises control of subordinates and enforcing expectations. It uses authority and has leadership that emphasises discipline. The top-down approach results in teachers knowing exactly what is expected of them and each specialises in their tasks (Kaume-Mwinzi, 2016:85). It also aims at improving productivity and resource utilisation in a static and stable technological environment (Kaume-Mwinzi, 2016:85). This clearly shows that traditional management system has positive motives of seeing schools with effective management of resources and achieving the set goals.

In this system of school management, principals are regarded as strong figures with autocratic decisions (Murphy, 1991:65). This means that they make their own decisions without considering inputs from their subordinates. In autocratic management, leaders issue instructions as a way of communication and subordinates follow the instructions and complete their assigned jobs (Pinnock *et al.*, 2013:211), for example, principals may simply announce class managers for the year at the beginning of each year without consulting anyone. The approach is mainly centered on the principal. Traditional management allows schools to be orderly and stable. All the processes are planned and organised in such a way that they run like clockwork. The principal in authority can get other people to do something because of the power they wield (Singh, 2005:11). The traditional manager (principal) demands that work must be done in order to satisfy the superior offices like the circuit officers (Singh, 2005:11). Traditional management teachings suggest that the job of management is primarily one of control including the control of resources, time, materials and people (Singh, 2005:14). This shows that stakeholders are not free to participate in the decision-making process. Singh (2005:11) alludes that it is restrictive, showing that it does not give freedom to the teachers.

Traditional management has been considered effective in managing schools (Murphy, 1991:67). This is because autocratic management has various advantages to any organisation and in our case, to the school. In autocratic management, quick decisions are made by the principal, and it is easy for the principal to make decisions since it does not need anyone to agree with his or her decision. It is very good for crises and low-skilled teachers. Set goals are achieved and teachers do their jobs as per instruction. A very good example of a crisis is one that occurred at the researcher's school where a fierce raging fire broke out in the community. It was so windy, and the fire moved at a terrific speed towards the school. The principal just gave a directive to all teachers that each teacher should get learners into their classrooms and remain there with the learners. The principal did not consult with any teacher but had to make a quick decision in the crisis.

This system of management is termed weak in the current ever-changing globalisation and technological evolution (Kaume-Mwinzi, 2016:85). This is because the new workforce of Y-generation teachers needs their ideas to be heard during decision making. They want to feel that they are needed and important at the workplace as they participate in decision making. They also want a flexible working environment, colleagues and not workmates. All these ideas are as far as the East is from the West with traditional management. In the study done by Singh (2005), it was concluded that most leadership crises in many schools today are based on the old-fashioned top-down bureaucratic style of management. This is simply because it cannot match the current demands of management for a flattened type of management required by Y-generation teachers which involves subordinates in decision making.

Y-generation teachers want to make a positive and significant contribution to the school. They would want to give their opinions on the school's budget, highlighting some of their needs. They may also want to give

suggestions on the school's year plan, for example, excursions. Unfortunately, the top-down approach does not consider ideas from teachers. This makes their management difficult as it can lead to conflicts between principals and these teachers.

2.5 THE CHALLENGES OF MANAGING SCHOOLS IN THE 21ST CENTURY

The traditional management of schools has been described as weak in the current technological era and globalisation (Kaume-Mwinzi, 2016:85). The author suggests that the 21st century has brought changes from the traditional top-down approach to a more flattened structure which does not follow the bureaucratic chain of command. This shows that in the 21st century, management no longer requires the top-down approach and bureaucratic and autocratic nature of principals who simply disseminate information to be implemented by their teachers.

The new approach required is transformational leadership which requires leaders rather than managers. Transformational management refers to leadership that focuses on change, develops subordinates and motivates them so that they can believe in themselves (Pinnock *et al.*, 2013:218). It encourages teachers to use creative ideas. Teachers are empowered and become effective. All of this helps teachers to meet their higher expectations. These leaders do not attack subordinates but discuss with employees for any criticism. They always inspire their staff to do better and consider individual ideas (Pinnock *et al.*, 2013:218). Leaders inspire and motivate workers through charisma. Principals should focus on the individual needs of Y-generation teachers and provide intellectual stimulation, influence the thinking and imagination of the whole human resource. Transformational leadership requires principals to lead by example through open communication with all teachers and commitment to the vision. The principals need to be committed to the vision of the school.

The 21st leader should be a leader who mainly incorporates teamwork, communication, collaboration and learning so as to create innovation, creativity and integration (Kaume-Mwinzi, 2016:86). The 21st century is mainly characterised by technological advancement and principals are challenged to keep abreast with technology and implement its use in their schools. Because Y-generation teachers are digital Millennials, transformational school principals who embrace technology in their management will benefit from this generation. Principals are challenged to be willing to learn the new technology.

In the 21st century, the education system should address the needs of the workplace so that learners may be able to fit in the current technological era. This is done through implementing a curriculum that is embedded with new topics or subjects that are needed by the industry today. However, principals face a lot of challenges in managing schools in this 21st century as they are to produce learners that are geared for the Fourth Industrial Revolution (4IR), both in higher education institutions and in the workplace. With the Y-generation teachers

in schools, principals are at an advantage as they will use these teachers to provide a 4IR geared education. Principals need to work hand in hand with Y-generation teachers, consulting with them on what is needed by the school in order to provide such education.

Khathu (2019) describes some of the challenges that schools are facing currently. School principals need to adapt their school curriculum to include topics like robotics, coding and data analysis to equip learners with tools for the 4IR (Khathu, 2019). Though they know that they have to introduce these topics, they cannot because they are just curriculum implementers, not curriculum developers. However, principals can encourage teachers to teach with a global mind. In various subjects, teachers should link their content with current topics like robotics and global trends. They should give examples not only from their local area or country only, but also examples from other countries, so that learners may be at par with global trends. Principals should therefore provide Y-generation teachers with access to current information by providing Wi-Fi connections or mobile data for teachers to research current information.

Another great challenge faced by principals is the lack of training and development for teachers to enable them to teach learners a 4IR geared education (Kamalizen & Naidoo, 2018:103). The same applies to principals as some lack skills in using the new technology that can be bought by the school as some grew up without technology. Torruam and Abur (2013:516) also argue that teachers lack professional knowledge and technical know-how in using ICT. In support of this, Perkins (2012:126) posits that SMTs are provided with modern ICT equipment yet they fail to use the resources effectively. This is really a great challenge that needs to be addressed because it is of no use to have recent technologies that cannot be used. Since Y-generation teachers are techno-savvy, principals can assign them to help other teachers, teaching them how to use recent technologies. Y-generation teachers are free to share their knowledge with others hence principals can use them to train others at the school.

In addition to that, principals also face the challenge of purchasing ICT resources. In their study, Kamalizen and Naidoo (2018) indicate that in Mpumalanga, schools lack funds to facilitate the purchase of ICT infrastructure, and when they are given the funds, the principals lack the skills to use them. In their study, Adomi and Kpangban (2010:4), it is eluded that one of the challenges faced by principals is a limited school budget. This shows that principals do not receive school allocations that go hand in hand with the school's needs, hence it can be concluded that they cannot gear learners for the 4IR (Adomi & Kpangban, 2010:4). The South African Schools Act no 84 of 1996 outlines governance framework and funding for all schools, thus allocating funds to public schools (Department of Education, 2013). It is argued that learners from high-poverty areas or attending schools in high-poverty areas are allocated more funds than schools in affluent areas, mostly urban areas (Perkins, 2012:111). Considering that Umzinyashana Circuit is in rural areas, the Department of Education funds these schools with resources, including ICT for school management. However, it is noted that

facilitating the purchase of ICT infrastructure for secondary schools in South Africa is hindered by a lack of funds (Perkins, 2012:126). This shows that the allocated funds received by principals are inadequate. On the other hand, from the researcher's experience, principals always have unlimited school needs which cannot be met by the allocated funds. Every year, budgeted items are carried forward to the following year. If the resources are inadequate or not bought, Y-generation teachers are unable to use the recent technologies and this can thwart their enthusiasm for using the technologies.

Furthermore, principals are faced with the challenge of disparities among schools (Khathu, 2019). There are differences between schools in rural and urban areas, and also between the township and suburban schools. These schools are not equally developed. Most urban and suburban schools are well developed with a lot of computers, data projectors, smart boards, flash discs and internet facilities. Kamalizen and Naidoo (2018:103) also describe other challenges faced by the principals in the 21st century. The School Information System (SIS) that schools need to use is very expensive for schools to buy (Kamalizen & Naidoo, 2018:103). Also, when information is recorded and stored, it needs confidentiality hence security measures must be in place and these are very costly to the school.

Another challenge is that the systems that are implemented are very complex to use hence principals and teachers need to spend a lot of time in training (Kamalizen & Naidoo, 2018:103). For example, in South Africa, schools use the South African Schools Administration Management System (SASAMS) to record and store data. Most principals find it difficult to use it as experienced by the researcher in her district. Most of the time, they have to call the district office when doing something like schedules or reports as they will be failing to use the system. The principals and one teacher are always going for SASAMS training but still, when using it at school, they always meet difficult obstacles that they can only overcome after calling the district office, showing its complexity. Though Y-generation teachers are there to assist, the problem is that the system is not open to being used by anyone, save the school clerk or that individual teacher selected to do SASAMS. Teachers can only record marks on it but when it comes to all other issues like analysis and mark schedules, only the clerk or the identified teacher with his or her password is required to do follow-ups with the district office.

The geographical set up of schools is another challenge with rural schools having the biggest challenge of constant internet access (Kamalizen & Naidoo, 2018:103). In support of this, Chigona, Chigona, Kayongo and Kausa (2010:23) indicate that most schools in poor areas or disadvantaged areas (rural areas) experience challenges with regards to electricity and internet connectivity. Most schools in rural areas have either poor networks or they have no network infrastructure, hence it will be difficult to have constant internet access while some do not have electricity, making it difficult to access internet facilities and ultimately use ICT at the school. Dzanzi and Amedzo (2014:344) also argue that rural schools lack electricity and lack

telecommunication infrastructure. This poses a challenge to principals as the Y-generation is known for avoiding technologically inferior schools. These teachers may leave such schools leaving the principal with the huge management task of replacing teachers.

Lastly, principals also face the challenge of maintaining the available technologies (Kamalizen & Naidoo, 2018:103). As different learners and teachers use computers, they do not use them in the same manner. This means that the principals should ensure constant maintenance of computers in order to keep them in working condition, which is also very costly for school management. Looking at all these challenges, it will be difficult for Y-generation teachers to stay at a school that cannot use ICT, especially those that do not have electricity. Principals need to assign Y-generation teachers to be in charge of the computer laboratory to ensure better usage of these electronics as they have better knowledge of them. This may help the principals in managing the available technologies at a lower cost.

2.6 ICT-DRIVEN MANAGEMENT AND THE INVOLVEMENT OF Y-GENERATION TEACHERS

Principals keep a lot of records as part of school administration and management. These records may be used by the school itself (school management and teachers) and also by various offices in the Department of Education like the Circuit, District and Provincial or National office. Therefore, it is of utmost importance for the school records to be kept safe. Some schools have administration clerks who handle all administrative issues while others do not. Schools that do not have clerks rely on teachers to do all the administrative tasks.

Traditional school management filing used to be done manually in arch liver files divided with specific file dividers as opposed to the electronic management system. These records ran the risk of getting lost, damaged or misplaced. Once they are lost or damaged, then, all the information is lost.

The world has embraced development and the use of technology. Nowadays schools are talking of Information Communication Technology (ICT) in management where computerised school management systems can be used. These are modern methods of recording student data using computerised relational databases. These school databases are sometimes called School Management System or School Information System. Advancement in technology has caused rapid changes in the modern management of both public and private schools and the Department of Education has also introduced this in education through the South African Schools Administration System (SASAMS). In the 21st century, ICT brought a new perspective to education and greatly contributed to efficient school management globally (Oyier, Odundo, Lilian & Wangu, 2015:1). The authors explain that ICT has become a basic tool in modern school management and is used to communicate, create, organise, store, retrieve and manage information which has made it possible for

educational management to be more efficient and principals to be more accountable (Oyier *et al.*, 2015:14). It has made management less complex.

The Y-generation is technology savvy and does not struggle to use ICT. Y-generation teachers play a significant role in assisting schools with e-management systems. As teachers are expected to file information electronically, it is very easy for Y-generation teachers to file the required information. Y-generation teachers assist in the management of information at a school as they help other staff members to capture and file information, for example, capturing learners' marks and attendance on SASAMS. The presence of Y-generation teachers is of great benefit to school management as they are willing to share their skills, teach others and even willing to take responsibility of electronic filing on behalf of the principals. As Y-generation teachers are eager to make a difference at the workplace and make a notable contribution (Mokoena, 2012:688), they are willing to be assigned to record and file information on behalf of the principals, making management much easier for them. Also, the recording of information electronically helps principals to access information easily. From various observations by the researcher, Y-generation teachers help principals to develop school websites and proper school letters with remarkable letterheads.

Kamalizen and Naidoo (2014:102) argue that management is a difficult procedure that needs timely and reliable data in learning institutions, and ICT is the key to recording and analysing data. Oyier *et al.*, (2015) describe the various uses of ICT in school management. Schools use ICT in financial management for budgeting, accounting, auditing and making data available to various stakeholders (Oyier *et al.*, 2015:16). Schools also use ICT in instructional management for making timetables, managing examinations, preparing academic records (reports) and in the teaching and learning process. Schools also use ICT for administrative management. In this regard, it enables better planning, setting standards and monitoring results. It also maintains records, allowing information to be transferred, stored, retrieved, and processed by almost all who work, study or interact with the school (Oyier *et al.*, 2015:15).

ICT brings a lot of advantages to school management as described by Oyier *et al.*, (2015:15). It makes management less complex. It improves the management of information about learners, staff and resources, making it easily accessible. It helps in allocating work, monitoring attendance, and leave on staff members. It also helps in providing a good communication system in providing information on time to all stakeholders (Oyier *et al.*, 2015:15). Kamalizen and Naidoo (2018:102) emphasise that ICT provides up-to-date information to parents in terms of grades and behaviour and encourages communication between the school and parents.

Effective communication with parents helps to close the communication gap between the school and parents. For example, some schools are using D6 School communicators to communicate with parents. D6 school communicator is a programme that runs locally on a device and does not require any internet connection. It

was designed to make communication between the school and parents easy. It communicates all the information that the parent needs ranging from homework, important school resources, school calendar events and school news, announcements, and many others. This helps to ensure that all parents receive official communication from the school in time and avoid the issue of children losing letters meant to communicate with parents. This brings parents on board, very close to the teaching and learning of their children and in turn easing the load to school management. Principals would make use of Y-generation teachers to install such programmes thus easing the management load for the principals.

During the lockdown, schools sent work for learners to parents so that they could work with their children at home. Many principals found it easy to manage Y-generation teachers as they were readily available to develop the required programme like Google Classroom in order for the school to continue the teaching and learning process. Though Y-generation teachers are not loyal to authority; when it comes to using technology, they easily take the principals' instructions and requests, making their management easy for the principals. On the other hand, since Y-generation teachers spend so many hours on the computers and internet (Kilber *et al.*, 2014), this may pose a challenge to principals as they may be overtaken by this and not attend classes. This requires principals to always check on them and remind them to attend classes. This may result in conflict between the principal and Y-generation teachers, making it difficult for the principals to manage them.

Electronic management also makes it easy to update records and search for records and information at any given time (Oyier *et al.*, 2015:15), for example, checking the availability of a learner in the previous week or checking reports for the previous term. Furthermore, ICT makes it easier for teachers to produce and print reports for learners instead of compiling marks physically and writing each report by hand. In addition, some systems work online, enabling parents to see the progress of their children from home. Overall, ICT authenticates reports sent to parents, ensuring the utmost accuracy of the information contained in the reports.

2.7 SKILLS REQUIRED IN MANAGING SCHOOLS IN THE FOURTH INDUSTRIAL REVOLUTION

In the world of work, there is an ongoing revolution of technological advancement in which technology is changing the way things are done in almost every sphere of life in the workplace. With information doubling every 72 days by 2020 (Zivcicova & Gullerova, 2019:75), one can openly conclude that there is a great need to keep oneself paced up with the demands in the world of work, and this includes principals and teachers in schools.

Learnability is the key skill needed for the future due to the changes brought about by the 4IR (Zivcicova & Gullerova, 2019:75). Learnability is defined as the ability to acquire knowledge efficiently and effectively (Zivcicova & Gullerova, 2019:75). Success in this ever-changing world is measured by our ability to learn

new things and adapt to new situations and change. Brown – Martin (2018) argue that “the illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn”. This means in times of rapid changes, the most valuable skill for principals will be learning how to learn rather than simply reciting a set of facts and procedures. Principals need to be prepared to always learn new things, especially new technology so that they will be able to encourage teachers to accept change and also learn, unlearn and relearn. Principals need to recognise, nurture and reward learnability to ensure the availability of critical skills always (Zivcicova & Gullerova, 2019:79).

In the business world, employers need to take the leading role in ensuring the learnability of their employees. This may be done by providing tools and resources for employees to improve their skills. In a school setting, principals should also provide these to teachers. This may include the provision of computers, setting aside time for staff development and outsourcing facilitators to train and develop teachers at school or outside the school premises. Learnability is important because it indicates resilience to adapt to the consequences of change, critical thinking skills, creativity and innovation, decision making and emotional intelligence.

Kaume-Mwinzi (2016:87) identifies various skills needed by principals in the 21st century which include emotional intelligence, critical thinking and analytical skills, creativity and innovation, personal and communication skills, technological skills, organisational skills, personal management skills, teamwork and collaboration, partnership development and global awareness. These skills are grouped into three broad categories according to the Organisation for Economic Co-operation and Development (OECD). The first category is called Foundational Literaries skills which are skills applied to the everyday tasks of a principal. These include skills of numeracy, scientific literacy, ICT literacy and financial literacy (Kaume-Mwinzi, 2016:87). For example, principals need financial literacy to manage school funds, prepare the school budget and monitor accuracy in recording school financial transactions. In the 21st century, the recording of these transactions and the preparation of the budget can be done using recent technologies and software systems. Spreadsheets can be used in this regard. Principals therefore need ICT literacy to manage all these tasks. In schools where there are no clerks, principals make use of Y-generation teachers to do these tasks. If principals are ICT illiterate, it will be difficult for them to manage the Y-generation teachers.

The second category is known as competencies skills which are useful in describing how a principal can approach complex challenges. These include critical thinking, problem solving, creativity, communication and collaboration (Kaume-Mwinzi, 2016:87). Y-generation teachers need an approachable principal whom they can communicate with easily. They also need to be heard and included in decision making and problem solving. A principal with communication and collaboration skills needs to consult with Y-generation teachers when there is a problem so that they can share ideas. The principal then uses critical thinking to weigh the ideas and work collaboratively with Y-generation teachers to come up with a creative solution. By so doing, it makes

management of Y-generation teachers easy as they feel to be part of the school organisation. Currently, we are left in the complex challenges of technology changes. Principals needed competence skills, for example, when deciding the mode of timetable to use during Covid-19. Principals had to choose from platooning (where some learners come to school in the morning and others in the afternoon), alternating attendance on different days of the week and rotating classes every second week. A competent principal had to consult with the staff members, including Y-generation teachers to analyse the pros and cons of each alternative. Based on the ideas given, principals decided on the best alternative. In most schools, Y-generation teachers were used to construct the timetable, group learners accordingly and send these to parents via WhatsApp groups. In remote areas like the researcher's school, Y-generation teachers were asked to type the timetable, print it and give it to parents to remind their children to follow the given timetable.

The last category is known as character qualities skills which describe how principals should approach the changing environment. Principals need qualities such as resilience and adaptability to face the changing environment and interact with others in socially, ethnically, and culturally appropriate ways (Kaume-Mwinzi, 2016:88). In these ever-changing environments, principals need resilience to face these environments. A good example is when principals were instructed to return to schools in 2020 to monitor the disinfection of schools and to receive Personal Protective Equipment (PPEs). They had to make themselves available at schools even though the schools were not yet disinfected, putting their lives at risk. It needed principals with resilience to soldier on and carry out the department's instruction. Because they were resilient, they were able to manage the rest of the staff members, including Y-generation teachers.

At the researcher's school, PPEs and other non-negotiable items like water, toilets, mobile classrooms and sanitisers were undelivered by the time teachers re-opened schools in June 2020. Staff members, especially Y-generation teachers, were very vocal, complaining and threatening to follow the teachers' unions' advice of going to school but remaining at the gate because of the lack of PPEs. It took a resilient principal to convince them to report for duty and teach learners amidst all these challenges. The principal acted as a role model to show the teachers that it was possible to report for duty even if non-negotiables were not supplied by the department. By so doing, principals were able to manage Y-generation teachers. It is highly noted with interest that for 21st century leaders to exhibit all these 21st century skills, principals should be lifelong learners. This will enable principals to manage the techno-savvy Y-generation teachers.

2.8 CHALLENGES FACING PRINCIPALS IN MANAGING THE Y-GENERATION

As Baby Boomers are exiting the profession, they retire, and Y-generation enters the workforce. Pressure is exerted on organisations to create a workplace that satisfies the needs of these different generational cohorts. Millennials are said to bring them new challenges, values, and attitudes to life at work, changing how managers

should effectively lead and develop employees (Breitsohl & Ruhle, 2012:107). Mestry (2017:1) indicates that principals work under strenuous conditions to deal with multifaceted transformational issues. They experience great difficulty in coping with numerous changes, partly because they are inadequately prepared for their leadership position or simply lack the necessary skills, knowledge, and attitudes to lead and manage schools effectively and efficiently.

Most principals belong to Generation X and some to Baby Boomers. These face and deal with a generation cohort of Y-generation teachers who are now entering the workforce. They were never trained on how to manage Y-generation teachers as this generation was not yet in the workplace by the time, they received their qualifications. This explains why principals face a lot of challenges today with Y-generation teachers.

In a global survey done in 2009 by Price Waterhouse Coopers (PWC) that focused on Millennials at work, one of the interesting findings was that Chief executive officers (CFOs) are struggling with Millennials because they need more information about what drives them (Martins & Martins, 2012:155). Management needs to study this as it helps them attract and retain these employees at the workplace. Losing millennial teachers means losing a very important asset which may be a threat if they join other schools (Martins & Martins, 2012:155). In a school context, principals should study Y-generation teachers and see what really drives them to avoid losing them.

Arnold and Yue (2012:133) describe some challenges of Y-generation teachers. The authors explain that the idea of Millennials spending 2-3 years with an employer causes a problem for principals as they manage the school in terms of their planning. Principals are left desolate as teachers leave the profession or the school bearing in mind that replacing a teacher is not an overnight process. Principals also face the challenge of bearing the cost of replacing teachers as the Y-generation teachers move from a school. When principals are still looking for a teacher's replacement, learning is affected. One should bear in mind that some learners are disadvantaged more than others as they may be in examination classes like Grade 12 that need the presence of teachers. Martins and Martins (2017:174) concur with Arnold and Yue (2012:138) as they indicate that the Y-generation is believed to move around their jobs more often than older generation groups which usually remain at a single workplace throughout their career (Arnold & Yue, 2012:138).

Another challenge is that younger employees can be over-confident and stubborn in their ideas. In addition to that, Y-generation teachers view principals from the older generations as being conservative and unwilling to take a risk (Arnold & Yue, 2012:138). They believe that older generations want to do things in the same old way and not try something new. Lastly, Y-generation teachers believe that older principals or management are often reluctant to accept alternative viewpoints and principals tend to disregard ideas from Millennials.

Martins and Martins (2012:174) also note that Millennials are not satisfied to keep on doing their job without further development. They also indicate that communication and staff meetings are problematic as they are less relationship-building. This creates a challenge for managers how to develop the younger generation's relation-building skills (Martins & Martin, 2012:175). In the study conducted by Arnold and Yue (2012:138), it was found that older employees also expressed concern about supervising or managing younger employees. They felt that younger employees would only cooperate when the older supervisor could prove his / her credentials. Older principals have experienced rebellious attitudes and behaviours from Y-generation teachers who have a university degree when their supervisor does not. This is commonly experienced by the researcher at the current school. Having Y-generation teachers fresh from the university, they always express a rebellious attitude to management simply because they hold university degrees.

Martins and Martins (2012:161) did a study of both dimensions of teamwork and communication. Their study indicates that Baby Boomers' responses are more positive than the other two groups. This supports the PWC research that Millennials view technology as a key to socialising and networking. In their second study, Martins and Martins (2012:110) focused on Millennials' perceptions of knowledge retention in organisations in comparison to other generations. In their survey, all aspects of leadership appeared problematic to Millennials. For example, Millennials do not perceive their managers as being caring, interpreting their actions correctly, facilitating knowledge exchange and retention, encouraging the flow of knowledge, keeping their promises, encouraging employees to take responsibility for their training and development and they do not trust their managers (Martins & Martins, 2012:171).

Qattash and Shra'ah (2017:224) also identify other challenges of Y-generation. The authors explain that Millennials are entitled and tough to manage because of failed parenting strategies, technology addiction, need for instant gratification, a lack of patience and the environment that does not teach them the needed skill sets to survive in the workforce. Being entitled, Y-generation teachers always think that they deserve to get anything they want. They are difficult to manage because they were spoiled by their parents, have technology addiction and lack patience.

Baker (2015:25) also gives other challenges for Y-generation teachers. Millennial teachers left Baker reflecting on her experiences as a first-year principal about the needs of her first millennial hires. All six left their position in her school for jobs in other districts after their first year. She identified three key needs that millennial teachers have as new teachers which are induction, collaboration, and value. The author explains that Y-generation teachers need more personalized programmes than district-wide programmes. They also crave working with others and are quick to bond with other new teachers while older teachers viewed this as suspicious and declined to work with new teachers. Millennial teachers also do not stay in school because they do not feel valued.

In addition to the challenges discussed above, Y-generation is often found engaged in conflict with Baby Boomers due to generational differences when it comes to communication (Venter, 2016:498). Y-generation teachers prefer communicating digitally using, for example, mobile phones and social media tools like Skype and instant SMS. On the other hand, Baby Boomers prefer using one-on-one communication, yet Y-generation teachers are interested in holding meeting with Baby Boomers. These differences result in conflicts arising as it will be difficult for principals to communicate with Y-generation teachers.

McCrinkle (2013) also highlights another challenge for Y-generation teachers as the author indicates that Y-generation teachers need a supervisor who leads by example and is involved not just commanding. For example, when principals talk of punctuality at work, diligence in doing work and being organised, the principal should demonstrate these and live by these high morals of work. They need to be given support, mentoring, positive feedback, and public recognition (McCrinkle, 2013). Berry (2011) identifies another challenge for Y-generation teachers as the author indicates that Y-generation teachers are enthusiastic about new networking and technologies that can improve teaching and learning. However, this poses a challenge to principals, especially with schools in rural areas where the school cannot afford to buy the recent technologies and sometimes do not even have electricity.

Berry (2011) indicates that Y-generation teachers need more frequent feedback in their teaching than their more veteran colleagues. They need to know where they are going wrong immediately so that they can improve teaching and learning. Coggshall *et al.*, (2010:13) elaborate on this by explaining that Y-generation teachers require principals who will observe them and give immediate feedback. The author emphasises this by indicating that they want to be given feedback individually, which is backed by enough evidence. The feedback should have comments that build the Y-generation teachers. This will help them to be more effective in their teaching. This poses a challenge to the principals as Y-generation teachers are not the only teachers who need the attention of the principal at the school. Principals need to observe all teachers and give feedback to all of them. Taking into consideration district meetings, workshops, submissions, and various meetings that are to be conducted by the principal at school with various stakeholders, it is very difficult to observe teachers more often and give immediate feedback individually. Due to time constraints, feedback might be given at a later stage which will not suit Y-generation teachers.

Layton (2015:54) identifies another challenge of Y-generation teachers. The author states that Y-generation teachers do not respect the hierarchy of command at the school. This means that they do not observe the correct channels of communication. For example, when there is a disciplinary problem or a conflict among others, the correct communication channel is for the teacher to report to their head of department and then to the deputy principal. With Y-generation teachers, they go straight to the principal. This makes their management difficult for the principals.

Lastly, Martins and Martins (2012:153) postulate that Y-generation teachers have a challenge in meeting deadlines and are disorganised. With the experience of the researcher, this is very true. Often, Y-generation teachers give excuses on a deadline for submission. In terms of organisation, they are very good at piling and not filling, showing that they lack organisation.

2.9 STRATEGIES TO SUPPORT Y-GENERATION TEACHERS

Various authors suggested strategies to deal with Y-generation teachers. Martins and Martins (2012:174) suggest that “organisations need to focus on the things that Millennials really need training and development, team building and developing interpersonal skills”. In addition, the authors suggest that to keep Y-generation teachers at the school, principals should offer opportunities for training and development at the school since they need continuous training and development of skills. For example, schools should have developmental workshops at schools or outside the school. Moreover, the authors assert that Millennials need to be taken seriously by always including them in decision making and showing that you value their contributions. Lyons *et al.*, (2012:80) suggest that Y-generation teachers should be given the authority and opportunity to decide on their work. Arnold and Yue (2012:148) claim that mentoring programmes should be given to help teachers relate to each other to build relationships, for example, provide the novice teacher with a mentor who is experienced but has the skills and competencies to help the novice teacher. This will help build relationships between teachers in the younger generation and the older generation.

Furthermore, to address characteristics of the work environment to appeal to Y-generation teachers, there is a need to engage in activities such as building a clubhouse with meals, drinks, sports ground and recreational areas, for example, sports field and staff kitchen (Arnold & Yue, 2012:149). More so, the principal may have structured social functions for teachers so that they mingle, and barriers will be broken (Arnold & Yue, 2012:147). For example, the school may have a braai to celebrate birthdays for staff members. This will also help create opportunities for bonding as suggested by Johnson and Johnson (2010). The principal may also choose teams comprising of teachers from different generations to do work, for example, establish staff committees which are constituted by multi-generations. From the study conducted by Arnold and Yue (2012:140), some employees suggested a one-on-one coaching strategy, whereby younger and older employees both take responsibility for helping the other to learn some area of knowledge/skill.

The principal needs to plan for team building and developing interpersonal skills. There are so many team-building programmes available in the world of commerce that can be implemented at the school level, thus some may be done at school or as a weekend-out function. The principal also needs to develop policies aimed at improving communication, satisfaction, commitment and retention and advance organisational knowledge management and productivity. For example, principals can develop a policy for teachers to report both verbally

and in writing after returning from a workshop or a meeting. Concerning organisational knowledge, staff development meetings can be conducted where staff members tackle different topics to increase knowledge. The principal can also invite external presenters like district officials or presenters from sister departments like the Department of Health and the Department of South African Police Service (SAPS) to present on identified topics. To improve productivity, the school can implement monthly tests that are monitored, with teachers conducting item analysis. Also, the school should have an extra class timetable for morning, afternoon, weekend and holiday classes.

In addition to that, Johnson and Johnson (2010) suggest that the manager should always make sure technology is up to date. Mokoena (2012:688) also adds that the employer needs to provide the best and latest technology. The principal may do this by asking teachers the kind of technology they need before buying. Wong and Wong (2007:5) also suggest that it is more beneficial to create study groups in which Y-generation teachers can meet and develop their knowledge and academic standards and also work collaboratively around problems identified in their schools that are related to their students. Teachers learn more through networking with others.

Based on their research findings, Mokoena (2012:688) suggested that managers do the following to better engage and retain Y-generation employees. Firstly, they may provide brief and regular updates so that Y-generation teachers are always updated with current information. This may be done by conducting morning briefings before school starts to update all staff members. Secondly, principals should have truthful and transparent information that is easily understood. Always give true, accurate and correct information without hiding anything. This is supported by Johnson and Johnson (2010) as they indicate that principals need to tell things as they are because Y-generation teachers need to know the truth as it is. This helps to encourage their trust in the principal rather than sugar-coating bad news. Thirdly, Y-generation teachers should be used as agents of change by encouraging them to express their valuable contributions. For example, appoint them in positions of influence where they can formulate and implement new things at the school.

Miranda (2017:97) suggests that principals could benefit from the author's presentation by changing their management styles to match the multi-generational workforce. The author suggested the various management styles. Firstly, the author suggests Authentic Leadership which requires that principals give accurate, true information, be open and freely share important information needed by teachers for decision making. Secondly, the author suggests Ethical Leadership which requires that principals be truthful and conducts themselves properly to build trust with their teachers, making fair decisions and involving teachers. Lastly, the author suggests Servant Leadership which requires that principals be willing to serve first, not to be served. This means that principals should put teachers' needs first when making decisions. For example, principals should give priority to the teachers' needs before budgeting for their own needs when budgeting school funds.

Behrstock and Clifford (2009:10) summarise the strategies for supporting highly effective Y-generation educators as shown in Table 2.1below.

Table 2.1 Strategies for Supporting Y-generation Teachers.

STRATEGY	EMPHASIS FOR Y-GENERATION TEACHERS
Strategy 1: Establish a shared vision and set goals	Involve Y-generation teachers in developing a vision and setting goals
Strategy 2: Encourage shared leadership	Empower Y-generation teachers to assume leadership responsibilities from day one
Strategy 3: Create a positive and supportive school culture	Celebrate generational differences and the unique contributions of Y-generation teachers.
Strategy 4: Select and assign teachers effectively	Realise that the career ambitions and loyalties of Y-generation teachers differ from those of previous generations.
Strategy 5: Improve teachers' skills, knowledge, and capabilities	Provide professional development opportunities that involve collaboration and technology.
Strategy 6: Adopt effective tools for teacher evaluation	Offer in-depth feedback to Y-generation teachers and praise where appropriate
Strategy 7: Use time effectively	Set aside time for regular collaboration among all teachers and Y-generation teachers specifically.
Strategy 8: Use data effectively	Use technology to help Y-generation teachers use data to improve instruction
Strategy 9: Ensure that school facilities are adequate and functional	Ensure that adequate facilities for the latest information technology are available.
Strategy 10: Provide effective instructional leadership	Provide honest, open, and personalised guidance and mentoring to help advance Y-generation instructional practice.

Source: (Johnson & Johnson, 2010)

2.10 THE CONTRIBUTION OF Y-GENERATION TEACHERS

Y-generation teachers have a positive contribution to the workplace. Y-generation teachers are known for their education and mindedness, a quality that may drive them to teaching as a profession. They are not only the most educated generation to date, but they tend to attribute their success to the educational opportunities they have received (Meyer-Looze, 2010). They tend to be more creative and more technology savvy (Eckleberry & Tucciarone, 2011). They are committed to creating a better world around them and are confident and idealistic that they can make this happen.

Because they are tech savvy (Kilber *et al.*, 2014), they are very comfortable using technology which makes them a valuable asset in schools as schools are embracing ICT and the 4IR. They will also be able to identify the required technology and make use of it for the best interests of the school. They may also help learners learn computers, preparing them to face the technological era. They may also help develop websites for the school or help the school implement various communication systems like D6.

Because they are significantly committed to making a difference and contributing to social change (William & Meyer-Looze, 2010), Y-generation are teachers who will contribute to the communities that they serve. Their commitment to social change will lead them to set higher targets for learner achievement, thus producing high-quality results. This will, in turn, change the lives of learners socially as they qualify for bursaries and higher educational qualifications and get better-paying jobs. Ultimately, this will bring a social change in the community they serve as learners come back to develop their community. They may also instill positive self-image in learners as they encourage them to change their social lives. As observed by the researcher at her current school, Y-generation teachers motivate and inspire learners to work hard, achieve better and emulate them because the teachers are products of the school that excelled, got bursaries, and now are coming from the university. As learners look up to these teachers, seeing the changes they have done at their homes, they are encouraged to work hard.

Y-generation teachers have the potential to become the highest-producing workforce in history, (Martin, 2005). They have the latent to work at their best abilities and produce quality teaching and learning processes. Martins and Martins (2012:154) described Y- generation teachers as people who set high standards for themselves with high expectations and are willing to put in the effort it takes to achieve their goals. One can clearly see that in whatever they do at school, Y-generation teachers have high expectations of learners' results. They are also prepared to put forth the required effort to achieve the set standards, for example, the school's pass rate. This might also imply that Y-generation teachers are committed to improving the lives of the community that surrounds a school by going the extra mile with the learners to improve their pass rate.

On diversity, Rodriguez and Hallman (2013:67) state that Y-generation teachers are more open than previous generations on diversity. This is because they did not experience the tension of racism as the older generations. Furthermore, Williamson and Meyer-Looze (2010:2) explain that Y-generation teachers are in a better position to deal with diversity and inclusivity at the school. In addition, Black (2010:96) indicates that one advantage of Y-generation teachers is that they use online communication, and they can interact with people from different cultures, countries and religion, thus bringing teachers closer to each other. This makes them very diverse as they can easily accept other cultures and fight racism. Hence, Y-generation teachers have an outstanding strength in accepting diversity and inclusivity, valuing people from various backgrounds, cultures, countries, religions or races.

2.11 THE TWO FACTOR THEORY OF FREDERICK HERZBERG

Herzberg's Two Factor theory was used as the theoretical framework for this study (represented in Figure 2.1 below). In this theory, it is believed that factors influencing work satisfaction and dissatisfaction are different and independent (Chu & Kuo, 2015:56). It demonstrates that satisfaction and dissatisfaction at work arise from

different factors. It is suitable in this study to show what motivates and increases teachers' job involvement. Job involvement reflects the extent to which work becomes a central interest in life (Chu & Kuo, 2015:57). This means understanding what is important in life. From the hygiene and motivation factors, Herzberg identified motivators as factors that motivate employees to work and result in job satisfaction (Chu & Kuo, 2015:55). These factors are based on an individual's need for personal growth. The theory states that if these factors are effective, they can help an individual to achieve an above-average performance. These factors include a sense of personal achievement, personal growth in the job, challenging/stimulating work, gaining recognition, opportunities for advancement, responsibility, and status. Motivators increase the job satisfaction of an employee. It increases efficiency and ultimately helps to increase organisational efficiency. Motivational factors have been identified as rewards or incentives that sharpen the drive to satisfy the wants of an employee (Chu &Kuo, 2015:55).

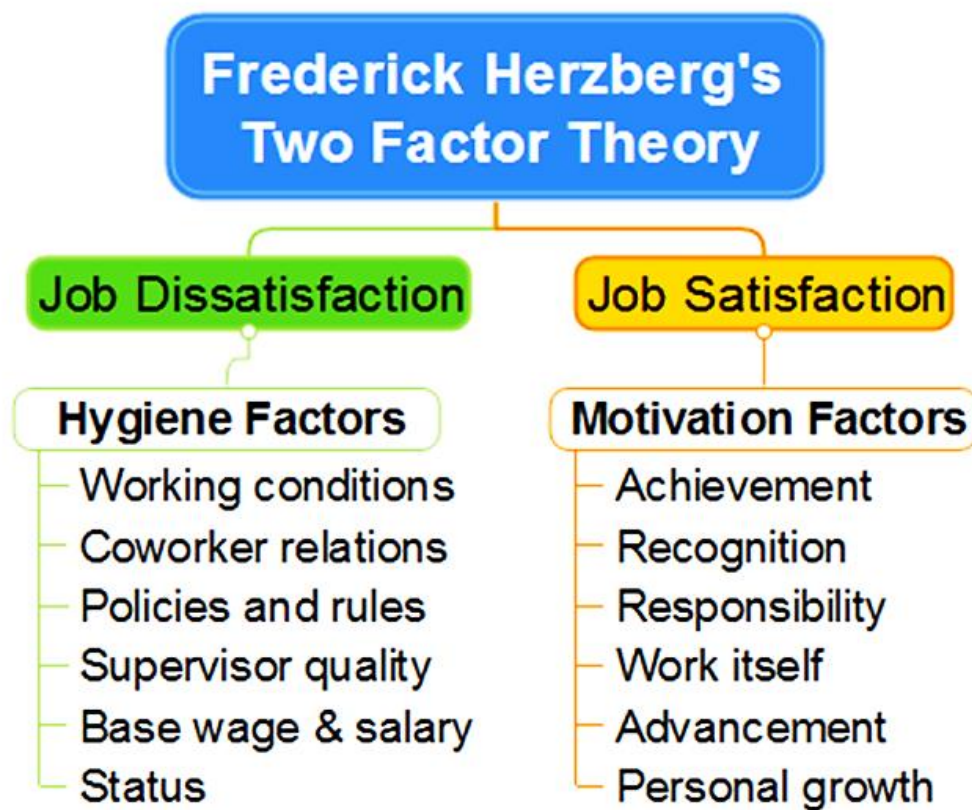


Figure 2.1 Graphic representation of the two-factor theory

Source: [http:// ww.google.com/search?q=herzberg+two+factor+theory+image&sca](http://ww.google.com/search?q=herzberg+two+factor+theory+image&sca)

Hygiene factors are identified as factors that prevent job dissatisfaction. They remove the unhappiness from the work environment. An employee's performance decreases if these factors are not satisfied. Examples include company policies and administration, feelings of job security, salaries and wages, quality of

supervision, quality of interpersonal relations and working conditions (Chu & Kuo, 2015:56). In this theory, motivation factors are intrinsic motivators while hygiene factors (dissatisfiers) are extrinsic motivators.

Achievement as a motivational factor is described as significantly related to career satisfaction (Chapman, 1982). Many studies view the use of student achievement test scores as a measure of teaching performance (Yuan, Le, McCaffrey, Marsh, Hamilton, Stecher & Springer, 2013:15). The higher the achievement levels of learners, the more Y-generation teachers feel that they have achieved their objectives in teaching. Another important issue on teacher achievement to be considered is teacher self-efficacy. Self-efficacy is defined as a teacher's beliefs about their capabilities to effectively perform a given task to achieve desirable learning outcomes in a given situation (Stallion, Murill & Earp, 2012 cited in Babel & Abdenia, 2016:3). High self-efficacy encourages teachers to persevere even in difficult school environments, be committed to their work and have reduced burnout. It also results in motivated and highly performing students. Y-generation teachers have a high self-efficacy as they believe in themselves that they can effectively perform a given task and their objectives, for example, achieving a 100% pass in their subjects. In managing Y-generation teachers, principals should make every effort to provide suitable resources needed by teachers so that they can increase student achievement, for example, providing study guides and videos with specific difficult subject topics. A high achievement of learners will lead to highly motivated Y-generation teachers.

Growth as a motivation factor is enhanced by teacher reflection (Gilles, Wilson & Elias, 2010:102). Therefore, principals must ensure that Y-generation teachers' growth is facilitated through mentoring. The use of experienced teachers in mentoring Y-generation teachers is of crucial importance. Teachers' professional growth is also enhanced through upgrading their qualifications (Gilles *et al.*, 2010:95). Principals should make certain that Y-generation teachers are exposed to various programmes being offered by various institutions and encourage them to register so that they can upgrade themselves. Collaboration also helps teachers improve their teaching (Gilles *et al.*, 2010:97). Professional development through activities like Continuous Professional Teacher Development (CPTD) results in teacher growth and development. The National Policy Framework for Teacher Education and Development attempts to address teachers' professional growth through CPTD (RSA, 2007:2). It is imperative to find appropriate professional development approaches to ensure that Y-generation teachers are well-equipped with knowledge and skills to improve student achievement as teacher growth through professional development is key to improve learner performance.

The other motivational factor is work itself. Coggins, Zuckerman and McKelvey (2010:73) mention that having strong colleagues is the most important variable related to working conditions for the earlier career teachers. Teachers perform complex duties at school ranging from teaching, class management, substitute parents, sport coaches, providers of health and social care, disciplinary matters and providing safety for learners (RSA, 2003). They are also expected to operate as nurses as they administer first aid to learners (RSA,

2003). Besides, they are safety officers as they watch out for drugs and dangerous weapons within the school premises (Department of Education, 2013). All these are a great variety of teachers' job description which outlines the work itself for teachers. It is therefore critical that the school principals, in managing Y-generation, should ensure that they are assisted as soon as they are appointed to avoid the challenges.

Responsibility is another motivational factor. As indicated before, Y-generation teachers spend only two–three years with an employer, moving from one school to another or leaving the profession. Feldman (2011:2) suggests that increasing teacher responsibility, cultivating creativity, aspirations and work ethics need to be pursued in a school environment. Principals should cultivate creativity in Y-generation teachers, for example, by allowing them to use ICT in the teaching and learning process. They may teach using slides or overhead projectors to enhance creativity. Principals must recognise the efforts made by Y-generation teachers.

Another motivational factor is recognition. Wong and Wong (2007:25) allude that Y-generation yearn for recognition, and they want constructive feedback always so that they can improve their results. In support of this, McCrindle (2013) states that the Y-generation needs public recognition. There is a great concern from a career perspective where the rewards and responsibility of a career do not recognise the development of skills and experience throughout the career (MacDonald, 1999:840). Previts, Klein and Mizzelle (2013:2) maintain that teacher recognition is based on their participation in esteemed teacher training programmes (specialised professional preparation programme). Chapman (1982:66) suggests that appreciation for teachers can be done by announcing different rewards and incentives for each term to recognise teachers' achievements. Y-generation teachers need principals who recognise their ideas in decision making and their efforts. In recognising efforts by teachers, principals may award certificates for best performance each term or yearly. Principals may even award teachers for major contributions done by teachers at the school like starting a project.

Advancement is another motivational factor in Herzberg's Two Factor theory. Declining enrolments in schools increase teacher attrition as there will be more teachers competing for the same promotion positions. This causes frustrations at the lack of career advancement (MacDonald, 1999:839). It is clear that to motivate teachers, they need to be promoted when they are qualified for it. This means that a principal should check their experience and improvements in qualifications and consider them when there are promotional posts. In South Africa, teachers are promoted according to relevant qualifications for a particular post (RSA, 2016:83). Layton (2015:54) indicates that Y-generation teachers want to be considered first on promotions because they grew up receiving trophies for very small achievements like attending school. This helps to keep Y-generation teachers motivated. As Y-generation teachers are well-educated and high achievers academically, they should be promoted when professionally qualified for a post and principals should avoid corruption and nepotism in promotional posts.

Status is the last motivational factor in Herzberg's Two Factor theory. Teachers' status refers to how teachers are seen by others as well as how they see themselves (MacDonald, 1999:839). Y-generation teachers may have high expectations of themselves and their profession, but the recognition of teachers' work by the government and communities is poor. The decline in the status of teachers as a result of poor recognition by the government and community leaves Y-generation teachers unable to cope and less inclined to remain in teaching (MacDonald, 1999:839). However, boosting teachers' status will motivate Y-generation teachers.

Hygiene factors weaken the obligation to work. Company policies are the first hygiene factor. Educational policies demand accountability on teachers as they are accountable to the Department of Education and parents (Botha, 2013:20). For example, teachers are accountable for learner absence, learner performance, maintaining order in the school, learner dropout, the use of school funds and injury of learners at school. All these responsibilities result in a lot of pressure for principals and teachers. Principals should be role models in demonstrating accountability to their teachers (Botha, 2013:225). Accountability pressures affect the way teachers do their work as they try to avoid the pressure that comes as a result of accountability. Teachers are de-motivated by policies that bring so much pressure on them (Mausethagen, 2012:23). Accountability policies negatively affect teachers and decrease their motivation to do their work in the best possible way that they understand it (Mausethagen, 2012:20). Policies in the profession bring a heavy-duty load to teachers. This causes teachers to bear a lot of administrative tasks, and changes in the curriculum and ultimately frustrates beginning teachers (Y-generation). This leads to dissatisfied teachers as high levels of accountability are required from them. For example, teachers are expected to account for poor learner performance, learner dropout and an injury of a learner at school to mention a few. This poses a challenge to principals in managing the Y-generation teachers as it is not easy to manage a dissatisfied and frustrated teacher.

Job security is another hygiene factor. Increased stress in teachers leads them to leave teaching, especially for greener pastures. Teaching is seen as a second option in careers which they can leave as soon as they can find their first-choice jobs (MacDonald, 1999:840). This has caused many trained and experienced teachers in developing countries to move to greener pastures in other countries or professions. This is so easy for Y-generation teachers to do as they are not interested in staying with an employer for a long period. They find it easy to change their jobs, relocate and move to other places.

Salaries and wages are another hygiene factor. MacDonald (1999:840) argues that teachers cited pay as the primary reason to leave the teaching profession. It is also argued that low salaries may be the major cause for teachers to leave the profession or take a second job in third-world countries. Teachers relocate to more developed countries, seeking greener pastures as their salaries cannot support a family. When salaries are too low, teachers leave the profession and it also deters new teachers from joining the profession (Oke *et al.*, 2016:374). However, some studies reveal that most school teachers do not leave their profession as long as

their low salaries are paid on time and if they are promoted when they are qualified for it (Oke *et al.*, 2016:372). In Nigeria, teachers concentrate more on their work if their salaries are paid on time. On the other hand, in the United States, teachers will remain in the profession if their salaries are increased (Oke *et al.*, 2016:375). Macdonald (1999:840) elaborates that low wages are the major cause of teachers to leave the profession or take a second job in third-world countries. Teachers are found to relocate to more developed countries, seeking greener pastures because their salaries cannot support their families. Pay is said to affect a person's job satisfaction which enhances the person's achievement. It follows therefore that its inadequacy demotivates teachers.

In a study done by LeMieux (2017:23), it was concluded that Y-generation teachers value a high salary in order to be motivated. This is further supported by Inelmen *et al.*, (2012:183) as the author states that Y-generation teachers demand higher salaries. Macdonald (1999:843) establishes that Y-generation teachers who are paid more stay in teaching longer. This shows that the Y-generation requires higher salaries to remain motivated. Unfortunately, teachers are not paid by principals but by the state, hence principals cannot do anything in their management to motivate and retain Y-generation teachers through salaries.

Further to that, supervision is another hygiene factor. Satisfaction from supervision is influenced by positive feedback and two-way communication between teachers and their supervisors. This increases teacher motivation and performance (Chapman, 1982:60). It is suggested that heads of institutions (principals) should create a friendly environment, good rapport with their staff and deal with their staff with great respect (Chapman, 1982:60). On the other hand, principals are said to increase stress in teachers as they are unable to manage teacher stress as they were not trained for it (Rapeta, 2018:15). Hence the way they supervise teachers may cause additional stress to teachers (Rapeta, 2018:15). Y-generation teachers require colleagues, not workmates as indicated earlier. In other words, they want to work with people they can relate to as friends, hence principals need to create a friendly environment which is paramount to Y-generation teachers. Millennials also require constant feedback from their principals so that they can know what they are doing wrong and correct. If principals give constant feedback to the Y-generation teachers, they will be motivated to work hard.

In addition to the aforementioned, physical working condition is another hygiene factor. The dissatisfaction of teachers is also caused by substandard conditions in which many teachers work. Extremely poor, harsh living conditions cause teachers to leave the school, especially in rural areas (MacDonald, 1999:840). These include dilapidated classrooms, poor toilets, poor lighting and furniture, a high teacher-pupil ratio in the classroom and student violence (MacDonald, 1999:841). All these issues increase teacher frustration and dissatisfaction. This is quite true from the researcher's experience. The school does not have any lighting, has a shortage of furniture and very poor ablution facilities. Many young teachers (Y-generation) leave the school because of its

remoteness. Because Y-generation teachers are very comfortable in using technology, they avoid disconnected or technologically inferior workplaces. They avoid schools which are still struggling in using recent technologies, especially in rural areas where there are schools without electricity. Conclusively, school principals lose Y-generation teachers as they move away from schools without electricity or recent technologies.

Lastly, interpersonal relations are another hygiene factor. Teachers are faced with various challenges to help them cope. An important measure to help teachers cope with these challenges is supportive and caring leadership. Satisfactory interpersonal relationships with colleagues and management are very important in increasing job satisfaction and motivation (Mausethagen, 2013:18). Coggins and Zuckerman (2010:73) maintain that having strong colleagues is an important variable for Y-generation teachers. Millennials enjoy workplaces with good interpersonal relations and caring principals to whom they can relate.

Herzberg's Two Factor theory has various implications for principals in managing Y-generation teachers. It gives principals ideas on how to motivate and avoid de-motivating Y-generation teachers. Principals need to consider it to identify various ways of motivating Y-generation teachers. It also helps principals reduce hygiene factors and strategise how to reduce their impacts on Y-generation teachers. This helps to lessen teacher attrition in Y-generation teachers and job hopping. By so doing, principals would be able to retain Y-generation teachers in schools.

2.12 REFLECTIONS ON STUDIES IN MALAYSIA AND KENYA ON MATTERS RELATED TO Y-GENERATION

Countries differ in how they handle Y-generation teachers. In Malaysia, Lee *et al.*, (2012:705) conducted a study to explore the work values of Y-generation pre-service teachers and find out whether they are the same with western countries. They also wanted to see whether the work values of Y-generation pre-service teachers differ between genders and ethnic groups. Their study showed that extrinsic work values such as supervisor relationships, way of life, working surroundings, and quality relationship with associates are more preferred by Y-generation pre-service teachers in Malaysia and intrinsic work values such as intellectual simulations were the least dimensions. This is not the same as the findings for Western countries. On gender issues, there are no significant differences between males and females in preferred work values, except for their way of life. Their study also shows that ethnicity influences the choice of work values among pre-service teachers.

This is also the same with teachers in Malaysia as confirmed by another study done by Ching and Kee (2012:245) to 118 teachers. The research revealed that the preferred work values of Y-generation teachers are environmental (surrounding association and relations) and security (independency, economic, way of life, security and prestige). The research also revealed that the findings in Western countries which state that the

younger generation prefers intrinsic work values are not applicable in Malaysia. Also, it revealed that intrinsic work values are correlated to career commitment (Ching & Kee, 2012:245).

The authors suggest ways of managing Y-generation teachers in Malaysia. Firstly, it is suggested that for principals to increase productivity, they need to use extrinsic motivation in motivating them (Ching & Kee, 2012:245). Secondly, principals should instill intrinsic work values in Y-generation teachers to increase their career commitment. Thirdly, it is also suggested that to manage Y-generation teachers in Malaysia, principals should apply the knowledge that Y-generation teachers give preference to relationship and job security.

Lee *et al.* (2012:709) support the above as the authors suggest that principals need to focus on extrinsic needs when managing Y-generation pre-service teachers in Malaysia. It is recommended that principals should use pay increases, bonuses, benefits, recognition, and promotions to motivate Y-generation teachers. When promoting Y-generation teachers, it should be based on training and development received. Principals should tie extrinsic rewards with the skills and practices that they want to instill in Y-generation teachers. When assigning jobs, it is necessary to incorporate social aspects so that Y-generation teachers have the opportunity to have quality supervisory relationships with colleagues and supervisors (Lee *et al.*, 2012:709). These suggestions by Lee *et al.*, (2012:709) are meant to motivate the Malays and Chinese while intrinsic work values can be used to motivate Indians in Malaysia. This shows that the issue of work values cannot be generalised. Western countries and Indians need intrinsic work values while other countries like Malaysia value extrinsic work values.

In Kenya, it is believed that Y-generation employees are forced to take jobs that they did not intend to receive because of the scarcity of jobs (unavailability of jobs) (Mandolios, 2013). Kenyan Y-generation teachers are unmotivated by modern technologies, but they need to produce, advance, experience and succeed when still young and vibrant (Mandolios, 2013). The author also explains that Y-generations in Kenya pursue jobs that are stimulating, knowledgeable and inspiring and they tend to be high achievers.

2.13 CONCLUSION

From the above discussion, it is clear that Y-generation teachers have various characteristics. Some of their characteristics display much strength that can be used in their teaching. They are assets that can be used to great advantage by the schools that they are teaching. For example, by being techno-savvy, they can use technology for researching and finding a lot of information to use in the classroom. Literature has also shown that there are a lot of challenges faced by principals in managing Y-generation teachers in schools. Literature has also suggested some strategies that can be used by principals in managing Y-generation teachers.

In this chapter, several themes relating to the focus of the study were explored. The chapter was also based on the theoretical framework used by the researcher and its application to the current study. Amongst the critical discussions in this chapter were the characteristics of Y-generation teachers, the challenges that Y-generation teachers pose to principals, the use and benefits of ICT in management, traditional management approaches, the strategies that principals can use in managing Y-generation teachers and how to manage teachers in the 21st century. This chapter further focused on how other countries are managing the Y-generation teachers. The next chapter focuses on the research methodology of the study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The previous chapter focused on a review of related literature to the study. It outlined among other things the characteristics of Y-generation teachers, challenges faced by principals in managing them and strategies that can be used by principals in managing the Y-generation teachers. The chapter also explored the theoretical lenses in which this study is underpinned. This chapter delves into the research method and research design. It clarifies the research paradigm, the research approach and the research design. It will also explore the population and sampling method to be used. In addition to that, it will describe the research methods with special attention to site and sample collection and data collection and data analysis to be used by the researcher. Further to that, it will explain measures of trustworthiness and ethical measures to be followed by the researcher. In this research, the researcher used the qualitative research approach. The multiple case study is the research design that was used by the researcher. The researcher made use of purposive sampling as the research method. Data collection techniques used in this research were interviews and data analysis.

3.2 RESEARCH APPROACH AND METHODOLOGY

This section highlights the research paradigm, research approach and research design that was utilised by the researcher. It also justifies why these are important to the research study.

3.2.1 Research paradigm

This research applied the interpretive paradigm. This paradigm is critical in understanding the actions of participants in their natural settings (Burton & Bartlett, 2009). Interpretive studies are commonly of a small scale in nature with the main aim of getting enough details and understanding of situations and not numbers. The Interpretivist approach is a research approach that emphasises understanding human needs. It maintains that the “view of the world that we see around us is the creation of the mind” (Walliman, 2011:21). This means that the participants’ experiences are based on how they view and understand the world personally (Walliman, 2011:22). This paradigm was relevant to this research because it was focused on the educational experiences of the participants which were being studied by the researcher. It was also used because the researcher intended to study teachers and principals in the natural setting of their schools. It was also pertinent to the study as the study was seeking to establish the experiences of principals in managing the Y-generation teachers. In addition to that, it was used because it was relevant to social research.

3.2.2 Research approach

Researchers can use one of the three approaches, namely quantitative studies, qualitative studies and mixed method research approach. The methodological approach taken by the researcher was the qualitative research method. It was used by the researcher to gain insight into the management of Y-generation teachers by principals. This is a broad term encompassing different data collection and analytical approaches to provide cultural and contextual description and interpretation of social phenomenon (Vaismoradi & Snelgrove, 2019:1). It focuses on studying things as they occur and interprets things based on the meaning people attach to them (Layton, 2015:76). Qualitative research seeks to understand the situation from the participant's point of view. This study sought to establish the experiences of principals in managing Y-generation teachers, hence deploying this approach was appropriate in this study.

Qualitative research was used because it is suitable for social research. MacMillan and Schumacher (2014:321) elucidate that qualitative studies are flexible in both design and process, commonly use multiple realities and consider direct data collection from primary sources. The authors also contend that the qualitative approach studies capture the behaviour of participants as it occurs in the natural setting, focus on participants meaning and give detailed evidence from participants (MacMillan & Schumacher, 2014:321). It was relevant to this study as it enabled the researcher to collect detailed, rich information from the principals and teachers, with the researcher interacting with them face-to-face. In addition to that, the qualitative approach was relevant to this study because it required participants to be in their natural settings and the researcher interviewed the principals and teachers at their schools. It was also relevant to this study because the researcher utilised multiple cases to collect data and this gave the researcher expansive information about the topic under discussion which may not be possible when using a different research approach. Lastly, it was ideal for this research because it allowed the researcher to use more than one method to collect data. In this research, the researcher used semi structured interviews and document analysis to collect detailed, rich information. Unlike the quantitative approach, it can only tell how people think or feel but cannot give any statistics of the results (MacDonald & Headlam, 2011:34).

3.2.3 Research design

Research design is a plan for collecting and analysing evidence that will make it possible for the investigator to answer whatever questions he or she has posed. It touches on almost all aspects of the research from the minute details of data collection to the selection of the techniques of data analysis (Flick, Van Kardoff & Steinke, 2008). The research design applied by the researcher was a multiple case study. A case study can be defined as "an intensive study about a person, a group of people or a unit which is aimed at generalising over several units" (Gustafsson, 2017:20). Creswell (2007:73) and Gagnon (2000:72) contend that in multiple case

studies, data is compiled from various sites. Creswell (2007:73) further highlights that a multiple case study focuses on in-depth data collection. Therefore, a multiple case study explores more than one case to allow researchers to focus and analyse various cases by intensively collecting data from each case. Since the researcher was focusing on four different combined schools, she used a multiple case study design.

The researcher employed the multiple case study strategy because of its various advantages. Gustafsson (2017:6) identified some of the advantages of a multiple case study. The author postulates that strong and reliable evidence is generated from multiple case studies. The evidence collected from teachers and principals cannot be refuted since it was directly from the source and was an explanation of the behaviour of teachers and principals as it occurs naturally. The evidence was also from the principals' and teachers' understanding and meanings of their experiences. In addition, Khothari (2004:115) asserts that a multiple case study enables the researcher to carry out an intensive study of the principals and teachers which is impossible if one uses a different method. Also, the author argues that in a multiple case study, the researcher will fully understand the behaviour patterns of the principals and teachers (Khothari, 2004:115). Although case studies are very costly and time consuming to implement, the researcher resorted to using the most effective and appropriate method to understand the Millennials in Umzinyashana Circuit.

3.3 RESEARCH METHODS

Various methods are available for researchers to use. This section explored the data collection methods used by the researcher. It also presents thoroughly the research tools that were used by the researcher to collect data and arrive at the conclusion.

3.3.1 Sampling procedure

A population is a whole group of people to which the results of research can be generalised (MacMillan & Schumacher, 2013:129). From it, a researcher selects participants from which data will be collected and these participants are called a sample. In this research, the population consisted of all principals and teachers in combined schools in Umzinyashana Circuit. The principals and teachers of these combined schools were 62 in total. From the population, the researcher identified information-rich participants who were principals from the Baby Boomers and Generation X and Y-generation teachers to get primary information. The sample was made up of four principals in the older generations and four Y-generation teachers. The selection of principals was based on the criteria outlined hereafter.

- The principals who belong to the Baby Boomers generation and Generation X.
- Have three or more years of experience in a management position.

- Their schools have a secondary school section with Grades 10 to 12.

The following criterion was used to select teachers for the sample:

- Teachers who belong to the Y-generation.
- Be teaching up to FET (Further Education and Training) phase (Grades 10-12)
- Be professionally qualified and accredited by SACE (South African Council of Educators).

Creswell (2007) recommends a maximum of four or five cases while Saldana (2011:34) recommends that a small group of three to six people provide a broader spectrum of data for analysis. Therefore, with this background information in mind, the researcher resorted to using four schools as her study cases. The researcher used four principals in the older generations in terms of age. All these participants were in the combined schools of Umzinyashana Circuit. In the same schools, the researcher also selected one teacher who was in the millennial generation, preferably teaching secondary sections, especially the Further Education and Training (FET) Phase. The teacher was teaching any subject other than isiZulu, for easy communication using the Language of Learning and Teaching (LoLT) which is English. Thus, from the population, the researcher selected four principals and four teachers based on the above criteria. These principals and teachers participated because they were purposefully selected as information-rich participants. These participants were selected because they possessed the necessary experience and knowledge that assisted in the study. This enabled the researcher to have an in-depth study of the principals and teachers.

3.3.1.1 Site and sample collection

Purposive sampling was administered in this research study to select the sites and the sample used. This is whereby items in a sample are selected deliberately by the researcher (Walliman, 2011). Purposive sampling is preferred as researchers will be able to interview individuals who are selected based on specific criteria (Bakkalbasioglu, 2020:689). Purposive sampling was used as the sampling strategy in this research because Layton (2015:78) notes that “the power of purposeful sampling lies in selecting information rich cases for studying in depth cases from which one can learn most about issues central to the purpose of study”. In support of this assertion, MacMillan and Schumacher (2014:138) ascertain that purposeful sampling is used to select the participants and the site that will give the best information required by the researcher. Purposive sampling was pertinent to this study as it enabled the researcher to identify and select information-rich principals and teachers who could provide her with a comprehensive understanding of the experiences of principals in managing Y-generation teachers in Umzinyashana Circuit.

3.3.1.2 Description of site

The researcher studied four combined schools in Umzinyashana Circuit. These schools were purposefully selected as they are the only schools that have a secondary school section, specifically including Grades 10 to 12. All these schools were in one district, Amajuba District of KwaZulu Natal Province. Amajuba District is one of the most performing districts in the province on matric results. In the 2018 and 2019 results, it was position one and two respectively. Umzinyashana Circuit is the least-performing circuit in the district. All the schools in the sample are in the rural areas of Amajuba District. The schools are very remote, with some having no electricity. They are very difficult to access as they are in steep and rugged mountainous places.

All the schools have gravel roads which make them highly inaccessible during summer months as the roads will be slippery. In very wet conditions, these schools may go for a week or two without schooling due to slippery roads and overflowing rivers and bridges. Some of the schools do not have cell phone signals such that communication during school hours with outside people is very difficult, if not impossible. If there is a dire need for communication, one has to go outside the schoolyard to look for some position that can get signals. Since Y-generation teachers want to spend most of their time on their gadgets, they go out to look for network signals and sometimes miss classes. All these schools do not have learner transport, yet learners travel very long distances to school. The schools are in very low-income communities who only depend on the social grant, so the schools have a National School Nutrition Programme which provides meals for learners during break time.

3.3.2 Data collection and instrumentation

Various methods and instrumentation can be utilised to collect data in qualitative research. These include interviews, observations, document analysis, questionnaires, and review of audio-visual material (MacMillan & Schumacher, 2014:343). The research data in this study was drawn from two sources, namely semi-structured interviews, and document analysis. Using the two methods for collecting data helped the researcher to prove the findings of the research.

3.3.2.1 Interviews

The researcher employed the semi-structured interviews in this research. An interview is a qualitative research method usually used to get an understanding of the personal views of an interviewee (Macdonald & Headlam, 2011:39). Interviews have various advantages when used by a researcher. Igwenagu (2016:43) elucidates that an interview allows clarification of difficult points in the study. Khothari (2004:98) also adds that the researcher will get more in-depth information. More so, it offers flexibility to the researcher as the researcher

can interchange the order of the questions (Khothari, 2004:98). Walliman (2011:100) also adds that interviews can be audio recorded in many instances which helps to get an original record of the participants' information. Therefore, the researcher used a voice recording instrument to record the interview. These recordings were eventually transcribed.

There are various forms of interviews that the researcher can choose from to collect data. Layton (2015:85) identifies two types of interviews used to collect data in phenomenological studies which are semi-structured and structured interviews. MacMillan and Schumacher (2014:381) identify the semi-structured interview as the interview guide approach. The aforementioned authors contend that when using semi-structured interviews, the researcher needs to pre-determine the topics to be discussed (Layton, 2015:85; MacMillan & Schumacher 2014:381). The order of the topics and the actual questions to be asked can be decided during the interview. Therefore, the researcher pre-determined the topics to be discussed in the interview with the principals and teachers.

In light of the above discussion, the researcher employed semi-structured interviews. It contains structured and unstructured sections with standardised and open-type questions. The researcher used the semi-structured interviews because it is an interview technique that uses an interview guide, not specific questions to analyse key themes. As cited by other authors above, semi-structured interviews allow a certain degree of flexibility for the researcher to respond to the answers of the interview and therefore develop the themes and issues as they arise. Semi-structured interviews were relevant to this research because they assisted the researcher in creating a good relationship with the teachers and principals (Layton, 2015:85). In addition, they assisted the researcher in following interesting areas and probing the teachers and principals (Layton, 2015:85). On the contrary, it does not give the researcher full control over the interview, requires a lot of time and is difficult to analyse (Layton, 2015:85). The interviews were done at each of the four schools since it is recommended that participants should not be moved from their natural settings (Layton, 2015:76).

3.3.2.2 Document analysis

The researcher analysed the lesson plans for teachers, principals' monitoring reports (lesson observation reports) and monitoring reports by district officials. Lesson plans were checked to see if they were being done and were up to date. Principals' reports were analysed to see the principals' comments on the observed work. These documents were selected to give evidence of Y-generation teachers' performance, commitment and professionalism. These documents were requested from the principal to supplement data.

3.3.3 Procedure for the interview

Invitation to participate in the interview was sent to the participants, introducing the researcher and describing the purpose of the research. This was done as described below. The potential participant was informed about the proposed timeline. Participants were asked to respond to the invitation within 3 days, indicating their willingness or unwillingness to participate in the interviews. The researcher contacted the principals and teachers to discuss the interview date, time and location that were convenient to the participants as recommended by Saldana (2011:34). The researcher contacted the principals and teachers a day before the interview to remind them of the interview and if need be, reschedule the interview. The researcher also told the participants ahead of time what was generally covered in the interview as recommended by Saldana (2011:35). The researcher also pre-wrote some sample questions to fine-tune the proper language before the interview. The researcher asked open ended questions. Each interview was one hour in duration.

The researcher voice recorded the interview as recommended by Saldana (2011:38) as the author stipulates that voice recording a one-person interview is sufficient for qualitative data collection purposes. Voice recording was also used because it allows the researcher to download onto a computer hard drive or discs so that it can be transcribed later (Saldana, 2011:39). The researcher also carried a diary and pen to write keywords or phrases spoken by the participant as a back-up to the voice recording of the interview, just in case there was a technological problem with the voice recorder. The written recollections and reconstructions of what was said become the data record (Saldana, 2011:39). At the end of the interview, the researcher thanked the participant for their time.

The voice recorded interviews were transcribed by the researcher. This was because it provided the researcher with “cognitive ownership of and potentially strong insights about the data” as alluded to by Saldana (2011:44). The author also mentioned that transcribers may not accurately document the interview event, especially if the recording is of questionable quality. Further to that, the researcher transcribed personally because using transcribers resulted in the researcher losing a close familiarity with the words spoken by the principals and teachers (Saldana, 2011:44). Therefore, the researcher transcribed the interview on her own. There is no need to transcribe the whole interview, but the researcher can summarise some portion in case she needs to come to the original recording for additional data (Saldana, 2011:44). Based on the available information, the researcher transcribed the interview. The researcher sent the transcriptions to the participants so that they could verify if the researcher captured their information correctly.

3.3.4 Data analysis

Interview data were analysed by thematic analysis. Thematic analysis involves identifying common themes in the various interviews conducted (MacDonald & Headlam, 2011:42). Thematic analysis is “fundamentally an

interpretive approach that relates increasingly to the researcher's subjectivity and personal insight to interpret data for theme development" (Stott & Graven, 2013). It was used by the researcher so that she gets a deep meaning of the data presented (Vaismoradi & Snelgrove, 2019:2). The researcher used thematic analysis because it helps the researcher to see a broader picture of the collected data (Stott & Graven, 2013).

The researcher read the transcribed data several times to clearly understand the main meaning of the data and also be able to trace related ideas. The researcher highlighted the main ideas as codes related to various parts of the data. Related ideas from the imaged data were combined into categories. The categories were compared to significant comments made in the interview to ensure that the categories captured the essence of what had been said. These categories formed the themes for data analysis. Themes are defined by Arnold and Yue (2012:137) as "a combination of points raised by several people and points that are emphatically explained by just one or two participants". The researcher compared significant comments made in the interviews to ensure all things were captured. The researcher then classified all the responses under the main themes. Then, the researcher integrated the themes into the text of the report.

3.3.5 Measures for trustworthiness

Trustworthiness measures the accuracy and truthfulness of the researcher's findings (Wilson, 2013). Various ways were also used by the researcher to ensure the research's credibility and trustworthiness, and these are discussed below.

3.3.5.1 Member checks

This is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview, (Haper & Cole, 2012:1). It can also be called participant verification, informant feedback, respondent validation or external validity and fittingness (Haper & Cole, 2012:1). It enables participants to review their statements for accuracy. Member checks were used because they help the researcher avoid using wrong data or interpreting the data wrongly so that the researcher has the original information from participants that is authentic and it helps the researcher to verify with the participants whether the information recorded is accurate and complete (Haper & Cole, 2012:2).

In this process, the researcher sent transcribed interviews and interview summaries to each teacher and principal as a participant for them to check their responses and expand or clarify the responses. The participants were requested to confirm that the summaries and transcribed interviews reflect their perspectives. If accuracy was confirmed, then this enhanced the study credibility.

3.3.5.2 Mechanically recorded data

The researcher audio recorded all the interviews to ensure that the participant's voice was captured as it was. The audio recorder was tested before use to check whether it was working well to ensure that the participant's voice was captured accurately.

3.3.5.3 Audit trail

Layton (2015:111) describes this as a way used to establish the credibility of a study and a way of ensuring quality in qualitative studies. It demonstrates that the research was carried out with considerable care. An audit trail is relevant to the study because it enables others to check the importance and implication of the research (Carcary, 2014:15). The researcher kept records of all the information collected and stored it for access by authorised people or for future use. The information was stored on the researcher's computer, external hard drive and Universal Serial Bus (USB). The researcher stored voice recordings of interviews, transcriptions of interviews, summarised interview portions and data analysis.

Since the data collected belonged to different participants, the researcher used pseudonyms to identify each participant. The researcher used letters as pseudonyms. These pseudonyms were used to maintain the anonymity of participants. The audit trail was used because it enables the readers to trace through the researcher's logic and determine whether the study findings may be relied upon as a base for further research that can be done (Carcary, 2014:11).

Besides, the participants were not removed from their context, that is, their schools for this research. This was to ensure objectivity in the social situatedness of data. As the researcher was part of the research, she might have been over-sensitive to the stories of teachers in various schools and become overwhelmed. This research study is dependable as it shows a true reflection of what was taking place in the schools. The results of this research study were not generalised but transferrable to other settings.

3.3.6 Ethical measures

Research ethics refers to what is right or wrong when a researcher deals with participants and collecting data (MacMillan & Schumacher, 2014:117). Upholding ethics is of utmost importance to the researcher. Prior to commencing the collection of data, ethical clearance was obtained from the University of South Africa. The researcher observed the required protocols by the Department of Basic Education, that is, completed the required forms and submitted them to the Department together with all attachments required. These included ethical clearance, research proposal and proof of registration with the University of South Africa. The researcher also requested for permission to carry out the research from the principals of the selected schools. Furthermore, she requested for permission from the participants. Each participant signed the consent form.

3.3.6.1 Deception

Deception occurs when researchers give false information or inadequate information to their participants so that the participants will be misled (MacMillan & Schumacher, 2014). The researcher was open to the principals and teachers. This was done by disclosing all the aspects of the research. The researcher explained the purpose of the study, and how data were to be collected, used and stored. Considering the title of the research, no information was withheld from the participants by the researcher.

3.3.6.2 Privacy

The researcher ensured the privacy of her participants in terms of their characteristics and any information that pertained to them (MacMillan & Schumacher, 2014:121). The researcher explained to participants the power they had in the research process, such as the right to withdraw if privacy was not respected (MacMillan & Schumacher, 2014:339). Privacy was ensured through confidentiality, anonymity, and appropriate storing of data (MacMillan & Schumacher, 2014:122).

3.3.6.3 Informed consent

Erikson (1986:141) identifies two basic ethical principles that researchers need to consider. Firstly, participants need to be as informed as possible of the purposes and activities of research that will occur, and any burdens (additional workload) or risks that may be entailed for them by being studied. All participants were approached for their consent and were asked to sign the letter of consent. Their right not to participate in the research or to withdraw at any time was explained. The researcher also explained the required time for participation.

3.3.6.4 Confidentiality and anonymity

The researcher showed confidentiality and anonymity to the participants. To ensure confidentiality, the participants and the settings of the research were not identified in printed information (MacMillan & Schumacher, 2014:339). More so, no one had access to the data except the researcher (MacMillan & Schumacher, 2014:122). The researcher explained to the participants who would see the data. The data collected were treated with utmost confidentiality, strongly secured with a lock and any linking information was destroyed. The risk of victimisation of teachers by management was totally controlled since participants were anonymously interviewed. Participants' names were not used in this research in order to maintain anonymity. The researcher used pseudonyms to identify the participants. The anonymity and confidentiality of collected information were also explained.

3.3.6.5 Benefits of the study

This research study added scholarly knowledge on how principals manage Y-generation teachers in Umzinyashana Circuit. This study made recommendations on how school principals could better manage Y-generation teachers and if these recommendations are considered by the education department authorities, it will influence policy changes. Additionally, the study added to practice and theory in the education discipline in matters related to educational leadership and management.

3.4 CONCLUSION

This chapter delved into the research approach and methodology necessary to study how principals manage Y-generation teachers. Special attention was given to the research paradigm, research approach, and research design. The research methods were also explored. This included the description of the site and sample collection using purposive sampling. The chapter also described how data were collected using semi-structured interviews and document analysis. Furthermore, the chapter discussed how data were analysed using thematic analysis. Measures for trustworthiness were also discussed in this chapter, including member checks, mechanically recorded data, audit trail and persistent engagement. Lastly, the chapter discussed ethical measures adhered to by the researcher with special attention given to deception, privacy, confidentiality and anonymity and the benefits of the study. The next chapter will deal with data presentation, analysis and interpretation. Amongst the topics that will be explored will be the research process, data analysis and an explanation of the meaning of the data.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 INTRODUCTION

The preceding chapter focused on the research methodology and design, the research paradigm, the research approach, and the research methods. Chapter 3 also outlined how data were collected and analysed. Measures for trustworthiness and ethical measures were also discussed. This chapter contains a detailed account of themes that emerged from the data collected. The participants were purposefully selected. Thematic analysis, as explained in Chapter 3, was used to analyse data. The study is interpretive. This chapter provides the presentation, analyses and discussions of the data collected during empirical fieldwork.

4.2 THE RESEARCH PROCESS

The researcher used face-to-face semi-structured interviews. Before commencing the interviews, the researcher introduced herself and described the purpose of the research. Participants were asked to indicate their willingness or unwillingness to participate in the interviews. All the participants were requested to give the researcher time and location convenient to them as recommended by Saldana (2011:34). All the participants gave the researcher their appointment dates and times. As the researcher contacted the participants to remind them of the interview, three of the sampled schools re-scheduled their appointments. Of the three schools, two of them were able to meet their re-scheduled appointments and one school re-scheduled again for another date convenient to them. All in all, the interviews were conducted from the beginning of September 2021 to end of November 2021.

Upon arrival at the interview venue, the researcher greeted the participants and presented the ethical clearance (Appendix B), the KwaZulu Natal Department of Education approval letter (Appendix D) and the Amajuba District approval letter (Appendix E). The researcher requested the participants to read and sign the consent letter. The researcher also allowed the participants to ask if they needed any clarification on the consent form. The voice recorder and cell phone were set for audio recording. Once set, the researcher started the interviews by thanking the participants for their time and moved on to the interview questions. The researcher used the interview guide for principals and another one for teachers. The interview guides are attached as Appendix J and Appendix K for principals and teachers respectively.

The researcher followed the sequence as it was on the interview guide. Follow-up questions were asked as clarity-seeking questions and probing questions so that the participants could give as much information as possible. The researcher used open-ended questions. At the end of the interview, the researcher thanked the participants for their time. The interviews were audio-recorded to allow the researcher to transcribe later (Saldana 2011:39). All the audio-recorded interviews were transcribed verbatim by the researcher. The

researcher transcribed on her own because it provided strong insight into the data. Additionally, the researcher avoided using transcribers as they may not accurately document the interview sessions. Transcribing the interviews ensured the trustworthiness of the data as the researcher safeguarded that she captured every word correctly. After transcribing, the researcher sent the transcriptions to the participants so that they could verify if the researcher was able to capture the information correctly. This enhanced the reliability of the data. All the participants agreed that the transcribed data were a correct record of whatever they said during the interview. The researcher was in the field long enough to ensure the credibility of the data.

It was of utmost importance to note that the researcher observed all the COVID-19 protocols during the interviews. She had her sanitizer which she used to sanitise herself and the participants before handing over the participant information sheet and consent letter. Social distancing was observed during the interviews. The researcher ensured, she and all the participants had their masks on during the interviews. This was done to prevent the risks of spreading and contracting COVID-19.

The interviews were interactive, with the researcher actively listening and responding. There was prompting and probing during the interview sessions. The researcher did follow-up questions to get a clear understanding and data from the participants. To maintain anonymity and confidentiality, the schools were named School 1, School 2, School 3 and School 4. Teachers were coded as teacher A, B, C and D respectively while principals were coded as Principal E, F, G and H respectively.

4.3 CHARACTERISTICS OF PARTICIPANTS

The researcher interviewed four sampled principals and four teachers from the population. Those principals who were not part of the study could not meet the criteria required by the researcher and hence could not form part of the participants. These participants were purposefully selected by the researcher as they are information-rich participants.

4.3.1 Profile of the participants

As indicated before, data were collected using face-to-face semi-structured interviews of four principals and four teachers. These are from four schools, so at each school, one principal and one teacher were interviewed. The following tables show the biographical details of the participants.

Table 4.1 Biographical details of teachers

	School 1 Teacher A	School 2 Teacher B	School 3 Teacher C	School 4 Teacher D
Gender	Female	Male	Male	Female
Generation	Y-generation	Y-generation	Y-generation	Y-generation
Qualification	Bachelor of Education	Bachelor of Education	Bachelor of Technology in Agricultural Sciences	Bachelor of Education
Experience	3 years	4 years	6 years	7 years
Subjects	English	Mathematics	Agricultural Sciences, Natural Sciences, Creative Arts	Tourism

From the data in the table above, it is apparent that all the teachers interviewed are from the Y-generation. All are qualified for their job, hold a university Bachelor's degree and have at least three years and more of work experience. The table also shows that there is an equal representation of each gender among the teachers interviewed. All the teachers interviewed are professionally registered with SACE and they also teach up to Grade 12 in their respective schools.

Table 4.2 Biographical details of principals

	School 1 Principal E	School 2 Principal F	School 3 Principal G	School 4 Principal H
Gender	Male	Female	Female	Male
Age	63	57	57	49
Qualification	Master in Education	Bachelor in Education	Junior Diploma in Education	Diploma in Education Secondary Phase
Teaching Experience	42years	26 years	26 years	23years
Management Experience	25 years	16 years	8 years	12 years

The Tables 4.1 - 4.2 above show that the three principals interviewed are from the baby boomers generation while one principal from school 4 is from generation X. All the principals are qualified for their positions and are well experienced with a minimum of eight years of management experience. All of them are registered with SACE. Each gender is equally represented.

4.4 PRESENTATION AND DISCUSSION OF FINDINGS

These themes emanated from the participants' responses to the interview questions. The presentation, analysis and discussion of the participants' views or perceptions were logically presented. In some of the themes, there will be the voices of one category of the participants and in others, both perceptions are presented together.

4.4.1 THEME 1: Characteristics of Y-generation teachers

This theme came up in the discussion of interview questions. Considerable data emerged from the interviews on this theme and is discussed hereafter. This theme is constituted by several sub-themes as discussed hereafter. This theme covers both views of teachers and principals.

4.4.1.1 Techno-savvy generation

Y-generation grew up with greater access to technology than either the X-generation or Baby Boomers hence they are described as a technologically intoxicated generation. They are proficient with technology, always online and are usually described as techno-savvy (Martins & Martins, 2012:153). Regarding this, teachers were required to describe themselves in relation to the characteristics of the Y-generation. This sub-theme presents only the views of teachers as the question was asked to the teachers only. All the Y-generation teachers described themselves as techno-savvy. Concerning this theme, teacher A from School 1 indicated that

“everything around me revolves around technology, the way we communicate with other people, ..., we chat..., to get information - technology, yes, we no longer use libraries, now you get the books on the internet”

In agreement with the perceptions of Teacher A above, Teacher D from School 4 also further commented that:

“I also rely a lot on technology because it makes things easier for us, even as I am a teacher when I'm teaching, I do use technology. At some point, I do even advise the learners to Google, search information which is part of technology”.

In addition to that, Teacher C from School 3 also echoed that:

“...I personally, I am well acquainted with technology, I love to use it, and I use it almost every day. Then professionally, I use it for researching information about my subject, preparing notes, capturing learners' marks, setting tests, exams and tasks. I and my phone are two love birds because I'm always on my phone chatting, networking, that's all about it”.

Furthermore, Teacher B from School 2 described himself as techno-savvy and he agrees with Teacher D in saying that technology made things easy to do teaching and learning. He gave an example saying:

“For example, I was working under the program called GMMC at Goven Mbeki Maths Development Centre where you are requested to teach using a GAMMA Tutor(ok) so that on the device, everything was there, if you are busy with other stuff, you can play that video and that Professor Oliver will continue teaching your students, then you come back later, so it makes things easy for everyone because even the solutions are there, everything is there, even the remedial tests after the lesson, you can have the test, it makes things easy for everyone. I believe technology does not replace the teacher but it improves teaching and learning of students. Also students were given tablets to be able to access the information on it, so I believe that is true.”

The findings of this current study are consistent with other studies. For example, it was noted by Martins and Martins (2012:156) that according to Price Waterhouse Cooper's research, Millennials view technology as a key to socialising and networking, while Kilber, Barclay and Ohmer (2014) posit that the Y-generation spends about 30 000hours on the internet. Also Martins and Martins (2012:153) further assert that Y-generation teachers are technology-wise and connected always. In support of this assertion, Arnold and Yue (2012:133) claim that Y-generation teachers are intimately familiar with digital technologies in areas of communication, education and information exchange. In response to question 1, all the respondents indicated that they are techno-savvy. Therefore, a common view among the interviewees was that they are a technologically intoxicated generation.

4.4.1.2 Teacher commitment and professionalism

Teacher commitment is important in the school. Research shows that when teachers are committed, the schools perform better. Teacher commitment is defined as an individual's identification with the values and goals of an organisation, a willingness to work hard towards the achievement of a shared vision and a desire to remain in the organisation. Committed teachers put extra effort into their work and better achievement outcomes. Professionalism means behaving professionally. Schools need committed teachers to produce good results. Also, every profession has professional and ethical standards that it upholds, and the teaching profession is no exception. Regarding this theme, the perceptions of both teachers and principals were expressed. Flowing from the discussions above, the views of the participants were different. Teacher A stated that:

“When it comes to my learners, I'm hard working ...”

Besides, Teacher B said that:

“Eish, I’m not taking the lazy part because technology needs someone to understand it, study it and practice it and be more on it right, so you cannot be lazy, if you are lazy, you cannot understand technology because you must be able to use it now and then, you will become a master on it so I believe I belong to the hardworking group, right because you have to compile question papers. You have to go via things, for example, you are talking about analysing learners’ marks on the Excel sheet right, you need to train yourself first before doing that. The same applies when you are typing papers, you need to train yourself so that you master the question papers because you cannot just always write using your hand, sometimes your hands are not clear, and people write differently. Compiling question papers for students needs a hardworking person”

To show also that they are hard-working, Teacher C stated that:

“Well, I’m a hard-working person. I’m committed to my work, after hours like after school, I’m staying with the learners, and even on holidays, I come to teach my learners”.

On professional ethics, all the interviewed teachers indicated that they do keep their teacher’s files and lesson plans up to date. They also honour submission dates when requested by the principals. Teacher A responded by saying:

“Yes, yooo...my principal is very strict about that, yaa they always want to check our files, so I make sure that the lesson plans and my files are always up-to-date, even the learners' files as well.”

Teacher B claimed that:

“Yes, I do keep my teacher’s file and I do my lesson plans like I prepare them for the whole term, and I update them weekly”.

On honouring submission dates, Teacher D responded by saying that he honours submission dates, thus:

“This one I will answer honestly (laughs). Most educators hate paperwork, and so do I. I’m not good at keeping the file up to date and the lesson plan and so forth. I only make sure that it’s up to date whenever the submission date is coming, so then I rush to fix the file so that everything is perfect. But, when the content is conveyed and the learners are satisfied and then when I give them the tasks, formal or informal, and I see that they are performing well, that is what is most important to me rather than having a lot of paperwork because at the end of the day, that paper won’t assist the learners in getting quality results”.

The principals as participants agreed with teachers and indicated that Y-generation teachers are hard working. As stated by Principal F:

“Indeed they do demonstrate professional ethics”.

Furthermore, Principal H also stated that:

“...I describe them as people who are keen to work, and also they do subscribe to good work ethics”.

Contrastingly, Principal E was on the fence, thus:

“No, no, no, I take, no I’m in between because these teachers are very hard working, but in most cases, they are working very hard while covering their work and then now the school work is neglected, but now with the timeline, when you say you are going to submit on a particular day, they will come and work, so I cannot easily tell whether they are lazy or they are not, but because they wanted me to pay for their university fees, they were working like very hard working people”.

From the interviews conducted, the researcher gathered that Y-generation teachers are so committed to their work. The views of the teachers and principals support literature as Berhstock and Clifford (2009) describe the Y-generation as committed, realistic and achievement-focused. Contrastingly, Eckleberry and Tucciarone (2011) argue that Y-generation teachers are lazy. The participants’ views refute Eckleberry and Tucciarone’s (2011) claim as all the teachers are committed to their work.

On professional ethics, all the interviewed teachers indicated that they keep their teacher’s files and lesson plans up-to-date. They also honour submission dates when requested by the principals. From the above responses, it can be noted that the Y-generation teachers portray themselves in a positive light as hard workers. On the other hand, one teacher indicated that she only gets her file up-to-date when requested to submit by the principal. Otherwise, if files are not requested for monitoring, the files will not be up-to-date, and this corroborates with Eckleberry and Tucciarone’s (2011) argument that Y-generation teachers are lacking in professionalism.

It can be said that these Y-generation teachers are hardworking and present good professional ethics as they can submit their work as it is required. This tally with Teacher D who makes sure that the file is up-to-date when requested. Whatever the case might be, the bottom line is that the Y-generation teachers can submit their work when requested regardless of whether they only do it promptly when requested or they are just up-to-date. These findings are supported by Behrstock and Clifford (2009) as they describe Y-generation as committed, realistic and achievement-focused. The data collected from both principals and teachers disputes literature that describes them as lazy and lacking in professionalism like Eckleberry and Tucciarone (2011)

who argue that Y-generation teachers are lazy, selfish, unmotivated, and lacking in professionalism. It can be concluded that teachers portray commitment and professionalism.

4.4.1.3 Trust focus

Generally, people tend to trust those whom they spend much time with as this cements their relationship and builds trust. Trust is likely to affect teacher commitment. Trust motivates teachers to be committed and make the school perform better and successfully. So, interestingly, will Y-generation teachers trust their principals or fellow teachers? This theme only emanated from the principals. From the interviews, principal H indicated that:

“Strange enough, people want to firstly fact find from their peers even among my staff, they do that, one that is bold from that chat group will come out to say, principal, after you spoke about something, we had a little chat and this is what transpired, and then you learn that oh ok, they further spoke about what you said or whatever that has transpired on a program. They trust their peers and then the matter will then spill out into the open to come the management, only a very few individuals can simply come and confront the management, they do want to have surety around their peers, and if somebody understands whatever that you brought better, then, they will be able to share with them, but if they are at loggerheads, then, they will come back to you but they firstly chew the bones amongst themselves.”

Even Principal F also hinted that:

“They start by asking their friends....”

It is worth noting that the Y-generation teachers put more trust in their friends than their principals. This is supported by literature as Reilly (2012: 8) explains that Millennials trust friends more than they trust authority. In addition to that, Wong and Wong (2007:21) describe the Y- generation as loyal to friends and bosses who have earned their loyalty. Besides, Balc and Bozkurt (2013:600) posit that they prefer learning new things and how to do their work from friends to their managers.

4.4.1.4 Extrinsically Motivated

From the researcher’s perspective, motivation plays an important role in any person’s life. It can be extrinsic or intrinsic motivation. Generally, extrinsic motivation is doing something because it has external benefits, praise, rewards or because you want to achieve something. For example, in an educational setting, teachers are motivated through recognition, reward or certification. On the other hand, intrinsic motivation refers to doing something because it is personally interesting or enjoyable to do. Focusing on the teachers’ responses, it is

clear that they value extrinsic motivation. There is something that they want to get so they work hard. For example, Teacher A advanced that:

“I told you, the percentage of English, yaa... it doesn’t have to drop”.

In support, Teacher C stated that:

“So, for me seeing a child, most, especially a black child mastering Mathematics, that is my motivation”.

He continues to say:

“From the child, also from the parent and also from the school, I do get motivation everywhere”.

He is also motivated by receiving awards from the school as he shared that:

“...of course, because you are being recognised by the outside....”

Teacher B echoes that:

“I work hard to see my learners passing, that motivates me..., but to see them being something, having a career, having something that they can learn after school”.

Lastly, Teacher D, in agreement with the rest of the participants, posited that:

“The department will put pressure, but the motivation itself is to obtain good results at the end, and before, we did have awards at the Circuit level but now, we don’t have them, but that doesn’t demotivate me because I still want to be known that I can produce 100%”.

It is interesting to note the responses of the principals to what motivates Y-generation teachers. Principal H rightly stated that:

“They value extrinsic motivation because they always look up to a person to motivate them all the time, for instance, if you give them the word of praise, the word of appreciation and you set targets with incentives in the targets, then, they can move mountains for you because you motivate them in that regard, therefore, I believe that with the extrinsic motivation, they can go a long way as long as you keep motivating them”.

In support of this, Principal E also specified that:

“No, I think this generation, the one that we are having at the moment is an external one, it is the one that will be motivated when you give them awards, they will be motivated when you talk nicely to them, they can’t just submit before you say the due date. You have to keep on reminding them that you are going to submit on such a date, when they see that you are busy, they will dodge you, they will make sure they don’t submit and so on, so, that way, it’s not like ours when we say we do our work with or without the inspector, we do all our work, but these will only do the work if they are compelled by, eh eh, the rewards or that now we request you to do 1, 2, 3 etc.”

On the other hand, Principal F stated that:

“In my case, I say it is intrinsic”.

But, she further hinted that:

“Yes, they don’t rely on what is the reward. It’s whether you appreciate or not what they are doing and they keep doing the best, yaa.”

By analysing the aforementioned response, the principal mentioned that the Y-generation teachers are intrinsically motivated, but she further explained that when one appreciates what they are doing, then, they do their best. This is expressively extrinsic motivation because extrinsic motivation does not only mean physical rewards given to people but can be a word of appreciation to someone to make him/her work hard or keep doing something.

The data from the current study are consistent with other studies in which LeMieux (2017:23) concluded that Y-generation teachers placed important values on extrinsic values, though unnecessarily in the form of remuneration. However, in contrast to the above feelings, Twenge *et al.* (2010) (cited in Breitsohl & Ruhle, 2012:114) revealed in their study that the Y-generation views extrinsic reward as less important than Generation X. It is highly noted that this study was done in the Western countries (Germany) and can be refuted in an African country like South Africa. Thus, it is clear that Y-generation teachers value extrinsic motivation more than intrinsic motivation. They are motivated to go the extra mile because they want praise; they want to see their learners pass, and they want to be recognised or show that they can achieve good results. Therefore, the researcher can conclude that principals agree that Y-generation teachers need extrinsic motivation which supports the literature (LeMieux, 2017:23).

4.4.1.5 Personal and work issues.

Work-life balance emanated from the awareness that an individual's both work and life responsibilities may exert conflicting demands hence it may be difficult to allocate equal time for work and family/personal issues (Otken & Ebern, 2013:47). The authors further define work-life balance as a meaningful achievement of enjoyment in each of the four quadrants of life, work, family and friends and self.

To all the interviewed teachers, it can be noted that personal issues come first then work issues, except for one teacher. Teacher A seems to be in between, as she cannot say personal or work issues. There was a follow-up question from the researcher which says, "So, what we can simply say is that your preference is your work, eh... duties, family come second" to which the teacher affirms that she gives preference to her work issues to personal issues. She gives a reason for such a stance as she explains that it is because of her Grade 12 learners which she needs to give much attention hence she has less time for family and fun.

Teacher C expressed it clearly that:

"My life and family issues come first and then work commitments come second. For example, if I have a family funeral and it clashes with my weekend class, I attend to the family issue first."

Teacher B also indicated that:

"There are those cases where by there is a funeral, I have to sacrifice not to conduct any class, yes, for that part, it is where I can say I'm lacking, I cannot sacrifice not going to the funeral because of teaching, yes, work, yes, and also for those family gatherings, I have to sacrifice but mostly, I spend my time at the school, I'm always teaching, yes."

This shows that although Teacher B spends most of his time teaching, when faced with personal and work issues clash, personal issues like funerals and family gatherings take precedence.

One of the principals, Principal E, supported the views of teachers, thus:

"Yaa, that one is very difficult because they were studying and while they were studying and then the clause that I gave them was that now if you pass, I will pay for you, but if you fail a module, then we are not going to pay for you the module that you failed, you are on your own. So, that way you find that instead of marking, doing school work, they take chances of doing their work instead of doing school work so that they can pass, in order to continue so then that was the difficult part because if you then don't follow the work, you are not going to get anything, you have to say you submit this week or you submit next week, then when you say you submit next week, then they will start making some patches

here and there, even the marking, they are not doing it. You see mathematics marking needs to be done on a daily basis but you find that now they do the work and then it is not marked, now they give us a lot of problems, especially the Maths and Science teachers, they give us a lot of problems. With the others, it is much better because once they submit the assignment and everything, they will call the kids and say let us do the extra class and then try to cover some work. Actually, studying while you are teaching is not as simple as that. When I look at that one, they could not balance that one, they prefer to do their work, but I know how I push them (laughs) to do that particular work”.

Thus, with this principal, personal issues come first before work. On the other hand, some principals differ with the above as they indicated that work comes first among their teachers. Principal G claimed that:

“Y-generation teachers give first preference to their work. If there is a family commitment and work commitment, they always give school work first preference”.

This is further supported by Principal F who postulated that:

“When it comes to their families and work, they prioritise work because 90% of their life, they spend at school doing their work during the holidays, weekends, they don’t have holidays or weekends, except for December. That’s when they have time with their families, but throughout the year, school holidays, they are at school. If I’m talking about weekends, I mean Saturday up to Sunday, they are at school, they prioritise their work, they are very serious; they are concerned about changing the lives of the community as a whole, professionalism, and they display it so much”.

This shows that work comes first as teachers spend holidays and weekends with learners without seeing their families. However, this principal only concentrated on the day-to-day conduct of teachers and did not to respond to a situation where there were personal issues like funerals and family programmes clashing with work issues. Upon follow-up questions on the principals, they stated that personal issues take precedence for Y-generation teachers. Thus, generally speaking, Y-generation teachers give work priority but in the work-life balance, life/personal issues take precedence over work issues. This is bolstered by Otken and Erben (2013) in a survey conducted on Turkish teachers who concluded that Y-generation teachers prefer their private lives to their jobs in the work-life balance. Layton (2015:5) concurred with the above-mentioned authors as the author posited that family comes first for Millennials.

4.4.1.6 Desire for feedback despite it being negative.

Feedback is usually given after completing a task and the Y-generation teachers are not an exception to this. This sub-theme presents both views of teachers and principals. All the teachers stated that they have a desire

for feedback and are much prepared to receive negative feedback because it helps them see where they need to correct and grow. Teacher B specified that:

“On the negative feedback, no one needs something negative, but sometimes, negative feedback is the one that will lead you to the positive feedback, so I believe that I have to take it whether I like it or not, but I must be able to correct my mistakes so that I will be able to get positive feedback. So, on my side, sometimes I take negative feedback as motivation to myself (to work much better) yes, thank you.”

Moreover, teacher D detailed that:

“We are doing that, and I think it’s working for us like, it’s really motivating us, so I just feel that my principal should continue with that because it’s something that motivates because when we do item analysis, so you see in Term 1, I did not do well, in Term 2, I did a little better or I need to improve. Negative feedback I think is part of a supporting system. It does not mean that when a person is saying no, look here, you didn’t do well, then, I should not take it personally. We are at work, we grow each other and we support each other, so to me it’s part of development.”

From the responses of principals, it is clear that the Y-generation teachers have a desire to receive feedback whenever their work is monitored. Principal F stated that:

“They want to know how they performed that activity”

In addition to that, Principal E specified that:

“They want me to give feedback”.

Besides, Principal H opined that:

“Yes, they do have a desire for feedback in all the programs that we have and that we are engaged in, they want to have feedback, even the subject performance analysis which is also another way of giving them feedback, they do desire to have feedback.”

The responses of both teachers and principals corroborate previous studies. Balç and Bozkurt (2013:600) describe Y-generation teachers as teachers who want immediate feedback. In addition to this, Lasagna (2020:13) posits that Y-generation teachers desire sustained and constructive individual feedback from their principals. It is constructive as it helps them build on their mistakes. Layton (2015:53) postulates that Y-generation teachers have high expectations for frequent and empathetic feedback as they react emotionally to

negative feedback. The principals seem to understand this, so they are so particular about the approach used to give feedback.

Further to this, the researcher also looked at how the Y-generation teachers respond to negative feedback. The principals indicated that negative feedback is acceptable to teachers if given constructively and without scolding the teacher as advised by Principal E, thus:

“If you come and scold the teacher, of course he will be cross, but whenever you give feedback, he/she is willing to say today I have done my level best, what is he going to say...”

Principal F echoed that:

“It all depends on the strategy and approach of the reporter”.

This shows that it is important to use a good approach when giving negative feedback to the Y-generation teachers for it to be acceptable to them. Besides, all the principals agree that when negative feedback is given to teachers, they take it as a way to improve them. For example, Principal G stated that:

“They take feedback as a way to improve”.

In addition to that, Principal H is of the view that:

“If there are any areas where the desired targets are not met, well, they do take it upon themselves to improve; they do not take it with a heavy heart, of saying fine I’m not gonna do it anymore, but they do take up the negative feedback and also, they come up with strategies to improve, of course it depends with the tool upon which the feedback is given. If the feedback is given constructively, in a way that elicits development and other inputs so that those will be joined inputs to improve them, they do take kind to such feedback and they also contribute to the feedback for the betterment of the school and also see their behaviour after you have spoken, discussed and we have a resolution, we take a joint resolution, everyone runs with the resolution”.

From the responses of teachers and principals above, the Y-generation teachers accept negative feedback, and they take it as a way to grow. This refutes literature such as by Layton (2012:53) that Y-generation reacts emotionally to negative feedback. All the interviewed principals and teachers indicated that Y-generation teachers take negative feedback as a way to improve on their work.

4.4.1.7 Personal professional development

From the data collected, it is clear that Y-generation teachers love pursuing their studies and progress in their careers. In all the schools, the principals indicated that their Y-generation teachers are studying either for their first degree or are now furthering their studies. For example, Principal F indicated that:

“On the development side, they are very serious in developing themselves, the one who came with a degree or one who has a diploma, now they have achieved something, as some have honours’ degrees, some are approaching Master’s degree, yoo, they develop themselves. They accept development, again they do attend workshops where they get ‘development’ again, even internal in-service, they do attend and are so positive about it”.

Additionally, Principal H explained that:

“In terms of being career driven and wanting to increase or develop themselves, yes, they are people who are willing to develop and even with your workshops, they are keen to take information from those workshops and run with the information, so they are receptive, it depends on how from the onset you manage your team”.

This shows that besides furthering their studies, the Y-generation teachers are willing to develop by attending workshops. These can be district workshops or school development workshops. In support of this, Lyons, Ng and Schweitzer (2012:66) posit that Millennials are satisfied by progressing in their career, so these teachers continue to study to progress career-wise.

4.4.1.8 Questioning authority

Subordinates may be loyal but sometimes they may challenge their authorities. Only principals’ views were discussed in this sub-theme. There were mixed feelings about challenging authority. Some principals stated that these teachers do not challenge authority openly, if they do it, they do it secretly, while some expressed that teachers do challenge authority. Principal H expressed that teachers do challenge authority as he stated that:

“However, this type of educators, yes, they do like all the time to be inquisitive, and they will challenge management ‘so to say management’ but actually they are not challenging management, they are challenging the status quo of the system...”

Principal F stated that:

“No not at all, may be they can do it behind my back (behind the scenes, laughs), yes, but in front of me, they never do that, yaa, it’s very nice working with them, I really enjoy working with them.”

On the other hand, Principal E revealed that teachers are a mixed group as explained below;

“No, they were challenging, you see they are divided into 2, they were challenging the authority, they said in School A they are not doing what you are forcing us to do, then I keep quiet, then I do that motivation of saying that at the end of the year, one who produce good results n I give rewards, then, they start changing the attitude, now they are no longer challenging. But, now those who come with BSc and so on, they challenge you so much, let’s say this one has a qualification from a university they call a high university and so on and so on, but the others, they don’t challenge you, if they challenge you, they challenge you nicodemously, not in front of me”.

This concurs with Principal F’s allusion that if they challenge her, they do it behind her back, not openly. This refutes literature as it states that in South Africa, it is believed that this generation is less accepting of authority than earlier generations (Deal, Stawiski, Graves, Gentry, Ruderman & Weber, 2012:288). On the other hand, Deal *et al.*, (2012:288) corroborate with Principal H who shows that his teachers do challenge authority.

It can be noted with great interest that although Principal H had Y-generation teachers who liked challenging authority, he used his management experience to manage them. To affirm this assertion, principal H stated that:

“However, this type of educators, yes, they do like all the time to be inquisitive, and they will challenge management ‘so to say management’ but actually they are not challenging management, they are challenging the status quo of the system, so you have to work with your legislative framework on board, you do not have to operate by thumb sucking things, so you need to explain to them clearly why we are doing this, which pieces of legislation force us to do that. If they do understand that fully, then, they are cooperative, but if you bring any program in the school that is not backed by a circular or by a departmental resolution, that’s when they will challenge that, but if all that you are doing in the institution is backed by pieces of legislation and resolutions, then they will flow with you.”

Principal H explains that he uses legislation to explain a certain course of action, when satisfied, they do not challenge authority. Thus, as a principal, one should know the circulars, departmental resolutions and legislation to back up their management style and avoid being challenged by Y-generation teachers unnecessarily.

4.4.1.9 Teamwork

About teamwork, the principals interviewed show that the Y-generation teachers love teamwork. Principal G said:

“Generation Y teachers show teamwork as they like working as a school on set goals”.

In validating this viewpoint, Principal F posited that:

“OK, you will keep on reminding me. Yeah, teamwork, as I have indicated, they cooperate, they really enjoy, we don't have a challenge with those groups, one vision, they cooperate, they are so committed as I have indicated again, they are very committed, they work beyond target, it's so impressive, we work as a family because we all have one goal one vision, they are very passionate and supportive”.

In agreement with the above, Principal H also stated that:

No, I, (laughs), yes, they do commit to teamwork, but it depends on how you as a manager delegate them because if they do hate one person, they do hate that person with a passion, you can't team them up at any given stage, so, therefore, you have to be a very wise manager to such an extent that you understand personalities, when you delegate them and form a team, you try to put together like terms so that they will work and gel even in terms of their understanding and their spirituality and then they give you what you want.

In light of the above responses, it is clear that Y-generation teachers value teamwork. This contradicts scholars who claim that the Y-generation teachers respond negatively to teamwork (Martins & Martins, 2012:61). These assertions are further supported by Principal H who maintains that principals need to look for teachers who are good associates to work in teams rather than putting ‘unlike terms together’.

4.4.1.10 Decision making

Y-generation teachers want their ideas to be heard in decision making. This is seen from the interviewed teachers as they describe the leadership skills of their principals. Teacher A stated that:

“No, he should really improve; his decision-making skills are horrible (laughs), yaa, so he needs to like to improve on that. I've always complained about it ever since I came here, maybe, it's the way they do things, but he really needs to improve on that so as to accommodate everyone”.

This shows that the principal uses autocratic leadership as the teacher indicates that he needs to improve so as to accommodate everyone so that teachers' ideas are also accommodated. This is corroborated by literature as

Kaume-Mwinzi (2016:85) postulates that autocratic leadership is termed weak in the ever-changing globalisation and technological evolution. In supporting this assertion, the study done by Singh (2005) concluded that most leadership crisis in many schools today is based on the old-fashioned top-down structure of management. This Y-generation teacher shows that she is unhappy with this management style as she needs the principal to involve everyone.

All the other teachers are happy with the decision-making skills of their principals. Teacher B shared that:

“Yaa, but I believe on this part, the principal sometimes,, or the colleagues view, I think on this part, the principal has to listen to everyone’s view right, ok my principal, let me talk about my principal, generally my principal does take things and put them on the table and everyone will share their views, so I can tell the principal my views, but sometimes, even if I know myself that this view I know it is the best, but when the principal heard another view from another teacher, yes, he will have to compare them, but even if the principal did not take my views sometimes if they are more relevant on what he/she needs on that part”

He added that:

“Yes, yes, she is very good at that part because every staff member is contributing to building the school”.

Teacher C added that:

“No, umm... the principal consults us and asks for our point of view and we do participate and then we agree democratically with the particular answer that is given to the question”.

Lastly, holding the same view, Teacher D stated that:

“Yaa, besides, that our principal is very open; he has no secrets, actually every change that must occur at school, even if there was a district official, he will tell us, did you see that guy he wants 1, 2 and 3, so he is just that person, everything big or small that needs to be changed, we sit down as staff then we talk about it. Or let’s say I have an idea, I would ask, how do you think, will it work, or it won’t work, so he is just like that, he is so transparent. He does consult us as staff so...sometimes we don’t need committees with him because he is always hands-on, like he does not so anything by himself. The only thing he will do is to delegate to those people he wants to help him but other than that, we are consulted as a staff. I think we are all included in every decision”.

She added that:

“He is very democratic and open, he takes each and every one’s part like yaa, seriously”.

Y-generation teachers emphasise on a democratic leadership style of management in which principals consult with teachers and consider their views. Kaume-Mwinzi (2016:85) corroborates the perceptions of the participants when the author argues that Y-generation teachers need workplaces with direct communication with everyone in the organisation regardless of position.

4.4.2 Challenges faced by principals in managing Y-generation teachers

The Y-generation teachers bring new challenges in the workplace, as eluded by Breitsohl and Ruhle (2012:107). The challenges that principals encounter can be categorised as follows: boasting, negative attitude, absenteeism, late submission of work and a lack of cooperation. From the interviews, Principal E declared that,

“We didn’t experience so many problems, only 1 or 2 when we received a Maths teacher and a Physical science teacher and they boast that I’m coming from the university and can’t talk, I can’t say anything to a farm school, but we didn’t have problems because the rest were listening to what we were doing”.

In support of this challenge, Arnold and Yue (2012:133) indicate that older employees expressed concern about supervising younger employees. They state that younger employees will only cooperate when an older supervisor can prove his/her credentials. They opine that older employees have experienced rebellious attitudes and behaviours from younger people who have a university degree when the supervisor does not. Additionally, Principal F responded by saying:

“Umm, it’s the attitude, laziness, a lack of submission on time, or that cooperation, but it’s not too much; it’s manageable”.

By focusing on this response, one can notice some of the challenges that were identified by some scholars like Eckleberry and Tucciarone (2011) that Y-generation teachers are lazy, selfish, and lacking in professionalism. If one fails to submit on time, that shows a lack of professionalism, therefore, collected data supports the literature.

In addition to these challenges, job hopping was identified by Principal G as one of the greatest challenges of managing Y-generation teachers. This is about moving from one place to another. In this instance, it means the movement of teachers from one school to the other. From the interviews conducted, Principal F indicated that this is the greatest challenge that she experiences in managing the Y-generation teachers. She said that:

“Oh yaa, that one, it’s where we have challenges, that’s our biggest challenge. As I have said that we are in a deep rural area, the poor of the poorest, the school is so remote, we don’t have a network,

electricity etc etc, so they come and go, most of them just two years and they leave us for 'greener' pastures. Eh, majority of them, they just go for 'greener' pastures, not changing the career no, that is the greatest challenge we have”.

This shows that Y-generation teachers do not stay long in deep rural areas. In support of this, according to Herzberg's Two Factor theory, the physical work condition is one of the hygiene factors that cause dissatisfaction among teachers. MacDonald (1999:841) argues that extremely poor, harsh living conditions cause teachers to leave the school, especially in rural areas. The author highlights examples of these poor conditions, including poor lighting and furniture, poor toilets, dilapidated classrooms, overcrowding and student violence, (MacDonald, 1999:841). This is true as described by Principal F that teachers do not stay at the school because the school does not have a network and electricity, so the teachers come and go. On the other hand, Principal E stated that because there are no jobs nowadays, his teachers are forced to stay in the same school. He asserted that:

“No, we are lucky. We are a farm school but now, because of the work, there are no more posts in other schools, so they are compelled to stay here even those that have science degrees and so on and so on, there is no work that they are getting, now they prefer just to stay, so we stay with the same teachers, they don't just go and say I'm leaving now because I've got a qualification. I don't know when they finish this degree, sometimes they will say no, no, no, we are now leaving, we are now going for another career and so on, but because there is no work at all, there is no work, so in the teaching profession, once you get a job, you have to grab it, you have to make use of this opportunity, otherwise, you are going to stay at home. Most of the teachers are qualified but are not working.”

From the above, it can be noted that the Y-generation teachers are not staying because they want to, but they are stuck with the school because there are no jobs out there. Principal H indicated that Y-generation teachers stay at the same school for a long time. He claimed that:

“No, with the experience I have, I have been an acting principal and a deputy principal at one school for longer than 9 years, those are people that stay unless they are enticed by promotion to move to another school, but if they feel that they are not allowed to express themselves in the very institution, then they would want to first exit it, otherwise if there is good vibe amongst the management and them and there is support, there is understanding, yes, there are times of misunderstandings, but if you keep your team as happy, they will stay longer, they do not want to hop around, but they hop around if they feel that the management does not recognise them and does not respect their output and motivate them further”.

The participants' views can be categorised into two viewpoints, those who believe in job change and those against it. The former perceptions are corroborated by Arnold and Yue (2012:133) who posited that the Y-generation teachers will only spend two to three years with an employer. In support of this assertion, Lyons *et al.*, (2012:66) allude that Millennials show increased mobility between organisations and jobs, resulting in employee high turnover. The only reason that makes them stay as the principal highlights is that they stay at the school provided they are allowed to express themselves. They want their presence to be recognised and once that is done, then, they can stay, but if not met, then, they exit the school. This is supported by Coggshall, Behrstock and Drill (2011:5) who argue that recent school research shows that many Y-generation teachers intend to make the teaching profession theirs for the future, hence they do not intend to do job-hopping.

Principal H also echoed the following challenges:

“Yeah, there are challenges because with some educators, you have to know and understand their character because some may trouble you in terms of being absent from school, of course ,with valid reasons. But, you have to manage the situation otherwise you will listen to the reasons up until the whole work of the year is not done, so you have to find ways of ensuring that you keep them at work at the very same time you want to conduct them as professionals, and you conduct yourself as a professional as well. At the very same time, you also manage your temper because you will find that other educators are very temperamental when they are dealing with teenagers, particularly if the school is running up to Grade 12, you find that educators become so agitated and so temperamental to such an extent that they can even ‘destroy’ the learner before the learner writes the end of year examinations. So, you have to control the issue of tempers, and you have to find ways of managing learners’ behaviour because you may end up having an educator fired from the system for corporal punishment for that particular matter, or for being temperamental and destroying the learners’ career at the very end, so there are challenges but as a manager, the department has so many instruments and tools that we use to manage that.”

From the above discussion, the researcher can notice that absenteeism and temperament are also challenges paused by Y-generation teachers to principals. The principals need to be abreast with departmental policies in managing these challenges.

4.4.3 Positive contribution of Y-generation teachers to schools

Most teachers and principals in South Africa experience digital proficiency problems. The availability of Y-generation teachers in most schools came in handy as they are technology savvy. Both the perceptions of teachers and principals seem to suggest that they are helpful in this regard. To this end, Teacher 4 stated:

Ok like, let's say the laptops, so once she asked me whether are these laptops good for the staff or not, so, I recommended the laptops and said no, these ones will be good, if the space is not enough, we will be required to have an external hard drive. So for all those parts, I can say I play an important role, and also on the part of the machines, if there is something that is not ok, they ask me whether I can be able to look for it, and then if I fail, they will go further so I think I can play an important role.

Y-generation teachers do not only challenge principals in their management but contribute positively as well. Y-generation teachers can be management assets and relieve the burden on principals.

Turning to principals' views, they applauded the Y-generation teachers for their technological skills. They help management in using computers, populating marks on South African School Administration and Management Systems (SASAMS), making the timetable through the use of ICT, analysing of results and sending e-mails. They also help management in choosing the right machines or computers to buy. Principal F indicated that:

“They do a big role assisting the management with their technological skills as we are BBTs (born before technology, laughs). I have no stress or burden when it comes to technology, they are hands-on as I have indicated, so supporting. They enjoy them even if it is extra load to them, they don't complain. So, I don't have any challenges at all because, instead, they are so dynamic and teach those who can't. They assist the management technologically with SASAMS, data capturing, and online practices, and they also advise the management even if we have to buy new gadgets, they can advise which one is the right one with the features because they know all those features and which ones are the best, so they are doing very well”.

In addition to that, Principal G maintained that she cannot send an email, but Y-generation teachers can help her send emails. Even Principal E is so proud of his Y-generation teachers as they contribute to his management. He stated that:

“Let me say it was a golden opportunity to have the teachers like them because most of the management in our days needs these technology things Yes, they have their technology, and I don't have the technology, whenever we went to analyse results, and you just say call lady so and so, let's do this, if she is not there that means I am surrendered, who will do this for us because we don't even have a clerk, and then we say who is going to do this, and then this technical generation will be of the most importance, they can help to bring the results higher, even the school cannot be a yo-yo school. If we can achieve the way they do things. I said who is going to do the timetable for us eh lady so and so is going to do the composite time-table”

This shows that this principal belongs to that generation that was born before technology, and he appreciates the presence of this generation that can use technology easily. He swamped if these Y-generation teachers are not there. Lastly, Principal H indicated that:

“.... they do take part when it comes to SASAMS, they can populate marks on their own, and they do not need the support staff to come and do that for them, at the very same time, I do not have any papers or any activities that are given to learners that are written by hand. The majority of them can handle the issue of computer and word processing, so, therefore, they are contributing immensely, it's just that one is not having enough in terms of tools of trade”.

It is a great relief if teachers can use SASAMS and populate marks on their own because it is a complicated system to use, and more so, most of these schools do not have clerks, so the principals have to ask teachers to do it. With techno-savvy teachers, the burden becomes lighter for the principals. Confirming these views, Kilber *et al.*, (2014) maintain that the Y-generation is tech savvy and so comfortable with using technology, thus helping to make the burden lighter for principals. Similarly, William and Meyer-Looze (2010) assert that the Y-generation teachers are significantly committed to making a difference and contributing to social change. This cements Principal E's assertion that the Y-generation teachers can help make the results higher. As they set higher standards for themselves, they can use their technology skills to look for information and use it with their learners and at the end of the day produce better results. The Y-generation teachers are truly an asset to schools. Likewise, Principal F stated that:

“They are very serious; they are concerned about changing the lives of the community as a whole”.

4.4.4 Strategies suggested by principals in order to manage Y-generation teachers.

The principals gave various intervention strategies that can be used in managing Y-generation teachers as discussed hereafter.

4.4.4.1 Recognition of Y-generation teachers

Teachers work under pressing conditions, yet they are also expected to perform outstandingly regardless of the conditions they work in. Therefore, one of the strategies suggested by principals was giving rewards. Recognition and rewards are important in maintaining employees' self-esteem, increasing morale, motivating and ultimately, increasing productivity. Almost all the principals suggested the issue of rewards. Principal F suggested that principals need to:

“Acknowledge and appreciate the good work.”

Similarly, Principal E proposed that principals should give rewards. Additionally, Principal H suggested that:

“Finally, never stop to appreciate and recognise their efforts all the time as part of motivation”.

These perceptions are confirmed by Herzberg’s Two-Factor theory in that the Y-generation yearns for recognition (Wong & Wong, 2007:25). In addition to that, McCrindle (2013) posits that the Y-generation needs public recognition. Since it was clear from the interviews that Y-generation teachers need extrinsic motivation, even little efforts and achievements should be recognised and rewarded. This can be done by principals through giving certificates of excellence or just announcing teachers who obtained good results, trophies and letters of appreciation or even just having a braai for them after school. This is singled out by Principal H that Y-generation teachers need principals to recognise them and their output so that they can stay at the school.

Another similar sentiment was raised by Principal H that if the principal keeps the team happy, the Y-generation teachers will stay longer, otherwise, continue hopping if they feel that management does not recognise them and does not respect their output. The same views are expressed by Mausethagen (2013:18) who states that satisfactory interpersonal relationships with colleagues and management as a hygiene factor in the Herzberg’s Two-Factor theory are very important in increasing job satisfaction and motivation. Similarly, Coggins and Zukerman (2010:73) maintain that having strong colleagues is an important variable for the Y-generation teachers. This shows that if there are good relationships between management and Y-generation teachers, they are bound to stay at the same school, but if not, then they will resort to job-hopping.

4.4.4.2 Honesty

Honesty is one of the most important values in life and in the workplace as observed by the researcher. Similarly, Principal F suggested that principals should be honest. This was supported by Principal H who added the issue of transparency, thus:

“Also, you need to be transparent and honest when you are dealing with these people because they will ask you questions, they will probe questions, so you need not thumb suck questions, but you need to give factual information. Another element you need is to be as transparent when it comes to your reporting. You should not leave any stone unturned when you report and at the very same time, when you have any capacity-building workshops or seminars, give them sound information to use because they are always craving for new information, so you need to give them sound information whenever you are conducting a workshop or a seminar”.

The participant suggested that principals should be honest and transparent in everything they do by giving factual information and reporting on everything without hiding anything. In support of this Mokoena (2012:688) posits that principals should create authentic communication that is transparent by giving true, accurate and correct information without hiding anything. The author further suggested that principals should provide brief and regular updates to keep the Y-generation teachers updated with information. This corroborates with the suggestion of Principal H that principals should leave no stone unturned when dealing with Y-generation teachers. Even Johnson and Johnson (2010) suggest that employers need to tell things as they are because the Y-generation needs to know the truth as it is. Principals can do this through morning briefings before school starts to update teachers on the latest information. This will help build their trust rather than sugarcoating bad news.

4.4.4.3 Goal orientation

Principal F suggested that as leaders, principals should be goal-oriented or goal-driven. In support of this, Principal H suggested that:

“However, you need to always have clear targets with them, what you want to achieve, how we can get there, and allow them to contribute so that the targets could be met”.

The same principal suggested that in the process of making targets, the principals should involve the Y-generation teachers so that they own the vision or goal and will ensure that the targets are met. In support of this, Johnson and Johnson (2010) suggest that principals should establish a shared vision and set goals by involving the Y-generation teachers in developing and setting the same goals.

4.4.4.4 Delegation, teamwork and micro-management

Delegation is important as it helps principals to get everyone involved and lessen the burden on one person. Principal E suggested that principals should use delegation as a strategy to manage the Y-generation teachers. This was further supported by Principal F who indicated stated that:

“Positive delegation to empower them because if you fail to empower them, everything will be on your shoulders, so no one will be next on line. So, if you fail to do that, it means that you are just taking a walk. You are not assisting others to be in higher positions/leadership in future.”

Principal H suggested the issue of micro-management. From the principal’s view, it is managing teachers as individuals, not as a group. He emphasised this issue on almost every aspect of the interview. He always talked about micro-managing his teachers. He explained micro-management by saying:

“...first and foremost, it’s important to understand each individual, at the very same time, it’s important to understand the deepest interests that the individual has whilst the person is still here in your workspace, meaning that you have to understand what does this person likes and what that person dislikes”.

On micro-management, Principal H further suggested that:

“Another thing you need to keep in check on all the time, keep them in check. I don’t mean you need to strictly follow them, but you should micro-manage them. Micro management here not in a bad way but meaning that you need to manage and understand each individual weakness, and strengths, so that you will use those to motivate that particular individual further when chips are down.”

Principal F further suggested that principals should use teamwork when dealing with Y-generation teachers. In support of this, Principal G also expressed that:

“Encourage the use of teamwork.”

In addition to that, Principal H claimed that:

At the same time, be vigilant to see that people who are good associates of each and every individual so that you group them or when you delegate functions and you put them together, you will be able to put compatible people that will not have issues or frictions amongst themselves.

In short, Principal H stated that principals should micro-manage the Y-generation teachers to understand the interests of each teacher so that when principals delegate, they delegate work according to individual capability and interests. Also, it is done to help principals when selecting teams to use in teamwork. Principals will be able to select teachers who get along and use them as a team for specific goals or targets. By so doing, team work will yield results as there will be no or little friction among teachers.

4.5 FINDINGS FROM DOCUMENT ANALYSIS

In addition to semi-structured interviews, document analysis was conducted in all four selected schools. The documents that were analysed were as follows: Lesson plans, principal’s reports and district monitoring tools. This was done to check the performance of Y-generation teachers, their commitment to work and their professionalism. The table presented hereafter shows the list of documents that were analysed in each of the sampled schools in Umzinyashana Circuit.

Table 4.3 List of Documents Analysed

Name of School	List of Documents Analysed
School 1	<p><u>Lesson plans</u> The analysis showed that English lesson plans were done fortnightly by the teacher and were all evaluated by the teacher.</p> <p><u>File control sheet</u> The teacher's file control sheet reflected that the school principal monitors teachers' files once a term. According to the principal's comment, the teacher's file was neatly covered and well arranged. The Annual Teaching Plan (ATP) had "Date completed" column completed. The file was up-to-date.</p> <p><u>District school monitoring tool</u> This monitoring tool gave reports of school visits made by subject advisors. The report reflected that the lesson plans were done regularly and in line with the ATP. The ATP was completed in "Date completed column". Diagnostic analysis and Subject Improvement plans (SIP) were available. Learners' work was in line with the ATP and the Programme of Assessment (POA). Learners' marks were recorded.</p>
School 2	<p><u>Lesson plans</u> The researcher found that daily lesson plans were available and up-to-date. They were also evaluated by the teacher.</p> <p><u>File control sheet</u> The file control sheet reflected that the file was in order and all the required documents were available. The ATP was completed in "Date completed" column.</p> <p><u>District school monitoring tool</u> The tool reflected that lesson plans were available. Class activities were in line with the ATP. The ATP was updated regularly by the teacher. It also showed that the POA was also completed. The School Based Assessment (SBA) was in line with the POA. Learners' marks were recorded.</p>
School 3	<p><u>Lesson plans</u> The lesson plans were provided by the district. The teacher printed and completed the required information. The lesson plans were all available and evaluated.</p> <p><u>File control sheet</u> This tool reflected that the lesson plans were available and evaluated. The ATP was updated. Subject results analyses were done. Diagnostic analysis and SIP were available. Class activities were more than expected.</p> <p><u>District school monitoring tool</u> The researcher found out that lesson plans were available and updated. The ATP was completed. Results analysis was done. SIP was available. SBA was done according to the POA. Exceptional work was being done. Class activities given to learners were over and above the required number by the ATP. Learners' marks were recorded correctly.</p>
School 4	<p><u>Lesson plans</u> The researcher found out that lesson plans were done weekly. They were available, up-to-date and evaluated.</p> <p><u>File control sheet</u> The file was neatly covered. Lesson plans were available. The ATP was updated. Learners' work was available. Diagnostic analysis was done, and SIP was also available.</p> <p><u>District school monitoring tool</u> The tool reflected that weekly lesson plans were available. The lesson plans were evaluated. The ATP was updated. A quarterly results analysis was done. Diagnostic analysis and SIP were available. Sufficient class activities were given to learners in line with the ATP. ASBA was available and in line with the POA. Learners' marks were recorded and captured correctly.</p>

From the documents analysed by the researcher, reports given by principals and subject advisors upon monitoring teachers' work showed that files were submitted timeously and when checked, both the lesson plans and files were up-to-date. All the required documents were available in the teachers' files. Evaluations were made on lesson plans. The ATPs were updated with the date completed on the covered work. These findings corroborate with literature as Behrstock and Clifford (2009) describe the Y-generation as committed, realistic and achievement-focused. The data collected from both principals and teachers dispute literature that describes them as lazy and lacking in professionalism like Eickleberry and Tucciarone (2011) who argue that Y-generation teachers are lazy, selfish, unmotivated and lacking in professionalism. It can be concluded that teachers portray commitment and professionalism.

4.6 CONCLUSION

This chapter presents the findings from the experiences of principals in managing Y-generation teachers. Data were collected through semi-structured interviews and document analysis. This was done from four schools, namely Schools 1, 2, 3 and 4 from principals and Y-generation teachers. Thematic analysis was used to analyse data. The researcher explored the views of both teachers and principals and a number of themes and sub-themes emerged from the participants' views. Data analysis was done under four themes and participants' voices were quoted verbatim to enhance trustworthiness. These participant voices were presented in italics. The researcher analysed the data presented in relation to the available literature in Chapter Two. The next chapter will focus on the summary of the research, findings of the research, recommendations and conclusion.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter explored the research presentation, analysis and interpretation of data. It presented the responses of the participants, with verbatim quotations of their responses. These were responses from face-to-face interviews conducted by the researcher to collect data from purposefully selected participants. Data were analysed using thematic analysis. Data were categorised into four themes and sub-themes by the researcher. Data were interpreted based on the available literature used by the researcher in Chapter 2. This chapter delves into the research summary, conclusions, recommendations and avenues for further research and conclusion. It also demonstrates the extent to which the research study has answered the research questions. The focus of this chapter is based on the objectives as specified in Chapter 1.

5.2 SYNOPSIS OF THE STUDY CHAPTERS

Chapter 1 outlined the background and rationale of the study. It also explored the statement of the problem, research questions, aims and objectives. In addition, the chapter presented the research aims, objectives and the purpose of the study. Furthermore, the chapter presented the literature review and definition of key concepts used in the study.

Chapter 2 presented a literature review and theoretical framework that guided the research study. The literature review included the conceptualisation of the Y-generation cohort, skills needed by principals in managing Y-generation teachers in the Fourth Industrial Revolution and the traditional management of schools. It also explained the challenges faced by principals in managing the Y-generation teachers, their contribution to the management of schools and the strategies that can be used to support the Y-generation teachers.

Chapter 3, the research design and methodology were outlined. It described the research paradigm and research approach. Also, the research design and methods used to carry out the research were outlined. The sampling procedure and data collection methods, as well as the instruments used were described. Methods used to analyse data, measures for trustworthiness and ethical measures were also considered in this chapter.

Chapter 4 mainly focused on the presentation and analysis of data. It presented the findings from the research data collected through interviews and document analysis. Themes were identified and data were analysed based on literature review and research questions.

5.3 SUMMARY OF THE RESEARCH FINDINGS

5.3.1 Characteristics of Y-generation

The research found out there are various characteristics of Y-generation teachers. It was clear from the research study that Y-generation teachers are tech-savvy (cf 4.4.1.1), supporting literature such as Martins and Martins (2012:153). The authors assert that Y-generation is intimately familiar with digital technologies. The participants (teachers) are all proficient in using technology. The study found out that Y-generation teachers are hard-working and committed to their work (cf 4.4.1.2) refuting literature which state that Y-generation are lazy and lack professionalism (Eckleberry & Tucciarone, 2011). On the other hand, the finding support literature such as Berhstock and Clifford that describe Y-generation as committed. The participants, both principals and teachers, indicated that Y-generation teachers portray commitment and professionalism in their work. They attend extra classes and weekend classes. They also submit their files on time when asked to do so. Document analysis also confirmed that Y-generation teachers are hard-working. All the monitoring reports analysed by the researcher revealed that Y-generation files are kept up-to-date and are submitted on time for monitoring.

Furthermore, the findings of the study show that Y-generation teachers put more trust in their friends than in their principals (cf 4.4.1.4) corroborating with Reilly (2012). It was noted that Y-generation teachers look for information from their friends first before they can go to their principals. The study revealed that Y-generation teachers are extrinsically motivated concurring with LeMieux (2017:23). Principal participants confirmed that Y-generation teachers are motivated extrinsically through awards, giving a word of praise and giving incentives. Teacher participants also indicated that they are extrinsically motivated by seeing their learners pass, and receiving awards and recognition from the school, circuit or district. The study also revealed that, to Y-generation teachers, personal issues come first than work issues (cf 4.4.1.5) supporting literature like Layton (2015:5) as the author posits that family comes first to Millennials.

The results of the study highlighted that Y-generation teachers desire feedback whenever their work is controlled (cf 4.4.1.5) supporting literature like Balc and Bozkurt (2013:600) who describe Y-generation as teachers who want immediate feedback. They also take negative feedback as a way to improve their work. Both the principals and teacher participants expressed the same sentiments that Y-generation teachers require constant feedback. It was further established that Y-generation teachers progress in their careers as almost all of them are furthering their studies. More so, they are willing to develop themselves professionally through attending workshops arranged by the district or developmental workshops arranged by the school (cf 4.4.1.7) supporting Lyons *et al.*, (2012:66).

Additionally, the study revealed that Y-generation teachers love teamwork (cf4.4.1.9). This contradicts scholars like Martins and Martins (2012:61) who claim that Y-generation respond negatively to team work. This research study showed that Y-generation put value in working as a team. Teamwork is of utmost importance in the school environment as teachers share ideas and knowledge and even help in disciplining learners. Lastly, Y-generation teachers desire a democratic leader (principal) who takes into consideration their ideas and views (cf 4.4.1.10). This corroborates with Kaume-Mwinzi (2016:85) who argues that Y-generation teachers need workplaces with direct communication with everyone in the organisation regardless of position. The study cemented that this helps Y-generation teachers to have a sense of belonging and feel involved in the decision-making process of the school. This helps them own the school programmes and initiatives and ensure that school targets are met.

5.3.2 Challenges faced by principals in managing Y-generation teachers

Participants asserted various challenges faced by principals in managing Y-generation teachers. The study presented the following findings on this issue: (a) boasting, (b) negative attitude, (c) absenteeism, (d) a lack of cooperation and (e) job hopping (4.4.2) supporting scholars like Breitshol and Ruhle (2012:107). The research indicated that younger teachers with higher qualifications than the principals boast and will only cooperate when the principal can prove that they have higher credentials. The participants indicated that though negative attitude and a lack of cooperation occur, it is very minimal. The greatest challenge experienced by principals is job hopping. Y-generation teachers spend 2-3years at school and move to better schools concurring with Arnold and Yue (2012:133). The main cause as expressed by principals is the geographical location of the schools supporting MacDonald (1999:841). Y-generation teachers do not stay long in deep rural schools where there is no network, electricity and poor road access. It was also revealed that in schools with better facilities and electricity, they will only stay because there are no jobs, or they will mainly if given opportunities to express themselves and if their presence is recognised. Other than that, they leave school in 2-3years.

5.3.3 Positive contribution of Y-generation teachers to schools

The overall impression indicated that Y-generation teachers contribute positively to schools technologically as most of the principals experience digital proficiency problems. They contribute by helping management in using computers, populating marks on South African Schools Administration Systems (SASAMS), digital time-tabling, analysis of results and sending emails (cf 4.4.3). They also use their technology skills to help learners research for information thus producing better results for the schools. The study revealed that Y-generation teachers contribute significantly to social change, improving the community they serve by producing good results supporting William and Meyer-Looze (2010). Students with good results can go to higher education institutions, get qualifications, have good-paying jobs and reduce poverty in their families.

Also, being educated reduces unwanted pregnancies, sexually transmitted diseases and infections in the community. The findings also revealed that Y-generation teachers want to share their knowledge and skills with other teachers (cf 4.4.3).

5.3.4 Strategies suggested by principals in order to manage Y-generation teachers

The participants outlined a wide range of strategies that can be used by principals in managing Y-generation teachers. The findings indicate that principals motivate Y-generation teachers extrinsically supporting literature such as McCrindle (2013). They are also using micro-management, understanding and dealing with them individually. The study revealed that principals suggested the use of recognition to manage Y-generation teachers (cf 4.4.4.1). The participants recommended the use of rewards to motivate and increase their morale. Related to the above-mentioned suggestion was that the principals should maintain a strong collegial relationship to avoid job hopping supporting Mausethagen (2013:18). The study also revealed that principals should be honest and transparent (cf 4.4.4.2) corroborating with Mokoena (2012:658). Giving factual information and reports on everything without hiding anything from Y-generation teachers helps to build trust with Y-generation teachers. Another suggestion revealed by the study was goal orientation (cf 4.4.4.3). The participants suggested that principals should be goal-driven and involve Y-generation teachers in goal setting concurring with Johnson and Johnson (2010). A shared vision ensures that targets are met at the school. It was further established that delegation, teamwork and micro-management were suggestions made by principals (cf 4.4.4.4). Delegation helps principals to get everyone on board and lessen the burden on them. The participants suggested teamwork to enhance the achievement of school goals.

5.4 RECOMMENDATIONS

5.4.1 Recommendation 1: Provision of technological resources

Y-generation is technologically intoxicated, therefore principals should provide tools of trade for teachers such as laptops/computers, tablets, overhead projectors, Wi-Fi, external hard drives and Bluetooth speakers, to mention a few, that they may use in executing their duties. Principals should also ensure that budgets are in place for the safety and security of all these technological resources. This can be done by partnering with the community and local police stations to provide security. Principals should seek donations and also partner with other service providers like ESKOM, VODACOM or MTN to have electricity connected to their schools and data packages that are affordable to ensure Wi-Fi is always available. Also, principals should use Y-generation teachers on technology-related matters, for example, consult them on what to buy, use them to teach the older folks and request them to capture data, prepare, type and design school official documents.

5.4.2 Recommendation 2: Recognising excellence

Recognise Y-generation teachers' efforts, even for little achievements. This can be done through awarding certificates to teachers for end of term results, Grade 12 end of year results, punctuality and awarding various committees at the school for carrying out their duties exceptionally. Fundraising can be done at the school to raise funds for buying gifts to award best performing teachers. Schools can partner with local businesses for donations to award teachers for their performance.

5.4.3 Recommendation 3: Managing through a democratic leadership style

Principals should use a democratic leadership style. They should involve Y-generation teachers in decision making as they want to feel part of the organisation. By being involved in decision making, they own the programmes of the school and will aim to perform to their best capabilities. Democratic leadership will also help Y-generation to share their ideas with management.

5.4.4 Recommendation 5: Constant feedback

There is a need to give constant feedback to Y-generation teachers as they want to know their performance. If these teachers do not receive feedback, how do they know what to improve or what to maintain? Therefore, constant feedback helps them maintain their strengths as well as grow and improve on their weaknesses. Ways to improve can also be discussed with the principals during the feedback session.

5.4.5 Recommendation 5: Access to rural schools

The government should improve access to rural school conditions by providing electricity, water and roads. Principals should work hand in glove with local communities, local leaders and the Department of Transport to improve the infrastructure in rural areas, especially roads. This will reduce job hopping among Y-generation teachers.

5.5 LIMITATIONS OF THE STUDY

- The researcher only collected data from the four combined rural schools in the circuit. Therefore, this study cannot be generalised to rural schools in South Africa due to the size of the sample.
- The strategies to be shared only apply to managing Y-generation teachers yet schools have a diverse workforce, including other age groups. Hence this study cannot be applied to the management of all teachers.
- The number of participants was limited to four principals and four teachers. If more participants were used by the researcher, richer data could have been obtained from the study.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

Since the research was done in rural schools, further research needs to be done on Y-generation teachers in urban area schools as their challenges may differ from rural schools considering that they have electricity. Further research is needed to study how principals can manage a multiple-generation workforce as schools do not only comprise Y-generation teachers. In addition, a large-scale study is proposed by the researcher so that the results can be generalised to South African schools. Furthermore, research can also be done in private schools to get a better understanding of the phenomenon at hand. Lastly, more participants can be used in the study so that more detailed and richer data can be collected, and this will enhance better findings from the research.

5.7 CONCLUSION

This study focused on exploring the experiences of school principals in managing Y-generation (millennial) teachers in combined schools within the Umzinyashana Circuit in KwaZulu Natal. The primary research question aimed to uncover the challenges and dynamics involved in overseeing this specific group of educators. Qualitative research methods, including semi-structured interviews and document analysis, were employed, adhering to ethical protocols with permission obtained from relevant educational authorities.

The study revealed that Y-generation teachers in Umzinyashana Circuit possess distinct characteristics, such as being tech-savvy, prioritising work-life balance, seeking meaningful and collaborative work environments, and desiring continuous professional development. Principals encountered challenges in adapting to the technological reliance of Y-generation teachers, managing their tendency to change jobs frequently, and addressing their need for constant feedback.

Effective communication emerged as a critical factor in managing Y-generation teachers, emphasising the importance of open and transparent channels, encouraging feedback and participation, and utilising digital platforms for engagement. Currently, extrinsic motivation is employed to keep Y-generation teachers motivated, but the study recommends creating a positive and inclusive work environment to retain them. This involves recognising their achievements, promoting teamwork, collaboration, and involving them in decision-making processes.

In conclusion, understanding and effectively managing Y-generation teachers in Umzinyashana Circuit are deemed essential for fostering a positive work environment, enhancing teacher satisfaction, and ultimately improving the quality of education provided to students. The study provides recommendations for principals to address these challenges and suggests avenues for further research to continually enhance the management of Y-generation teachers.

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APPENDIX A: PROOF OF REGISTRATION



2053

CHAPISA C MRS
P O BOX 2901
NEWCASTLE
2940

STUDENT NUMBER : 59746734

ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2023-03-31

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98405)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM. DATE	CENTRE(PLACE)
Study units registered without formal exams:						
@ DFEDU95		MED - Education Management	**	E		
DFEDU95		MED - Education Management	**	E		

@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

- # Your attention is drawn to University rules and regulations (www.unisa.ac.za/register). Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year. Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information.
 - Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.
 - Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.
- # Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available for the research proposal module. Study material can be accessed on the Unisa website. You must register on MyUnisa (<https://my.unisa.ac.za/portal/>) for this purpose. You are also reminded to activate your myLife email address since all electronic correspondence will be sent to this email address.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof M S Mothata
Registrar

0108 0 00 0



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APPENDIX B: ETHICAL CLEARANCE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/08/11

Ref: **2021/08/11/59746734/08/AM**

Dear Mrs C CHAPISA

Name: Mrs C CHAPISA

Student No.:59746734

Decision: Ethics Approval from
2021/08/11 to 2024/08/11

Researcher(s): Name: Mrs C CHAPISA
E-mail address: 59746734@mylife.unisa.ac.za
Telephone: 073 828 2874

Supervisor(s): Name: Prof SS KHUMALO
E-mail address: ekhumass@unisa.ac.za
Telephone: 012 429 6839

Title of research:

The Challenges Faced by Combined Secondary School Principals in Managing Y-Generation Teachers in Umzinyashana Circuit, KwaZulu Natal: A Case Study.

Qualification: Med EDUCATION MANAGEMENT

Thank you for the application for research ethics clearance by the UNISA College of Education

Title of research:

The Challenges Faced by Combined Secondary School Principals in Managing Y-Generation Teachers in Umzinyashana Circuit, KwaZulu Natal: A Case Study.

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 2021/08/11 to 2024/08/11.

*The **low risk** application was reviewed by the Ethics Review Committee on 2021/08/11 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

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 **2024/08/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2021/08/11/59746734/08/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 PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za



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APPENDIX C: PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051

Email: buyi.ntuli@kzndoe.gov.za

Enquiries: Buyi Ntuli

Ref.:2/4/8/7165

Mrs Caroline Chapisa
P.O. Box 2901
NEWCASTLE
2940

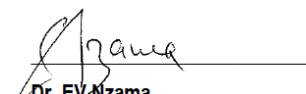
Dear Mrs Chapisa

PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE INSTITUTIONS

Your application to conduct research entitled: **"THE CHALLENGES FACED BY COMBINED SCHOOL PRINCIPALS IN MANAGING Y GENERATION TEACHERS IN UMZINYASHANA CIRCUIT, KWAZULU NATAL: A CASE STUDY:"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

Your application to conduct research entitled: **"THE CHALLENGES FACED BY COMBINED SCHOOL PRINCIPALS IN MANAGING Y GENERATION TEACHERS IN UMZINYASHANA CIRCUIT, KWAZULU NATAL: A CASE STUDY:"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 22nd September 2021 to 31st August 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. EY Nzama
Head of Department: Education
Date: 22nd September 2021

GROWING KWAZULU-NATAL TOGETHER

APPENDIX D: PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

GROWING KWAZULU-NATAL TOGETHER

OFFICE OF THE HEAD OF DEPARTMENT Private Bag X9137, PIETERMARITZBURG, 3200

Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201

Email: buyi.ntuli@kzndoe.gov.za

Tel: 0333921051

Mrs Caroline Chapisa

P.O. Box 2901

NEWCASTLE

2940

Dear Mrs. Chapisa

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“THE CHALLENGES FACED BY COMBINED SCHOOL PRINCIPALS IN MANAGING Y GENERATION TEACHERS IN UMZINYASHANA CIRCUIT, KWAZULU NATAL”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 22nd September 2021 to 31st August 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.

8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.



Dr. E.V. Nzama

Head of Department: Education

Date: 22nd September 2021

GROWING KWAZULU-NATAL TOGETHER

APPENDIX E: APPROVED PERMISSION TO CONDUCT RESEARCH FROM AMAJUBA DISTRICT



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Enquiries: RTT Nzama

Ref: 9/4

Date: 28 September 2021

**TO: MRS C CHAPISA
DEPUTY DIRECTOR: FINANCE**

RE: PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

1. The above subject refers.
2. Your request to conduct research in the KZN DoE Institutions has been granted.
3. Kindly ensure that Teaching and Learning is not disturbed when conducting research.
4. COVID-19 protocols and Regulations must be observed.

Thank you.


MR RTT NZAMA
DISTRICT DIRECTOR: AMAJUBA

28/09/2021
DATE

...Leading Social Compact and Economic Emancipation
Through a Revolutionary Education for All...

Private Bag X6616, NEWCASTLE, 3200
113 Panorama Drive, Newcastle, 2940
Tel: 034 328 4500 Fax: 034 3172158

DIRECTOR'S OFFICE

GROWING KWAZULU-NATAL TOGETHER

APPENDIX F: PERMISSION LETTER TO KZN DEPARTMENT OF EDUCATION



PERMISSION LETTER TO KWAZULU-NATAL DEPARTMENT OF BASIC EDUCATION REQUESTING PERMISSION TO CONDUCT RESEARCH

Request for permission to conduct research in Umzinyashanaschools

Research Title: The challenges faced by combined secondary school principals in managing Y-generation teachers in Umzinyashana Circuit, KwaZulu Natal.

Date: 02 September 2021

AMAJUBA DISTRICT

Department of Education

113 Panorama Drive, Lennoxton

Newcastle

2940

Dear Sir/Madam


I, Caroline Chapisa, am doing research under the supervision of Mr Khumalo, a senior lecturer in the Department of Educational Leadership and Management towards a Master of Education at the University of South Africa.

The aim is to establish the experiences of school principals in managing generation Y teachers in combined schools in Umzinyashana Circuit in KwaZulu Natal. This will help the researcher in coming up with recommendations that can help principals in managing generation Y teachers.

Your schools have been selected because it has possible candidates who are able to provide primary data needed for the research. The study will entail interviews and document analysis. The benefits of this study are that the research study will add scholarly knowledge on how principals manage Y-generation teachers in Umzinyashana Circuit. This study will suggest recommendations on how school principals could better manage Y-generation teachers and if these recommendations are considered by the education department authorities, it will influence policy changes. Additionally, the study will add to practice and theory in the education discipline in matters related to educational leadership and management. There are no risks involved in this study. There will be no reimbursements or any incentives for

participation in the research. Feedback procedure will entail participants receiving the feedback from the researcher by contacting: Mrs C Chapisa: 073 828 2874 or email: carol.chapisa@gmail.com and my supervisor can be reached on contacts: DR SS Khumalo: 0124296839 or email:ekhumass@unisa.ac.za.

Yours sincerely

A handwritten signature in black ink that reads "Chapisa". The letters are cursive and somewhat stylized.

CAROLINE CHAPISA

(RESEARCHER)

APPENDIX G: PERMISSION LETTER TO AMAJUBA DISTRICT DEPARTMENT OF EDUCATION



PERMISSION LETTER TO AMAJUBA DISTRICT DEPARTMENT OF BASIC EDUCATION REQUESTING PERMISSION TO CONDUCT RESEARCH

Request for permission to conduct research in Umzinyashanaschools

Research Title: The challenges faced by combined secondary school principals in managing Y-generation teachers in Umzinyashana Circuit, KwaZulu Natal.

Date: 02 September 2021

AMAJUBA DISTRICT, Department of Education, 113 Panorama Drive, Lennoxton, Newcastle, 2940

Dear Sir/Madam

I, Caroline Chapisa, am doing research under the supervision of Mr Khumalo, a senior lecturer in the Department of Educational Leadership and Management towards a Master of Education at the University of South Africa. The aim is to establish the experiences of school principals in managing generation Y teachers in combined schools in Umzinyashana Circuit in KwaZulu Natal. This will help the researcher in coming up with recommendations that can help principals in managing generation Y teachers.

Your schools have been selected because it has possible candidates who are able to provide primary data needed for the research. The study will entail interviews and document analysis. The benefits of this study are that the research study will add scholarly knowledge on how principals manage Y-generation teachers in Umzinyashana Circuit. This study will suggest recommendations on how school principals could better manage Y-generation teachers and if these recommendations are considered by the education department authorities, it will influence policy changes. Additionally, the study will add to practice and theory in the education discipline in matters related to educational leadership and management. There are no risks involved in this study. There will be no reimbursements or any incentives for participation in the research. Feedback procedure will entail participants receiving the feedback from the researcher by contacting: Mrs C Chapisa: 073 828 2874 or email: carol.chapisa@gmail.com and my supervisor can be reached on contacts: DR SS Khumalo: 0124296839 or email: ekhumass@unisa.ac.za.

Yours sincerely

A handwritten signature in black ink that reads 'Chapisa' in a cursive, slightly stylized font.

CAROLINE CHAPISA
(RESEARCHER)

APPENDIX H: PERMISSION LETTER TO UMZINYASHANA CIRCUIT



PERMISSION LETTER TO THE CIRCUIT MANAGER REQUESTING PERMISSION TO CONDUCT RESEARCH

Request for permission to conduct research in Umzinyashana circuit schools

Research Title: The challenges faced by combined secondary school principals in managing Y-generation teachers in Umzinyashana Circuit, KwaZulu Natal.

Date: 02 September 2021

The Circuit manager

Department of Education

Umzinyashana Circuit

Dear Sir


I, Caroline Chapisa, am doing research under the supervision of Mr Khumalo, a senior lecturer in the Department of Educational Leadership and Management towards a Master of Education at the University of South Africa.

The aim of this study is to establish the experiences of school principals in managing generation Y teachers in combined schools in Umzinyashana Circuit in KwaZulu Natal. This will help the researcher in coming up with recommendations that can help principals in managing generation Y teachers.

Your circuit has been selected because it has possible candidates who are able to provide primary data needed for the research. The study will entail interviews and document analysis. The benefits of this study are that the research study will add scholarly knowledge on how principals manage Y-generation teachers in Umzinyashana Circuit. This study will suggest recommendations on how school principals could better manage Y-generation teachers and if these recommendations are considered by the education department authorities, it will influence policy changes. Additionally, the study will add to practice and theory in the education discipline in matters related to educational leadership and management.

There are no risks involved in this study. There will be no reimbursements or any incentives for participation in the research. Feedback procedure will entail participants receiving the feedback from the researcher on contacts: Mrs C Chapisa: 073 828 2874 or email: carol.chapisa@gmail.com and my supervisor can be reached on contacts: DR SS Khumalo: 0124296839 or email: ekhumass@unisa.ac.za.

Yours sincerely

A handwritten signature in black ink that reads "Chapisa". The letters are cursive and somewhat stylized, with the 'C' being particularly large and looping.

CAROLINE CHAPISA

(RESEARCHER)

APPENDIX I: INFORMED CONSENT



Informed Consent/Declaration

DATE:

Research Title: The challenges faced by combined secondary school principals in managing Y-generation teachers in Umzinyashana Circuit, KwaZulu Natal: A case study.

Dear Prospective participant

My name is Caroline Chapisa, and I am doing research under the supervision of Mr Khumalo, a senior lecturer in the Department of Educational Leadership and Management towards a Master of Education at the University of South Africa. We are inviting you to participate in a study entitled: The experiences of school principals in managing generation Y teachers in Umzinyashana Circuit in KwaZulu Natal.

WHAT IS THE PURPOSE OF THE STUDY?

The purpose of this study is to seek interventions that could assist in minimising the impacts of poor management of Y-generation teachers in schools. This will be done by collecting important information, rearranging it and drawing conclusions that could help principals in managing the Y-generation teachers in schools.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you meet the criteria used to identify participants by the researcher. You were purposefully chosen to participate because of your valuable expertise in the area of my study. I obtained your contact details from Umzinyashana FET Whatsapp group. Ten participants were chosen to participate in this study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews and document analysis. You will be asked open ended semi structured questions. It is expected that the duration of your participation will be one week. The time allocated for the interviews is approximately 20-30 minutes. You will also be requested to furnish the researcher with some documents for analysis. These documents include Educators' files, lesson plans and monitoring tools.

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

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, 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 and without giving a reason.

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

The benefits of this study are that the research study will add scholarly knowledge on how Principals manage Y-generation teachers in Umzinyashana Circuit. This study will suggest recommendations on how school principals could better manage Y-generation teachers and if these recommendations are considered by the education department authorities, it will influence policy changes. Additionally, the study will add to practice and theory in the education discipline in matters related to educational leadership and management. As a participant, you will benefit from the results of the study as it is going to recommend how principals can manage the Y- generation teachers.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no foreseeable risks in participating in this research. You may experience some inconveniences of a disturbed break time or delayed knock off time as the interviews will be conducted during break time and after school hours.

WILL THE INFORMATION THAT I GIVE TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Records that identify you will be available only to people working on the study like the Research Ethics Review Committee unless you give permission for other people to see the records.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for five years in a locked cupboard at the researcher's home for future research or academic purposes. Electronic information will be stored on a password-protected computer, USB and external hard drive. Hard copies will be shredded and thrown away and electronic copies will be completely deleted from all the mentioned devices.

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

You will not receive any payment or reward for participating in this study. You will also not incur any costs by participating in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has been approved by the Research Ethics Review Committee of the College of Education, UNISA. A copy of this letter can be obtained from the researcher if you so wish.

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

You will be informed of the final research findings by the researcher from her contacts: Caroline Chapisa on 073 828 2874 or email: carol.chapisa@gmail.com. The findings are accessible for perusal after December 2021.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mrs Caroline Chapisa on Cell:073 828 2874 or email: carol.chapisa@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact DR SS Khumalo on 012 429 6839/ 084 613 4257, email: ekhumass@unisa.ac.za.

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

Thank you



Caroline Chapisa

(RESEARCHER)

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I....., confirm that the person asking 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 and the researcher has explained to me and I understood the study as explained in the information sheet.

I have had sufficient opportunity 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.

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

I agree to the recording of the interview and document analysis. I have received a signed copy of the informed consent agreement.

Participant's Name and Surname.....

.....

Participant's Signature

Date

Researcher's Name and Surname: CAROLINE CHAPISA



.....

Researcher's signature

Date

APPENDIX J: INTERVIEW SCHEDULE FOR PRINCIPALS



1. May you please tell me about yourself, including your qualifications, experience and professional registration?
2. Describe the challenges that you face in managing Y-generation teachers.
3. Describe their take on balancing work, family and life/personal issues. What takes precedence?
4. Some literature describes Y-generation teachers as lazy while others describe them as hardworking. What is your experience in this regard? Professionally, do they display professional ethics in terms of submission of work and meeting deadlines?
5. How do they fare in terms of teamwork, commitment to their work, professional development, academic development, career progression and challenging authority? Where is their trust mostly focused, friends or authority?
6. Do they stay long at a school, or they are always changing schools or even changing their career altogether? If they change, explain the causes of their movement.
7. Do they have a desire for feedback? If so, how do they react when given feedback, especially negative feedback?
8. Explain what is mostly valued by Y-generation teachers between extrinsic and intrinsic motivation.
9. Describe any positive contribution displayed by Y-generation teachers at your school. Not forgetting that in the 21st century and the 4th industrial revolution, principals need to manage schools using recent technologies. How do these Y-generation teachers contribute to the management of the school and what challenges do they pose to school management since they are a technology-intoxicated generation?
10. As a principal, suggest some strategies that can be used by principals in managing Y-generation teachers.

APPENDIX K: INTERVIEW SCHEDULE FOR TEACHERS



- 1 Tell me about yourself in terms of your teaching experience, registration with SACE, professional qualifications, subjects and grades that you are teaching.
- 2 The Y –generation is described as techno-savvy. What is your take on that?
- 3 The Y –generation is described sometimes as lazy and some other times as hardworking. Describe yourself in this regard and how you show commitment to your work.
- 4 Do you keep your teacher’s file and lesson planning up to date and do you honour submission dates when requested?
- 5 How often do you need feedback from your principal and describe how you take negative feedback?
- 6 What motivates you to work hard and go the extra mile, especially in Grade 12? Are you rewarded for Grade 12 results? Do you have excellent awards at school and circuit level? Does this motivate you?
- 7 In the work-life balance, what wins in your life? What takes precedence? What about family issues? What takes precedence between family issues and work?
- 8 Do you play any important role in the planning and acquisition of schools’ LTSM e.g. textbooks, technology and related resources?
- 9 Does the principal take into consideration your views? Describe your take on the principal’s decision making process.

APPENDIX L: PRINCIPAL H TRANSCRIPTION



Researcher: Good afternoon sir

Participant: Afternoon

Researcher: Hope you are doing well, thank you for coming for this interview, we will go straight into our interview questions. May you please tell me about yourself including your qualifications, your experience and your professional registration?

Participant: Emm, I'm Mr H, currently the principal of a school which is school 4.

However, I am a qualified teacher, I have a DESP diploma for 3years which is a Diploma in Secondary Phase and after completing the diploma in 1998, I then studied further and did a National Diploma in Human Resources Management and Development so I am using both these qualifications at my management structure and the position where I am. I have 23years teaching experience and more than 12years management experience. Well, currently one is not studying anything yet, but I am also a Geography educator, I have a certificate in GIS and GIS Co- operations. Currently, I have been attending the Coding and Robotics workshop which is also certificated by the Department of Education.

Researcher: So are you registered with SACE?

Participant: Yes I'm registered with SACE, I'm subscribing under the professional code of Ethics as well.

Researcher: (laughs) Ok thank you so much, we move on to question 2. Describe the challenges that you face in managing Y-generation teachers. You understand Ygeneration teachers are teachers that were born between 1977 and 2000. Do you face any challenges when you are managing them?

Participant: Yaa there are challenges because some of the other educators you have to know and understand their character because some may trouble you in terms of being absent from school, of course with valued reasons. But you have to manage the situation otherwise you will listen to the reasons up until the whole work of the year is not done, so you have to find ways of ensuring that you keep them at work at the very same time you want to conduct them as professionals at the very same time you conduct yourself as a professional. At the very same time you also manage the temper because you will find that other educators are very temperamental when they are dealing with teenagers, particularly if the school is running up to grade 12, you find that educators become so agitated and so temperamental to such an extent that they can even destroy the learner before the learner writes the end of year examinations. So you have to control the issue of tempers, you have to find ways of managing learners' behaviour because you may end up having an educator fired from the system for corporal punishment for that particular matter, or for being temperamental and destroying the learners' career at the very end so there are challenges but as a manager, the department has so many instruments and tools that we use to manage that. In terms of being absent, there are leave forms and a leave register that needs to be monitored and shared among the staff so that people will also check their own behaviours. If there is other

misunderstandings between the learner and the educator and tempers are flurrying out of control, as a manager you need to exercise a very calm head and have both parties closer to you and you need to negotiate and mediate and you have to find ways of managing learner behaviour. In that particular way you will find that the teacher is ultimately pleased and yaa... they get on with the desired work.

Researcher: Ok thank you so much, we move on to question 3, describe their take on balancing work and family/personal issues, what takes precedence, on your management when you look at the Y-generation teachers, they have family/personal commitments and they have also work commitments, what takes precedence there?

Participant: Well for majority of the teachers, work takes precedence because at most you find them going an extra mile even to spend weekends with learners or at times during the holidays, they are prepared to spend time with learners, of course it comes with motivation because we understand that holidays and weekends are those family days but because we are having a target in terms of grade 12 pass percentage, educators do commit themselves when it comes to going an extra mile, so I reckon that work takes precedence over whatever else that they are doing, of course as a matter of motivation whenever there is a gap one can give them an opportunity to spend at home may be one day or so if there is no pressure, I do that, understanding that they have been at school for almost a longer period of time including weekends and even holidays.

Researcher: Ok thank you so much, we move on to question 4, some literature describes Y-generation teachers as lazy while others describes them as hardworking, what is your experience in this regard, professionally do they display professional ethics in terms of submission of work and meeting deadlines?

Participant: Yaa. I think it's the issue of management, how as a principal do you manage your staff, because as a person I also do micro management, I manage individuals except managing them as a group, that way I get closer to understanding what is going on in each and every individual's personal perspective, so as a result then I do find a way of making them to subscribe to my own philosophy and vision, so I describe them as people who are keen to work and also they do subscribe to good work ethics. When also you require them to meet deadlines you need to micro manage because if you just generally manage the whole team you find that one individual has failed to manage but if you come closer to the individual you can even find out as to why the person has not met the deadline and try to find support and ways to assist that particular individual, so I reckon these particular sets of teachers, they are work alcoholics because they give what you want as long as you micro manage. Micro managing means you are coming closer to an individual willing to know what the individual is going through because in that way they will be able to confide in you and they are able also before the deadline comes to tell you because you have a good connection in terms of personality so therefore I don't reckon that they are lazy but it's the issue of how you manage them, do you manage them in the group or do you manage the group and you micro manage. Then it's easier for people to confide to you and also to speak when it comes to issues in a particular way and then they are able to give you the maximum in terms of their work output.

Researcher: Ok thank you so much, I've learnt something (laughs), micro management, ok, let's move on to question 5, how do this generation fair in terms of team work and commitment to their work, professional development, academic

development, career progression and challenging authority?. And then the last one, or maybe let's answer these ones and then come to the last part.

Participant: No, I, (laughs), yes they do commit to teamwork, but it depends on how you as a manager delegate them, because if they do hate one person they do hate that person with a passion, you can't team them up at any given stage, so, therefore you have to be a very wise manager to such an extent that you understand personalities, when you delegate them and form a team, you try to put together like terms so that they will work and gel even in terms of their understanding and their spirituality and then they give you what you want. But if you mix unlike terms that's where the problem starts, so you have to understand that this one gets along with this one and then you team them up according to that because that's the most important area of delegation, you delegate people that are having a common interest in something so therefore they will give the results but if you delegate people that are having conflicting interests then that's where the problem is. However this type of educators, yes they do like all the time to be inquisitive and they will challenge management "so to say management" but actually they are not challenging management, they are challenging the status quo of the system, so you have to work with your legislative framework on board, you do not have to operate by thumb sucking things, so you need to explain to them clearly why we are doing this, what pieces of legislation forces us to do that. If they do understand that fully then they are cooperative, but if you bring any program in the school that is not backed by a circular or by a departmental resolution, that's when they will challenge that, but if all what you are doing in the institution is backed by pieces of legislation and resolutions then they will flow with you. In terms of them being career driven and want to increase or develop themselves, yes they are people that are willing to develop and even with your workshops they are keen to take information from those workshops and run with the information, so they are receptive, it depends with how from the onset you manage your team.

Researcher: Then where is their trust is mostly focused, is their trust mostly focused on friends or authority? May be at school when they want to ask something about work that they do not understand, do they feel free to ask their friends or do they feel free more to ask the school management, where is their trust mostly focused?

Participant: Strange enough people want to firstly fact find from their peers even in my own staff they do that, one that is bold from that chat group will come out to say, principal, after you spoke about something, we had a little chat and this is what transpired, and then you learn that oh ok, they further spoke about what you said or whatever that has transpired on a program. They more trust their peers and then the matter will then spill out to the open to come to the management, only a very few individuals can simply come and confront the management, they do want to have surety around their peers, if somebody understood what ever that you brought better, then they will be able to share with them, but if they have logger heads, then they will come back to you but they firstly chew the bones amongst themselves.

Researcher: Ok thank you so much, we will move on to question 6. Do they stay long at a school or they are always changing schools or changing the career altogether, at your school this generation, once they are employed, do they stay long or they are moving?

Participant: No with the experience I have, I have been an acting principal and a deputy principal at one school, longer than 9 years, those are people that stays unless otherwise they are enticed by promotion to move to another school, but

however if they feel that they are not given the opportunity to express themselves in the very institution then they would want to first exit out, otherwise if there is good vibe amongst the management and them and there is support, there is understanding, yes there are times of misunderstandings, but if you keep your team as happy, they will stay longer, they do not want to hop around, but they hop around if they feel that the management does not recognise them and does not respect their output and motivate them further.

Researcher: Okay I had a feeling that since it is there in the deep rural areas, they would want to move away from the rural areas but it's good that they stay long.

Participant: NoI have people that are so loyal (ok) yes, yes.

Researcher: Thank you so much, let's move on to question 7. Do they have a desire for feedback, if so, how do they react when you give them negative feedback?

Participant: Yes they do have a desire for feedback in all the programs that we have and that we are engaged in and that you delegate them into, they do want to have feedback, even the subject performance analysis which is also another way of giving them feedback, they do desire feedback. If there are any areas where the desired targets are not met, well they do take it upon themselves to improve, they do not take it with a heavy heart, of saying fine I'm not gonna do it anymore, but they do take up the negative feedback and also they come up with strategies to improve, of course it depends with the tool upon which the feedback is given. If the feedback is given in a constructive way, in a way that elicits development and other inputs so that those will be joined inputs to improve them, they do take kind to such feedback and they do also contribute to the feedback for the betterment of the school and also see their behaviour after you have spoken, discussed and we have resolution, we take a joint resolution, every one runs with the resolution.

Researcher: Ok thank you so much, moving on to question 8, it says, explain what is mostly valued by Y-generation teachers between extrinsic and intrinsic motivation?

Participant: They value extrinsic motivation because they always look up to a person to motivate them all the time, for instance, if you give them the word of praise, the word of appreciation and you set targets with incentives in the targets then they can move mountains for you, because you motivate them in that particular regard so therefore I believe that with the extrinsic motivation they can go a long way as long as you keep motivating them.

Researcher: Ok so do you give them some incentives?

Participant: Yes

Researcher: Ok, in what form?

Participant: For instance we have a policy that when you come on Saturdays, because it's not a school day, so in terms of your transport claim, we give you 50% more of your transport claim. If you do come for your classes during the holidays, we put the combined total of your transport fare, that is gonna be given to you as a reimbursement and a 50%

of that as an incentive, so yes, and also we got a target that all subjects that at the end of the year that have achieved in a 90% to 100% bracket pass rate, they receive certificates and a R500 each. If on top of that you have a level 7, we add another R500 so (laughs) we are trying by all means to ensure that we encourage.

Researcher: So this is applying to this year's results?

Participant: I've started that at the school last year. I did it last year, and the target is still standing.

Researcher: Ok thank you so much, let's move on to question 9 which says describe any positive contribution displayed by Y-generation teachers at your school especially when you are looking at this 21st century and the 4IR which requires schools to be using more of technology, how does the Y-generation contribute to your management especially in the use of recent technology?

Participant: No they contribute quite a lot with majority of them, having smart phones. When I arrived there, I discovered that the school has a WhatsApp group for the school and also there is a WhatsApp group for each phase. Well, as a principal I'm part of all the groups at the very same time because they are using smart phones, you find that in most cases, there are so close to working with computer gadgets because they need to print out things. They interact with other people via the medium of social media, and at the very same time they are very computer literate, it's just unfortunate that tools of trade are not as enough, but they do take part when it comes to SASAMS, they can populate marks on their own, they do not need the support staff to come and do that for them, at the very same time I do not have any papers or any activities that are given to learners that are written by hand. Majority of them can handle the issue of computer and word processing, so therefore they are contributing immensely, it's just that one is not having enough in terms of tools of trade. As much as we develop, I reckon each staff room or each subject, having its own computer to use, then they will be exploring everything that they have, yes they are very computer literate and they are willing to learn.

Researcher: Alright, so looking at them in being so computer literate and technosavvy, don't they have any challenges to you in your management. Yes they can contribute to the school since you have said they type their own papers, they populate their own marks, but their knowledge of technology, doesn't it have any challenges to your at your management?

Participant: No, I'm having technologically wise SMTs as well, even the principal is one of the people that are technologically inclined as well, like I said after discovering that these are very much on par with technology, it makes my work very much easier, even if I can do the time-table at home, I will do the time-table and feed it on the whatsapp, tomorrow everyone knows where to go and what to do, so therefore it becomes easier because I am a computer literate person myself and then I enjoy working in that particular fashion because it saves time and also it saves the hustle, everyone knows what to do and when to do it at the touch of a button or at the finger tip, so I don't have any challenges instead I'm just happy except the fact that we don't have enough tools of trade and at times we battle a little in terms of network, but that is a very huge plus.

Researcher: They don't trouble you in demanding computers?

Participant: No they understand the situation because when I first arrived they knew the situation when we do our budget annually, which is our second time running it, so they do understand our needs and how stringent our budget is, but we still have a hope that some Samaritan may come from somewhere and assist us. They do understand that, however we do have two computers that are working and also some individuals have their own computers so there is no issue of demanding, but understanding that we will develop one day as a school and someday we will have enough.

Researcher: No, thank you so much, and our last question, as a principal suggest some strategies that can be used by other principals in managing the Y-generation teachers.

Participant: Well there are a couple, first and foremost it's important to understand each individual at the very same time it's important to understand the deepest interests that the individual has whilst the person is still here in your workspace, meaning that you have to understand what does this person like and what does this person dislike. At the very same time be vigilant to see people that are good associates of each and every individual so that you group them or when you delegate functions and you put them together, you will be able to put compatible people that will not have issues or frictions amongst themselves. Also you need to be transparent and honest when you are dealing with these people because they will ask you questions, they will probe questions so you need not to thumb suck questions but you need to give factual information. Another element you need to be as transparent as possible when it comes to your reporting. You should not leave any stone unturned when you report and at the very same time when you have any capacity building workshops or seminars, give them sound information to use because they are always craving for new information so you need to give them sound information whenever you are conducting a workshop or a seminar. Another thing you need to keep in check on all the time, keep them in check. I don't mean you need to strictly follow them but you should micro manage them. Micro management here not in a bad way but meaning that you need to manage and understand each individual weakness, strengths, so that you will use those to motivate that particular individual further when chips are down. However, you need to always have clear targets with them, what do you want to achieve, how can we get there, allow them to contribute so that the targets could be met. Finally, never stop to appreciate and to recognise their efforts all the time as part of motivation.

Researcher: You have said a mouthful, thank you so much for your strategies, well said. We have come to the end of our interview, thank you so much for setting side time to attend this interview, and thank you so much for the information that you have shared. May the dear Lord richly bless you.

Participant: Thank you so much.

APPENDIX M: TURNITIN PROOF CERTIFICATE

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02 November 2023

*The experiences of combined school principals in managing Y-generation teachers in schools in Umzinyashana
Circuit in KwaZulu Natal*

This serves to confirm that I edited substantively the above document including a Reference list. The document was returned to the author with various tracked changes intended to correct errors and to clarify meaning. It was the author's responsibility to attend to these changes.

Yours faithfully



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